

**DPU**

**Dr. D. Y. PATIL VIDYAPEETH, PUNE**  
(Deemed to be University)

**Syllabus for**  
**B.Sc. Nursing**  
**2014 -2015**  
(Revised upto April 2019)

**NOTIFICATION**

Whereas in pursuance of the following decisions taken by the Board of Management, it is hereby notified to all concerned that the "Syllabus for B.Sc. Nursing –2014-15 " is revised upto April 2019 and hereby published.

- Addition of Genetics in Child in Health Nursing (3 hrs.) in the syllabus of B.Sc. Nursing vide Resolution No. BM-19(i)-14 dated 25<sup>th</sup> April, 2014.
- Implementation of Semester System and Choice Based Credit System for B.Sc. (Nursing) vide Resolution No. BM-03(i)-15 dated 31<sup>st</sup> March, 2015.
- Introduction of Environmental Studies in B.Sc. (Nursing) vide Resolution No. BM-03(ii)-15 dated 31<sup>st</sup> March, 2015.
- Inclusion of topics of Ayurved Nursing in alternative therapies of 20 hours of theory and 30 hours of clinical at UG programme, as per the INC norms vide Resolution No. BM-28(i)-15 dated 29<sup>th</sup> December, 2015.
- Introduction bioethical aspects in various Chapters of all subjects vide Resolution No. BM-28(ii)-15 dated 29<sup>th</sup> December, 2015.
- Revision of UG & PG Nursing Syllabus and Scheme of examination for UG and PG Programme for the Year 2016-17 vide Resolution No. AC-14 (ii)-16 dated 25<sup>th</sup> July, 2016
- Modifications in certain Nursing Procedures in UG Nursing Syllabus and revised Scheme of Examination vide Resolution No. AC-21(i)-17 dated 25<sup>th</sup> July, 2017
- Inclusion of module of Disability Management of 20 hrs under Medical Surgical Nursing & Sociology Subjects as value added course for IV year B.Sc. Nursing – 5-10 hours related to disability vide Resolution No. BM-40(ii)-17 dated 29<sup>th</sup> December, 2017.
- Revision for internal assessment format for undergraduate and postgraduate courses vide Resolution No. BM-19(i)-18 dated 21<sup>st</sup> July, 2018.
- Addition of topic of "Ethical Principles in Nursing Research" in VI Semester of B.Sc. Nursing in the subject of Nursing Research and Statistics vide Resolution No. BM-19(iii)-18 dated 21<sup>st</sup> July, 2018.
- Modifications in the Examination pattern of Foundation of Nursing and Medical Surgical Nursing for B.Sc. Nursing in semester system vide Resolution No. BM-31(i)-18 dated 12<sup>th</sup> October, 2018.
- Interdisciplinary subjects for UG and PG Programme vide Resolution No. BM-11(i)-19 dated 12<sup>th</sup> April, 2019.



Sant Tukaram Road, Pimpri, Pune - 411018, Maharashtra (India)

Tel. : +91-20-27805000, 27805001 • Fax : +91-20-27420010 • Email : info@dpu.edu.in

- Graduate Attributes, Programme Outcomes (POs), Course Outcomes (Cos) and it's mapping for all courses of UG and PG Programmes under Faculty of Nursing. Vide Resolution No. BM-11(iii)-19 dated 12<sup>th</sup> April, 2019.

The Syllabus of B.Sc. Nursing 2014-15 – Revised upto April 2019 will be useful to all the concerned. This will come into force with immediate effect.



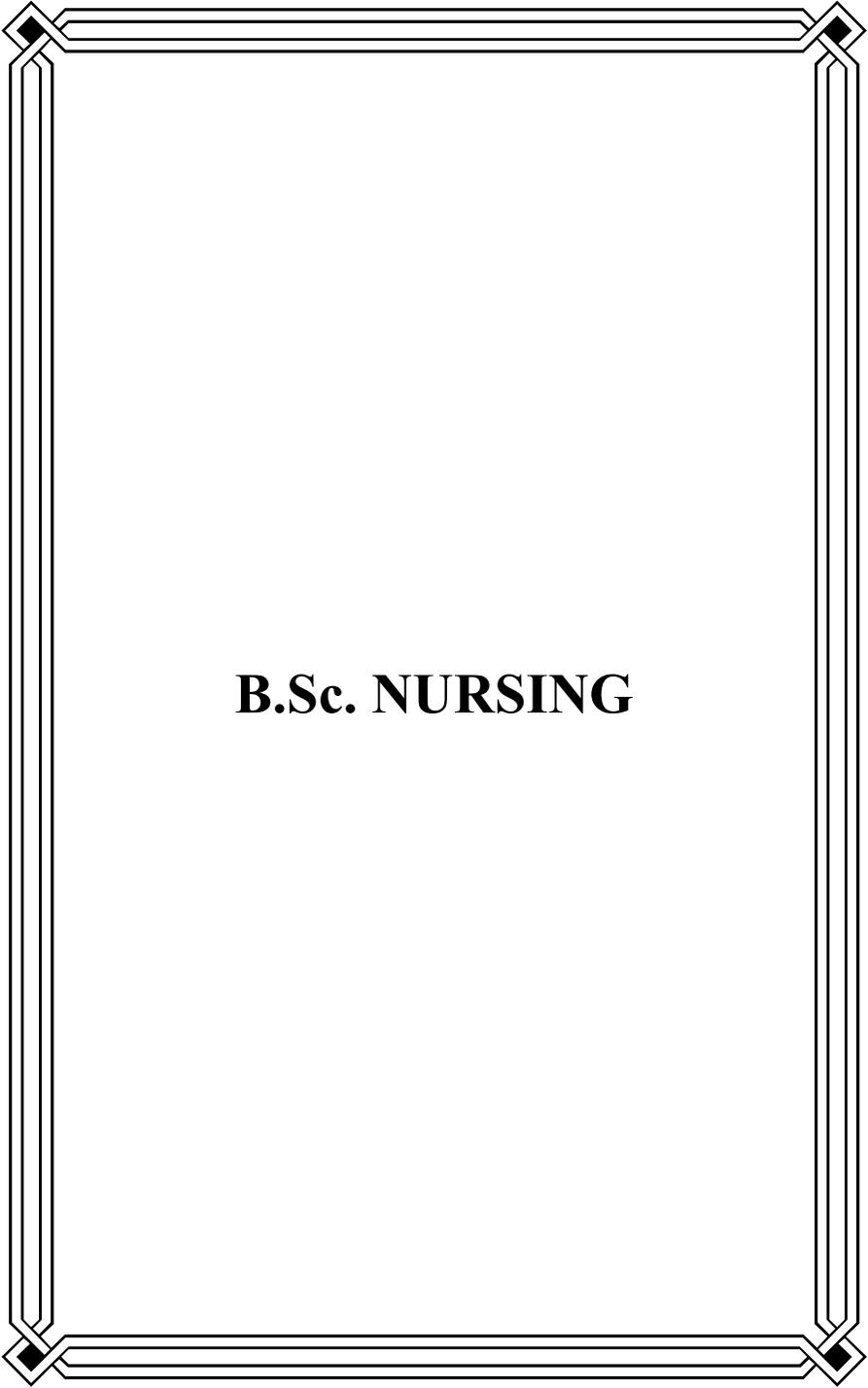
*A. N. Suryakar*  
(Dr. A. N. Suryakar)  
Registrar

**Copy to:**

1. PS to Chancellor for kind information of Hon'ble Chancellor, Dr. D. Y. Patil Vidyapeeth, Pune.
2. PS to Vice Chancellor for kind information of Hon'ble Vice Chancellor, Dr. D. Y. Patil Vidyapeeth, Pune.
3. The Principal, Dr. D. Y. Patil College of Nursing, Pimpri, Pune.
4. The Controller of Examinations, Dr. D. Y. Patil Vidyapeeth, Pune.
5. Director (IQAC), Dr. D. Y. Patil Vidyapeeth, Pune.
6. Web Master for uploading on Website.

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**B.Sc. NURSING**

## **B.Sc. NURSING**

### **RESOLUTION FOR IMPLEMENTATION**

- 1) **Resolution No: BM03:** *It was resolved that Choice Based Credit System (CBCS) with Semester Pattern of B.Sc Nursing, P.B.B.Sc Nursing and M.Sc Nursing for the Academic year 2015-16.*

*Vide resolution No. BM 03 (i) – 15 DATED 31/3/2015.*

*\* CBCS is not applicable as per INC guidelines.*

- 2) **Resolution No : BM03 :** *It was resolved that Environmental Science Form Semester III of B.Sc Nursing for the Academic year 2015-2016.*

*Vide resolution No. BM 03 (ii) – 15 DATED 31/3/2015.*

- 3) **Resolution No: BM 03:** *It was resolved that Ayurveda Nursing for B.Sc Nursing VIII Semester for the Academic year 2015-2016.*

*Vide resolution No. BM 03 (iii) – 15 DATED 31/3/2015.*

*The course structure of revised nursing syllabus with semester pattern as Environmental Science, Ayurveda Nursing of the same is attached below.*

### **RESOLUTION FOR IMPLEMENTATION**

- 1) **Resolution No: BM 31-17:** *It was resolved that Disability Nursing (20 Hrs.) as an elective Nursing for the Academic Year 2018-19*

*Vide resolution No. BM 31-17 (i) DATED 08/12/2017.*

*The course structure of revised nursing syllabus with Disability Nursing of the same is attached below.*

## **PHILOSOPHY**

Dr. D. Y. Patil Vidyapeeth believes in systematic teaching, training and research in Modern Medical Sciences and uniformity in various courses in medical and Allied health sciences. The philosophy of the B. Sc. Nursing is incorporated by Dr. D. Y. Patil Vidyapeeth at par of Indian Nursing Council.

Indian Nursing Council believes that, Health is a state of well-being that enables a person to lead a psychologically, socially and economically productive life. Health is a right of all the people. Individuals, families and communities have a responsibility towards maintaining their health.

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

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

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

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

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

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

## **AIMS**

The aim of the undergraduate nursing program is:

- Prepare graduates to assume responsibilities as professional, competent nurses and midwives at basic level in providing promotive, preventive, curative and rehabilitative services.
- Prepare nurses who can make independent decisions in nursing situations, protect the rights of 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 B.Sc. Nursing degree programme the graduates will be able to: Apply knowledge from physical, biological and behavioral sciences, medicine, including alternative systems and nursing in providing nursing care to individuals, families and communities.

1. Demonstrate understanding of lifestyle and other factors, which affect health of individuals and groups.
2. Provide nursing care based on steps of nursing process in collaboration with the individuals and groups
3. Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
4. Utilize the latest trends and technology in providing health care.
5. Provide promotive, preventive and restorative health services in line with the national health policies and programs.
6. Practice within the framework of code of ethics and professional conduct and acceptable standards of practice within the legal boundaries.
7. Communicate effectively with individuals and groups and members of the health team in order to promote effective interpersonal relationships and teamwork.
8. Demonstrate skills in teaching to individuals and groups in clinical/ community health settings.
9. Participate effectively as members of the health team in health care delivery system.
10. Demonstrate leadership and managerial skills in clinical / community health settings.
11. Conduct need based research studies in various settings and utilize the research findings to improve the quality of care.
12. Demonstrate awareness, interest and contribute towards advancement of self and of the profession.

## ADMISSION REQUIREMENTS

1. The minimum age for admission shall be 17 years on or before 31<sup>st</sup> Dec. of the year of admission
2. The minimum educational requirements shall be the passing of:  
Higher secondary school certificate Examination (12 years course),  
Or  
Senior School certificate Examination (10+2), pre-degree Examination (10+2)  
Or  
An equivalent with 12 years schooling from a recognized board or University with science (Physics, chemistry, Biology) and English with minimum of 45% aggregate marks for Open category and 40% for SC, ST, NT, OBC and other reserve categories.
3. Candidate shall be medically fit.

## ADMISSION PROCEDURE:

Candidates should submit the prescribed application form duly completed along with requisite documents.

### **NOTE :**

*All students apply through this NRI category will have to appear for a Group discussion and Personal interview organized by the DPU. If you fail into any of the above mentioned categories and wish to apply to our institute, kindly contact The Principal for details on the day of admission procedure.*

### **DURATION**

- *Duration of the course shall be four years (8 Semesters).*
- *Entire course need to be completed within 8 Years time or else the student need to start the course again from first year.*

### **COMMENCEMENT**

- *Academic year commences from 1<sup>st</sup> August and 1<sup>st</sup> January as per semester pattern.*

### **VACATION**

06 weeks' vacation shall be given in each year.

### **DURATION**

Course duration	= 4 yrs.
Weeks available per Semester	= 22-29 weeks/Semester
Vacation (Annual)	= 4-6 weeks
Gazetted holidays	= As per Dr D Y Patil University
Examination	= 1 week/semester
Hours available per Semester	= 1056 hours (22 weeks) to 1392 hours (29 weeks)
(including Holiday and Examination)	48 hours/week

**COURSE INSTRUCTIONS**  
**B.SC NURSING FIRST SEMESTER**

S. No.	Subject	Theory hours	Practical / clinical hours	Total
01	Anatomy	60	--	60
02	Physiology	60	--	60
03	Nursing foundation- I	130+105=235	225	460
04	Microbiology	60	--	60
05	*Marathi	30	--	30
06	Co-curricular			25
07	Library work/self study			25
	<b>Total</b>	<b>445</b>	<b>225</b>	<b>720</b>

**B.SC NURSING SECOND SEMESTER**

S. No	Subject	Theory Hours	Practical / clinical hours	Total hours
01	Nutrition	60	--	60
02	Biochemistry	30	--	30
03	Nursing foundation- II	135+95=230	225	455
04	Psychology	60	--	60
05	*English	60	--	60
06	*Introduction to computer	15	30	45
07	Co-curricular			25
08	Library work/ self study			25
	<b>Total</b>	<b>455</b>	<b>255</b>	<b>760</b>

\* INTERNAL SUBJECT

**B.SC NURSING THIRD SEMESTER**

S.no.	Subject	Theory hours	Practical /clinical hours	Total
01	Sociology	60	--	60
02	Pharmacology Pathology Genetics	45 30 15	--	90
03	Medical Surgical Nursing (Adult including Geriatrics) – IA	150	420	570
04	*Environmental Science	35	--	35
05	Co-curricular		--	20
06	Library work/ self study		--	25
	<b>Total</b>	<b>335</b>	<b>420</b>	<b>795</b>

**B.SC NURSING FOURTH SEMESTER**

S.no.	Subject	Theory hours	Practical /clinical hours	Total
01	Medical Surgical Nursing (Adult including Geriatrics) - IB	60	300	360
02	Community Health Nursing- I	90	135	225
03	Communication and educational technology	90	--	90
04	Co-curricular		--	15
05	Library work/ self study		--	25
	<b>Total</b>	<b>240</b>	<b>435</b>	<b>720</b>

\* INTERNAL SUBJECT

**B.SC NURSING FIFTH SEMESTER**

S. no.	Subject	Theory hours	Practical / clinical hours	Total
01	Medical Surgical Nursing (Adult including Geriatrics) – II	120	270	390
02	Mental Health Nursing	90	270	360
03	Co-curricular		--	25
04	Library work/ self study		--	25
	<b>Total</b>	<b>210</b>	<b>540</b>	<b>800</b>

**B.SC NURSING SIXTH SEMESTER**

S. no.	Subject	Theory hours	Practical / clinical hours	Total
01	Child Health Nursing	90	270	360
02	Nursing Research and Statistics	45	45	90
03	Co-curricular		-	25
04	Library work/ self study		-	25
	<b>Total</b>	<b>135</b>	<b>315</b>	<b>500</b>

**B.SC NURSING SEVENTH SEMESTER**

S. no.	Subject	Theory hours	Practical / clinical hours	Total
01	Midwifery & obstetrical Nursing	90	360	450
02	Community Health Nursing-II	90	135	225
	<b>Total</b>	<b>180</b>	<b>495</b>	<b>675</b>

**B.SC NURSING EIGHTH SEMESTER**

S. no.	Subject	Theory hours	Practical / clinical hours	Total
01	Management of nursing services and education	60	30	90
02	Elective Subject *Ayurvedic Nursing *Disability Nursing	50	-	50
03	Medical Surgical Nursing	-	430	430
04	Mental Health Nursing	-	95	95
05	Child Health Nursing	-	145	145
	<b>Total</b>	<b>110</b>	<b>700</b>	<b>810</b>

## SCHEME OF EXAMINATION

### B.SC NURSING SEMESTER -I

S.No	Subject	Internal	University	Total	Hours
01	Nursing Foundation( I)	10	40	50	02
02	Anatomy and Physiology (37+ 38)	25	75	100	03
03	Microbiology	25	75	100	03
04	©Marathi	25+75	-	100	03
05	Foundation of Nursing Practical-I	50	50	100	-

### B.SC NURSING SEMESTER -II

S.No	Subject	Internal	University	Total	Hours
01	Nursing Foundation(II)	10	40	50	02
02	Nutrition & Biochemistry (45+ 30)	25	75	100	03
03	Psychology	25	75	100	03
04	©English	25+75	--	100	03
04	©Introduction to computers	25+75	--	100	03
05	Foundation of Nursing Practical(II)	50	50	100	--

©- College level examination & marks to be included in final marks sheet but will be excluded from the grand total.

50% passing for all the subject  
40% passing for English subject only

### B.SC NURSING SEMESTER -III

S.No.	Subject	Internal	University	Total	Hours
1.	Medical Surgical Nursing (Adult including Geriatrics) -I A (BSN 301)	10	40	50	02
2.	Pharmacology, Pathology & Genetics (BSN 302)	25	75	100	03
3.	Sociology (BSN 303)	25	75	100	03
4.	©Environmental Science (BSN 304)	25+75	-	100	03
5.	Medical Surgical Nursing (Adult including Geriatrics) -I A Practical (BSN 301)	50	50	100	-

**B.SC NURSING SEMESTER -IV**

S.No.	Subject	Internal	University	Total	Hours
01	Medical Surgical Nursing (Adult including Geriatrics) – I B (BSN 401)	10	40	50	02
02	Community Health Nursing-I (BSN 402)	25	75	100	03
03	Communication and Educational Technology (BSN 403)	25	75	100	03
04	Medical Surgical Nursing (Adult including Geriatrics) – I B-Practical (BSN 401)	50	50	100	-

©- College level examination and marks to be included in final marks sheet but will be excluded from the grand total

50% passing for all the subject

**SCHEME OF EXAMINATION****B.SC NURSING SEMESTER -V**

S.No.	Subject	Internal	University	Total	Hours
01	Medical Surgical Nursing (Adult including Geriatrics) -II	25	75	100	03
02	Mental Health Nursing	25	75	100	03
03	Medical Surgical Nursing (Adult including Geriatrics) -II Practical	50	50	100	-
04	Mental Health Nursing Practical	50	50	100	-

**B.SC NURSING SEMESTER -VI**

S.No.	Subject	Internal	University	Total	Hours
01	Child health Nursing	25	75	100	03
02	Child health Nursing Practical	50	50	100	-
03	Nursing Research and Statistics	25	75	100	03

50% passing for all the subject

**B.SC NURSING SEMESTER -VII**

<b>S.No</b>	<b>Subject</b>	<b>Internal</b>	<b>University</b>	<b>Total</b>	<b>Hours</b>
01	Midwifery and Obstetrical Nursing	25	75	100	03
02	Community Health Nursing - II	25	75	100	03
03	Midwifery and Obstetrical Nursing Practical	50	50	100	-
04	Community Health Nursing - II Practical	50	50	100	-

**B.SC NURSING SEMESTER -VIII**

<b>S. No</b>	<b>Subject</b>	<b>Internal</b>	<b>University</b>	<b>Total</b>	<b>Hours</b>
01	Management of nursing services and education	25	75	100	03
02	Elective Subject * Ayurvedic Nursing * Disability Nursing	100	-	100	03

\*Disability nursing will be conducted at college level examination. Minimum passing marks are 50% these marks are included in the mark sheet but excluded from the grand total.

**NOTE :**

1. Anatomy and Physiology question paper - Anatomy of 37 marks and Physiology should be of 38 marks.
2. Nutrition and Biochemistry question paper - Nutrition of 45 marks and Biochemistry of 30 marks.
3. Pharmacology, Genetics and Pathology : Section A of Pharmacology with 38 marks, Section B of Pathology of 25 Marks and Genetics with 12 marks
4. Nursing Research and Statistics- Nursing research should be of 50 marks and Statistics of 25 marks.
5. English examination will be conducted by college and marks to be send to the university. (Minimum pass marks shall be 40% for English only.)
6. Theory and Practical exams for minimum % of marks for passing Introduction to Computer to be conducted as College exam and marks to be sent to the University for Inclusion in the marks sheet, but not to be included in the grand total.
7. Minimum pass marks shall be 50% in each of the Theory and practical papers separately.
8. If candidate fails in either theory or practical, he/she has to reappear for both theory and practical examination. Consolidated grade is given based on all 8 semester marks at the end of all 4 years.
9. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing University examination in each semester.
10. A candidate must have 100% attendance in each of the practical areas before award of degree.
11. A candidate has to pass in theory and practical exam separately in each of the paper.

12. ATKT rules for each semester:

Semester	No. of Subjects for University Examination	ATKT Allowed
I	02	01
II	03	02
III	02	01
IV	03	02
V	02	01
VI	01	-
VII	02	01
VIII	02	-

\* Note: Before appearing for VIII Semester, all the previous Backlogs should be cleared.

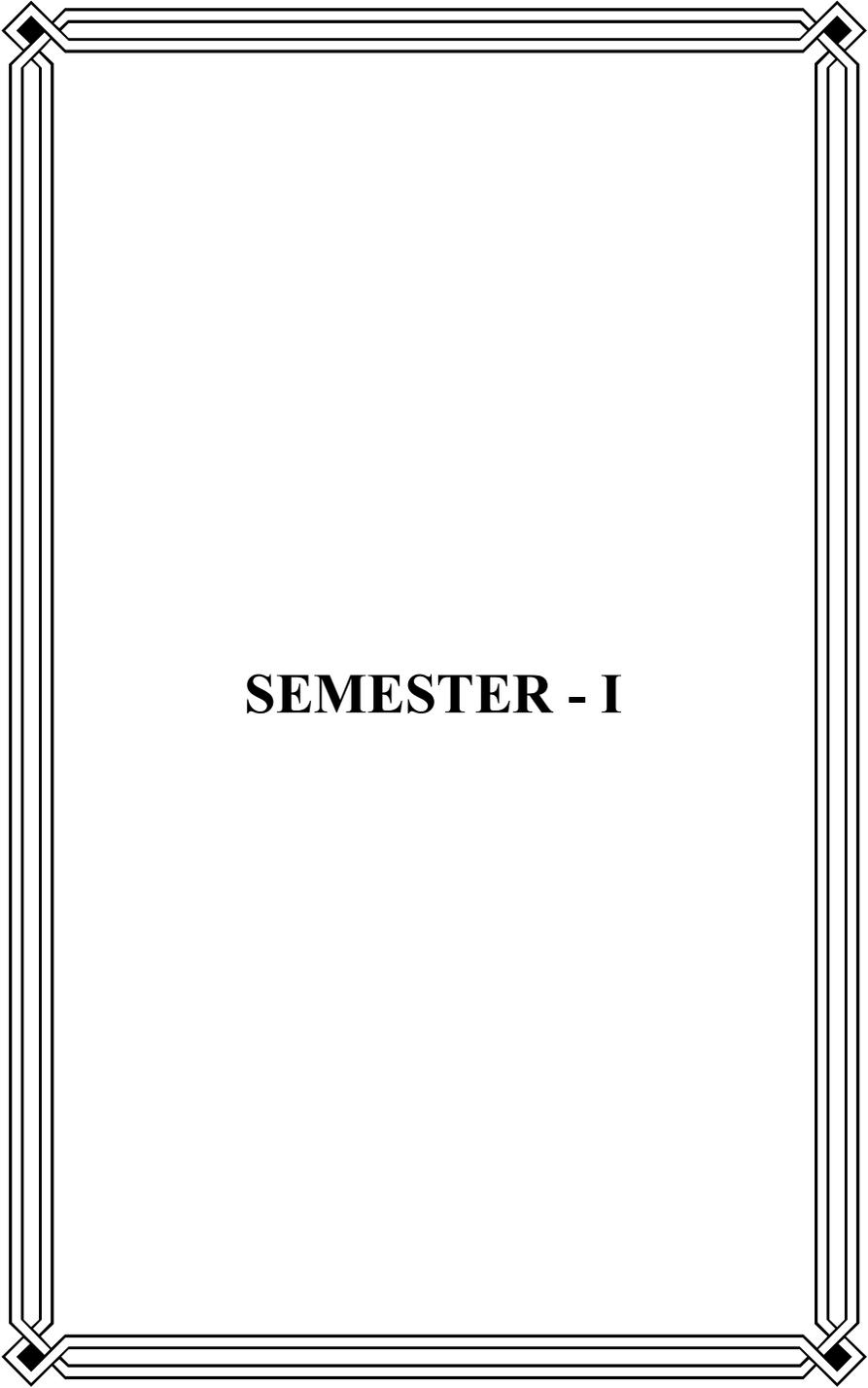
13. Maximum Number of Attempts depends on the duration of the course (As per INC).
14. The total Grace marks awarded to a student who has failed shall not be more than 1% of aggregate marks of that semester. Total grace marks can be divided in all the subjects appeared. Provided that these marks shall be awarded only if the student passes after awarding these marks.
15. Maximum of 5 grace marks for each subject is not permitted, and grace marks should not exceed 5 marks in total marks for one academic year (2 semesters) in theory paper only (As per INC).

Semester	No. of Subjects for University Examination	Aggregate marks	Grace marks
I	02	200	02
II	03	500	03
III	02	200	02
IV	03	500	03
V	02	400	03
VI	01	200	02
VII	02	400	03
VIII	02	200	02

Total grace marks (As per semester above) can be given one subject or can be divided in all the subjects appeared.

16. Candidate has to score 50% out of 100% to pass in examination which includes internal assessment (25) and University marks (75).
17. Exam pattern for internal assessment for theory shall be -Unit test I: 25 marks, Pre-final: 75 marks, which will be converted into 25 marks and send to the University.

18. Exam pattern for Internal assessment for Practical examination shall be as follows-
  - II and IV semesters: Unit test I: 25 marks, Pre-final : 100 marks
  - V, VI and VII semesters: Unit test I : 25 marks, Pre-final : 50 marks
19. No institution shall submit 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 (As per INC).
20. The maximum period to complete the course successfully should not exceed Eight Years
21. All practical examinations must be held in the respective clinical areas.
22. Maximum number of candidates for practical examination should not exceed 20 per Day.
23. One internal and one external examiner should jointly conduct practical examination for each student.
24. An examiner should be a lecturer or above in a college of Nursing with M.Sc. (N) in concerned subject and minimum of 3 years of teaching experience.
25. At the end of the course Gold Medal will be awarded to the candidate on the basis of cumulative marks of all eight semesters.



**SEMESTER - I**

## **SEMESTER - I**

### **ANATOMY AND PHYSIOLOGY**

**THEORY - Anatomy : 60**

**Physiology : 60**

#### **PLACEMENT: FIRST SEMESTER**

#### **COURSE DESCRIPTION –**

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

#### **SPECIFIC OBJECTIVES –**

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

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

## ANATOMY

### PLACEMENT: FIRST SEMESTER

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 to Anatomical terms organization of the human body</b> <ul style="list-style-type: none"> <li>• Human Cell structure</li> <li>• Tissues -Definition, Types, characteristics, classification, location, functions and formation</li> <li>• Membranes and glands - classification and structure Alterations in disease Applications and implications nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, microscopic slides, Skeleton and torso</li> <li>• Demonstrate cells, types of tissues membranes and glands</li> <li>• Journal</li> </ul>	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 &amp; functions of bones and joints</li> <li>• List various abnormal conditions of bones and joints</li> </ul>	<b>Skeletal System</b> <ul style="list-style-type: none"> <li>• Function of bones, Typical bone</li> <li>• Bone-growth-healing of fracture</li> <li>Skeleton – Axial, Appendicular</li> <li>• Bones- Classification</li> <li>• Joints – Classification Typical Synovial joint Alteration in Disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, Skeleton</li> <li>• loose bone and joints</li> <li>• Journal</li> </ul>	Short answer questions Objective type and Short notes

Unit	Hrs.	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
<b>II I</b>	<b>7 Hrs</b> 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 of muscular system</li> </ul>	<b>Muscular System</b> <ul style="list-style-type: none"> <li>• Muscular tissue review</li> <li>• Typical skeletal muscle / Principles of lever</li> <li>• Classification- Shape, red and pale, prime mover, Antagonist, Synergist</li> <li>• Muscle groups and 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>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, models, and films</li> <li>• Demonstrate muscular movements</li> <li>• Journal</li> </ul>	Short answer questions Objective type
<b>IV</b>	<b>5Hrs.</b> T =3 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>• Diaphragm</li> <li>• Muscles of respiration</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</li> <li>• Discussion</li> <li>• 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</li> <li>• Objective Type and Short notes</li> </ul>

Unit	Hrs.	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
V	6Hrs. 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 abnormalities of digestive system</li> </ul>	<b>Digestive System</b> <ul style="list-style-type: none"> <li>Mouth- Tooth, mastication</li> <li>Salivary glands</li> <li>deglutition,</li> <li>Esophagus</li> <li>Stomach</li> <li>Intestines,</li> <li>Liver, Biliary Apparatus, Pancreas</li> <li>Peritoneum</li> <li>Alteration in disease</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using models</li> <li>torso, charts, slides and specimens</li> <li>Journal.</li> </ul>	Long answer and Short answer questions Objective type and Short notes.
VI	6 Hrs 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 the disorders of heart and circulatory system.</li> </ul>	<b>Cardiovascular System</b> <ul style="list-style-type: none"> <li>Heart and Pericardium,</li> <li>Blood</li> <li>Structure of blood vessels - Arterial and Venous System</li> <li>Arterial and 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>Lymphatic Nodules</li> <li>Alteration in disease</li> <li>Application and implication in Nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using models</li> <li>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>
VI I	5 Hrs T =3 P =2	<ul style="list-style-type: none"> <li>Describe the anatomical position, size, shape and structure of</li> </ul>	<b>Urinary System (Excretory)</b> <ul style="list-style-type: none"> <li>Kidney</li> <li>Ureter, Urinary bladder</li> <li>Urethra, Structure of</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using models</li> <li>torso, chart</li> </ul>	Short answer questions Objective type and Short

Unit	Hrs.	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
		organs of urinary system • Explain incontinence and list the abnormalities of urinary system.	Skin • Incontinence • Alteration in disease • Application and implication in nursing	• s, slides and specimens • Journal.	notes
<b>VI II</b>	<b>3 Hrs</b> T=2 P=1	• Describe the anatomical position, size, shape and structure of male and female reproductive organs • List the abnormalities of male and female reproductive system.	<b>Reproductive system</b> • Male reproductive organs • Female Reproductive organs • Breast • Alteration in disease • Application and implication in nursing	• Lecture • Discussion • Explain using models • torso, charts, slides and specimens • Journal.	Short answer questions Objective type and Short notes
<b>IX</b>	<b>3 Hrs</b> T= 2 P=1	• Describe the anatomical position, size, shape and structure of various organs of the endocrine system. • List the abnormalities of system.	<b>Endocrine System</b> • Pituitary gland • Thyroid and Parathyroid, Thymus • Pancreas • Suprarenal glands • Alteration in disease • Application and implication in nursing	• Lecture • Discussion • Explain using models • torso, charts, slides and specimens • Journal.	Short answer questions Objective type and Short notes
<b>X</b>	<b>8 Hrs</b> T= 6 P=2	• Describe the anatomical position, size, shape and structure of	<b>Nervous System</b> • Somatic Nervous System, Structure of Brain, Spinal cord, cranial nerves, Spinal	• Lecture • Discussion • Explain using models	• Long answer and Short answer questions

Unit	Hrs.	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
		various organs of the nervous system. • Compare the functions of different parts of the brain. List the abnormalities of nervous system	nerves, peripheral nerves • Autonomic nervous system - sympathetic and parasympathetic • Structure, location • Alteration in disease • Application and implication in nursing	torso, charts, slides and specimens • Journal.	Objective Type and Short notes
XI	4 Hrs T= 2 P= 2	• Describe the anatomical position, size, shape and structure of various sensory organs • List the abnormalities related to the sense organs.	<b>The Sensory Organs</b> • Structure of Eye Ear Nose and tongue Skin • Alteration in disease • Application and implication in nursing	• Lecture Discussion Explain using models torso, charts, slides and specimens • Journal.	Short answer questions Objective type and Short notes

## PHYSIOLOGY

### PLACEMENT: FIRST SEMESTER

Theory – 60 hours

(Class 50+ Lab 10 hours)

Unit	Hrs.	Learning Objectives	Contents	Teaching learning activities	Assessment Methods
<b>I</b>	<b>2 Hrs</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>• Formation, 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> <li>• Alteration in disease</li> <li>• Application in Nursing</li> </ul>	•Lecture Discussion Explain using charts and films Demonstration of blood cell counts, coagulation, grouping and Hemoglobin estimation • Journal	Long answer and Short answer question Objective type

Unit	Hrs.	Learning Objectives	Contents	Teaching learning activities	Assessment Methods
III	2 Hrs T=2	Describe the physiology of Lymphatic and immunological system.	<b>Lymphatic and Immunological system.</b> <ul style="list-style-type: none"> <li>• Circulation of lymph.</li> <li>• Immunity.</li> <li>• Formation of T cells and B Cells.</li> <li>• Types of immune response.</li> <li>• Antigens</li> <li>• Cytokines</li> <li>• Antibodies.</li> <li>• Alteration in disease</li> <li>• Application in Nursing</li> </ul>	Lecture discussion Explain using charts, and films	Short and Long Answer questions Objective type
IV	4 Hrs 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>• Muscle movements and muscle tone, Neuro- muscular transmission.</li> <li>• Stimulus and nerve impulse definitions and mechanisms.</li> <li>• Physiology of muscle contraction. Levels and maintenance of posture</li> <li>• Alteration in disease</li> <li>• Application in Nursing.</li> </ul>	•Lecture discussion Explain using charts, models, slides, specimen and films Demonstration of muscle tone and contraction •Journal	Short answer questions Objective type
V	6 Hrs 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</li> </ul>	• Lecture discussion Explain using charts and films Demonstration of Incentive spirometry. • Journal.	Long answer and Short answer questions Objective type

Unit	Hrs.	Learning Objectives	Contents	Teaching learning activities	Assessment Methods
			and carbon dioxide <ul style="list-style-type: none"> <li>• Exchange of gases in tissues.</li> <li>• Regulation of respiration.</li> <li>• Alteration in disease</li> <li>• Application in Nursing.</li> </ul>		
VI	5 Hrs 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 and Pancreas</li> <li>• Metabolism of Carbohydrate, protein and fat</li> <li>• Alteration in disease</li> <li>• Application in Nursing.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion on 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 Objective type</li> </ul>
VII	6Hrs 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>• Alteration in disease</li> <li>• Application and implication in Nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion on Explain using charts and films</li> <li>• Demonstrates Measurement of pulse and B. P, Journal</li> </ul>	<ul style="list-style-type: none"> <li>Long answer and Short answer questions Objective type</li> </ul>

Unit	Hrs.	Learning Objectives	Contents	Teaching learning activities	Assessment Methods
VIII	5 Hrs 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. Structure and Functions of skin.</li> <li>• Regulation of body temperature. Fluid and electrolyte balance.</li> <li>• Alteration in disease</li> <li>• Application and implication in Nursing</li> </ul>	Lecture discussion Explain using charts and films	Long answer And Short Answer questions Objective type
IX	5 Hrs T=5	Describe the Physiology of Male and Female Reproductive System.	<b>The Reproductive System</b> <ul style="list-style-type: none"> <li>• Reproduction of cells – DNA, Mitosis, Meiosis Spermatogenesis Oogenesis.</li> <li>• Function of Female Reproductive Organ.</li> <li>• Function of Breast, Placenta, Ovaries. Female sexualcycle.</li> <li>• Introduction to Embryology.</li> <li>• Functions of the Male Reproductive Organs, Male function in reproduction, Malefertility system.</li> <li>• Alteration in disease</li> <li>• Application and implication in Nursing</li> </ul>	Lecture discussion Explain using charts, Models, specimen and films	Short answer Questions Objective type

Unit	Hrs.	Learning Objectives	Contents	Teaching learning activities	Assessment Methods
X	5 Hrs T=5	Describe the physiology of Endocrine Glands.	<b>The Endocrine System.</b> <ul style="list-style-type: none"> <li>• Functions of pituitary, thymus, pineal body, thyroid, Parathyroid (Calcium Metabolism), Pancreas, Suprarenal Glands, Placenta, ovaries and Testes</li> <li>• Alteration in disease</li> <li>• Application and implication in Nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>Explain Using charts And Films</li> </ul>	Short answer questions Objective type.
XI	8Hrs T=7 P=1	Describe the physiology of reflexes, brain, cranial and spinal nerves. Demonstrate reflex action.	<b>Nervous System</b> <ul style="list-style-type: none"> <li>• Functions of neurologia and neurons</li> <li>• Functions of brain, spinal cord, and cranial and spinal nerves.</li> <li>• Cerebrospinal fluid composition, circulation and function.</li> <li>• Reflex arc, reflex action and reflexes Muscle tone and posture</li> <li>• Autonomic functions ---Pain: somatic, visceral and referred</li> <li>• Autonomic learning and bio feedback</li> <li>• Application and implication in Nursing</li> </ul>	Lecture discussion Explain using charts, models, and films Demonstrates nerve stimulus, reflex action, and reflexes.	Short answer questions Objective type
XII	6Hrs T=4 P=2	Describe the physiology of sensory organs.	<b>The Sensory Organs.</b> <ul style="list-style-type: none"> <li>• Functions of skin, eye, ear, nose and tongue.</li> <li>• Alteration in disease</li> <li>• Application and implication in Nursing</li> </ul>	Lecture discussion Explain using charts and film	Short answer questions Objective Type

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## EVALUATION SCHEME

### INTERNAL ASSESSMENT (25 marks)

	Anatomy	Physiology	Total marks	Average Out of
Unit Test-I	12	13	25	-
Pre-final	37	38	75	-
Total	-	-	100	15
Assignment (Writing Journal)	25	25	50	10

### EXTERNAL ASSESSMENT

University Exam :75 marks  
Section A: MCQs Anatomy : 7 marks  
Physiology : 8 marks  
Section B: Anatomy : 30 marks  
Section C: Physiology : 30 marks

**Total : 100 marks**

### GUIDELINES FOR JOURNAL ANATOMY

Sr. No.	Topics
1	Abdominal Region
2	The Cell
3	The Tissues – Epithelial, muscular, nervous and connective
4	Bones of appendicular skeleton – Scapula, humerus, radius, ulna
5	Bones of the axial skeleton – Hip, Femur, ankle and foot
6	The Joints
7	Principal Muscles – Deltoid, Biceps, triceps, respiratory, abdominal and gluteal
8	Respiratory System – Tracheo-broncheal tree, lungs
9	Digestive System – Stomach, Biliary tract, Pancreas, Liver (microscopic) Large intestine.
10	Circulatory System – Structure of heart, aorta and its branches, venous branches, lymph node.
11	Urinary System – gross and microscopic structure of kidney, KUB
12	Reproductive Male – testes with spermatic cord Female – uterus and its support
13	Endocrine system – Pituitary gland
14	Nervous system – Brain, ventricles, areas of cerebrum
15	Sense organs – Skin, Eye, Ear.

### EVALUATION CRITERIA FOR JOURNAL: 25 marks

Sr. No.	Item	Maximum Marks	Mark allotted
1	<b>Description</b>		
	• Organization	4	
	• Adequacy of content	5	
	• Diagrams	4	
2	<b>Illustration</b>		
	• Adequacy	4	
	• Neatness	4	
	• Presentation	4	

## GUIDELINES FOR JOURNAL

### PHYSIOLOGY

Sr. No.	Topics
1	Properties of cardiac and skeletal Muscles
2	Reflex arc
3	Blood – Bleeding time, clotting time, Hb estimation, Blood Group, RBC, WBC
4	Heart Sound
5	Cardiac Cycle
6	Action Potentials, ECG
7	Spirometry
8	BMR
9	Menstrual Cycle
10	Cranial Nerves

### EVALUATION CRITERIA FOR JOURNAL: 25 marks

Sr. No.	Item	Maximum Marks	Mark allotted
1	<b>Description</b>		
	• Organization	4	
	• Adequacy of content	5	
	• Diagrams	4	
2	<b>Illustration</b>		
	• Adequacy	4	
	• Neatness	4	
	• Presentation	4	

## MICROBIOLOGY

**PLACEMENT: FIRST SEMESTER  
(THEORY 45+15 LAB)**

**THEORY- 60 HOURS**

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

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

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment
<b>I</b>	<b>5 Hrs</b> T=5	<ul style="list-style-type: none"> <li>• Explain concepts and principles of microbiology and their importance in nursing</li> </ul>	<b>Introduction :</b> <ul style="list-style-type: none"> <li>• Importance and relevance to nursing</li> <li>• Historical perspective</li> <li>• Concepts and terminology</li> <li>• Principles of microbiology</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>
<b>II</b>	<b>15 Hrs</b> T=10 P=5	<ul style="list-style-type: none"> <li>• Describe structure, classification morphology and growth of bacteria</li> <li>• Identify Micro-organisms</li> </ul>	<b>General characteristics of Microbes</b> <ul style="list-style-type: none"> <li>• Structure and classification of Microbes.</li> <li>• Morphological types</li> <li>• Size and form of bacteria</li> <li>• Motility</li> <li>• Colonization</li> </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>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment
			<ul style="list-style-type: none"> <li>• Growth and nutrition of microbes</li> <li>* Temperature</li> <li>* Moisture</li> <li>* Blood and body fluids</li> <li>• Laboratory methods for Identification of Micro-organisms</li> <li>• Staining techniques, Gram staining, Acid fast staining, Hanging drop Preparation</li> <li>• Culture; various medias</li> </ul>		
<b>III</b>	<b>12 Hrs</b> T=10 P=2	<ul style="list-style-type: none"> <li>• Describe the methods of infection control</li> <li>• Identify the role of nurse in hospital infection control programme</li> </ul>	<p><b>Infection control</b></p> <ul style="list-style-type: none"> <li>• Infection: Sources, portals of entry and exit, transmission.</li> <li>• Asepsis</li> <li>• Disinfection; Types and methods</li> <li>• Sterilization ; Types and Methods</li> <li>• Chemotherapy and antibiotics</li> <li>• Standard safety measures</li> <li>• Biomedical waste management</li> <li>• Role of Nurse</li> <li>• Hospital acquired infection</li> <li>• Hospital infection control programme</li> <li>* Protocols, collection of samples, preparation of report and status of rate of infection in the unit / hospital, nurse's accountability, continuing education etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Visits to CSSD</li> <li>• Clinical practices</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment
IV	16 Hrs T=12 P=4	<ul style="list-style-type: none"> <li>Describe the different disease producing organisms</li> </ul>	<b>Pathogenic organisms</b> <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>Spirochete</li> <li>Mycoplasmas</li> <li>Rickettsiae</li> <li>Chlamydia</li> <li>Viruses</li> <li>Fungi-Superficial and Deep mycoses</li> <li>Parasites</li> <li>Rodents and vectors</li> </ul> Characteristics, Source, portal of entry, transmission of infection Identification of disease producing micro-organisms Collection, handling and transportation of various specimens.	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type.</li> </ul>
V	12 Hrs T=8 P=4	Explain the concept of immunity, hypersensitivity and immunization	<b>Immunity -</b> Types, classification <ul style="list-style-type: none"> <li>Antigen and antibody reaction</li> <li>Hypersensitivity – skin test</li> <li>Serological tests</li> <li>Immunoprophylaxis</li> <li>Vaccines and sera – Types and Classification, storage and handling, cold chain</li> <li>Immunization for various diseases</li> <li>Immunization Schedule</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Clinical practices</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type.</li> </ul>

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### EVALUATION SCHEME

#### INTERNAL ASSESSMENT (25 marks)

	Microbiology	Total marks	Average Out of
Unit Test-I	25	25	-
Pre-final	75	75	-
Total	-	100	15
Assignment (Writing Journal)	25	25	10

#### EXTERNAL ASSESSMENT

#### UNIVERSITY EXAM: 75 MARKS

#### EVALUATION CRITERIA FOR JOURNAL: 25 Marks

Sr. No.	Item	Maximum Marks	Mark allotted
1	<b>Description</b>		
	• Organization	4	
	• Adequacy of content	5	
	• Diagrams	4	
2	<b>Illustration</b>		
	• Adequacy	4	
	• Neatness	4	
	• Presentation	4	

## NURSING FOUNDATION-I

### PLACEMENT: FIRST SEMESTER (THEORY130 HRS.)

#### PRACTICAL- 330HRS

#### (105 LABS AND 225 CLINICAL)

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

#### COURSE OBJECTIVES:

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

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

**THEORY HOURS: 130**

<b>Unit</b>	<b>Hrs</b>	<b>Learning Objective</b>	<b>Content</b>	<b>Teaching Learning Activities</b>	<b>Assessment Methods</b>
<b>I</b>	<b>10</b>	Describe the concept of health, illness and health care agencies	<b>Introduction</b> <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 Prevention</li> <li>• Primary health care and its delivery: Role of Nurse</li> </ul>	Lecture discussion <ul style="list-style-type: none"> <li>• Visit to health care agencies</li> </ul>	Essay type <ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
<b>II</b>	<b>16</b>	<ul style="list-style-type: none"> <li>• Explain concept and scope of nursing</li> <li>• Describe values, code of ethics and professional</li> </ul>	<b>Nursing as a profession</b> <ul style="list-style-type: none"> <li>• Definition and Characteristics of a profession</li> <li>• Nursing : - 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> </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>

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		conduct for nurses in India	<ul style="list-style-type: none"> <li>• Categories of nursing personnel</li> <li>• Nursing as a profession</li> <li>• History of Nursing in India</li> <li>• Values : Definition, Types, Values Clarification and values in professional Nursing : Caring and Advocacy</li> <li>• Ethics : Definition and Ethical Principal, Code of ethics and professional conduct for nurses</li> <li>• Consumer rights</li> <li>• Patients' Bill of rights</li> </ul>		
<b>II I</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>	<b>Hospital admission and discharge</b> <ul style="list-style-type: none"> <li>• Admission to the hospital</li> <li>• Unit and its preparation admission bed</li> <li>• Admission procedure</li> <li>• Special considerations</li> <li>• Medico-legal issues</li> <li>• Roles and Responsibilities of the nurse <ul style="list-style-type: none"> <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> </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>
<b>IV</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Communicate effectively with</li> </ul>	<b>Communication and Nurse patient relationship</b> <ul style="list-style-type: none"> <li>• Communication : Levels, Elements, Types, Modes,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Role play and</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

Unit	Hours	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		<p>patient, families and team members and maintain effective human relations (professional image)</p> <ul style="list-style-type: none"> <li>• Appreciate the importance of patient teaching in nursing</li> </ul>	<p>Process, Factors influencing Communication</p> <ul style="list-style-type: none"> <li>○ Methods of effective Communication</li> <li>- Attending skills</li> <li>- Rapport building skills</li> <li>○ Empathy skills</li> <li>○ Barriers to effective communication</li> <li>• Helping Relationships (NPR): Dimensions of Helping Relationships, Phases of a helping relationship</li> <li>• Communicating effectively with patient, families and team members and maintain effective human relations with special reference to communication with vulnerable group ( children ,women physically and mentally challenged and elderly)</li> <li>• Patient Teaching : Importance, Purposes, Process, role of nurse and Integrating teaching in Nursing process</li> </ul>	<p>video film on the nurses interacting with the patient</p> <ul style="list-style-type: none"> <li>• Practice session on patient teaching</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>
V	15	<p>Explain the concept, uses, format and steps of nursing process Document nursing process as per the format</p>	<p><b>The Nursing Process</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Nursing Judgment</li> <li>○ Critical Thinking: Thinking and Learning.</li> <li>○ Competencies , Attitudes for critical Thinking , Levels of critical thinking in Nursing</li> <li>• Nursing Process Overview: Application in Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, discussion</li> <li>• Case discussion</li> <li>• Practice sessions on nursing diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with assessment of clinical</li> </ul>

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Nursing process format : INC current format</li> <li>● Assessment - Collection of Data : Types, Sources, Methods</li> <li>- Formulating Nursing judgment</li> <li>○ Data interpretation</li> <li>● Nursing Diagnosis</li> <li>- Identification of client problems</li> <li>- Nursing diagnosis statement</li> <li>- Difference between medical and nursing diagnosis</li> <li>● Planning</li> <li>- Establishing Priorities</li> <li>- Establishing Goals and Expected outcomes,</li> <li>- Selection of interventions: Protocols and standing Orders</li> <li>- Writing the Nursing Care Plan</li> <li>● Implementation</li> <li>- Implementing the plan of care</li> <li>● Evaluation</li> <li>- Outcome of care</li> <li>- Review and Modify</li> <li>● Documentation and Reporting</li> </ul>		work
VI	15	<ul style="list-style-type: none"> <li>● Describe principles and techniques of monitoring and maintaining vital signs</li> </ul>	<p><b>Vital signs</b></p> <ul style="list-style-type: none"> <li>● Guidelines for taking vital signs:</li> <li>● Body temperature: <ul style="list-style-type: none"> <li>- Physiology, Regulation</li> <li>Factors affecting body temperature,</li> <li>- Assessment of body temperature: sites, equipments and</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> <li>● Assess with check list</li> <li>● Clinical</li> </ul>

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> <li>• Monitor and maintain vital signs</li> </ul>	<p>techniques, special considerations</p> <ul style="list-style-type: none"> <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> </ul> </li> <li>- Assessment of pulse : Sites, location , equipments and technique, special considerations</li> <li>- Alterations in pulse: <ul style="list-style-type: none"> <li>• Respiration: <ul style="list-style-type: none"> <li>- Physiology and Regulation, Mechanics of breathing</li> <li>Characteristics of the respiration, factors affecting respiration</li> </ul> </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 considerations</li> <li>- Alterations in blood pressure</li> </ul> </li> <li>• Recording of vital signs</li> </ul>		<ul style="list-style-type: none"> <li>• Practical</li> <li>• examination</li> </ul>

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
VI I	30	<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>	<p><b>Health assessment</b></p> <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, Olfaction</li> <li>- Preparation for examination: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>
VI II	25	<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</li> </ul>	<p><b>Meeting needs of patient</b></p> <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                   <ul style="list-style-type: none"> <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> <li>- Safety devices : Restraints, side rails, airways, trapez etc.</li> <li>- Role of nurse in providing safe and clean environment</li> </ul> </li> <li>○ Hygiene:                       <ul style="list-style-type: none"> <li>- Factors Influencing</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice Sessions 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>

Unit	Hours	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		<p>and Psychosocial needs of patient</p> <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>	<p>Hygienic Practice</p> <ul style="list-style-type: none"> <li>- Hygienic care: Care of the Skin-Bath and pressure points, feet and nail, Oral cavity, Hair care, Eyes, Ears and Nose <ul style="list-style-type: none"> <li>▪ Assessment , Principles Types, Equipments, Procedure, Special Considerations</li> </ul> </li> <li>- Patient environment: Room Equipment and linen, making patient beds <ul style="list-style-type: none"> <li>▪ Types of beds and bed making</li> <li>○ Comfort: <ul style="list-style-type: none"> <li>- Factors Influencing Comfort</li> <li>- Comfort devices</li> </ul> </li> <li>○ Oxygenation</li> </ul> </li> <li>- Review of Cardiovascular and respiratory</li> <li>- 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 <ul style="list-style-type: none"> <li>▪ Maintenance of patent airway - Suctioning</li> <li>▪ Oxygen administration</li> <li>▪ Inhalations : Dry and moist</li> <li>▪ Chest Physiotherapy and postural drainage, Care of chest Drainage</li> <li>▪ Pulse oximetry</li> <li>▪ CPR-Basic life support</li> </ul> </li> </ul>		
<b>IX</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Identifies the</li> <li>• various</li> </ul>	<p><b>Machinery, Equipment and linen</b></p> <ul style="list-style-type: none"> <li>• Types: Disposables</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>

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		machinery equipment and linen and their care	and Re-usable-Linen, rubber goods, glass ware, metal, plastics, furniture, machinery • Introduction: ○ Indent ○ Maintenance ○ Inventory	• Demonstration	• Objective type

## NURSING FOUNDATIONS-I PRACTICAL

**PLACEMENT: FIRST SEMESTER (PRACTICAL- 330 HRS.)  
(105 lab and 225 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
Demonstration Lab  General Medical and surgery ward	<b>10</b>	<ul style="list-style-type: none"> <li>• Performs admission and discharge procedure</li> </ul>	<p><b>Hospital admission and discharge (III)</b></p> <ul style="list-style-type: none"> <li>• Admission</li> <li>• Prepare Unit for new patient</li> <li>• Performs admission procedure</li> <li>• New patient</li> <li>• Transfer in</li> <li>• Prepare patient records</li> </ul> <p><b>Discharge / Transfer out</b></p> <ul style="list-style-type: none"> <li>• Gives discharge counseling</li> <li>• Perform discharge procedure (Planned discharge, LAMA and abscond, Referrals and transfers)</li> <li>• Prepare records of discharge/ transfer</li> <li>• Dismantle, and disinfect unit and equipment after discharge / transfer</li> </ul>	<ul style="list-style-type: none"> <li>• Practice in Unit/hospital</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate with check list</li> <li>• Assessment of clinical Performance with rating scale</li> <li>• Completion of Practical record</li> </ul>

Areas	Hrs	Objective	Skills	Assignments	Assessment Methods
	17		<b>Perform assessment :</b> <ul style="list-style-type: none"> <li>History taking, Nursing diagnosis, problem list, Prioritization, goals and Expected</li> <li>Outcomes, selection of interventions</li> <li>Write Nursing care plan</li> <li>Gives care as per the plan</li> </ul>	<ul style="list-style-type: none"> <li>Write nursing Process records of patient</li> <li>Simulated -1</li> <li>Actual-1</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of nursing process records</li> <li>With checklist</li> <li>Assessment of actual care given with rating scale</li> </ul>
	10	<ul style="list-style-type: none"> <li>Communicate effectively with patient, families and team members and</li> <li>Maintain effective human relations</li> <li>Prepare patient reports</li> <li>Presents Reports</li> </ul>	<b>Communication</b> <ul style="list-style-type: none"> <li>Use verbal and nonverbal communication techniques</li> </ul> <b>Prepare a plan for patient teaching session</b> <b>Write patient report</b> <ul style="list-style-type: none"> <li>Change shift reports, Transfer reports, Incident reports etc.</li> <li>Presents patient Report</li> </ul> <b>Vital signs</b> <ul style="list-style-type: none"> <li>Measure, Records and interpret alterations in body temperature, pulse respiration and blood pressure</li> </ul> <b>Health assessment</b> <ul style="list-style-type: none"> <li>Health history taking</li> <li>Perform assessment: <ul style="list-style-type: none"> <li>General</li> <li>Body systems</li> </ul> </li> <li>Use various methods of physical examination</li> <li>Inspection,</li> </ul>	<ul style="list-style-type: none"> <li>Role – plays in simulated situations on communication</li> <li>Write nurses notes and present the patient report of 2-3 assigned patient. Lab practice</li> <li>Measure vital signs of assigned patient</li> </ul>	<ul style="list-style-type: none"> <li>Assess role plays with the checklist on communication techniques</li> <li>Assessment of communication techniques by rating scale</li> <li>Assessment of performance with rating scale</li> </ul>
	24	<ul style="list-style-type: none"> <li>Monitor vital signs</li> </ul>			
	20	<ul style="list-style-type: none"> <li>Perform health assessment of each body system</li> </ul>			



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Potter A.P., Perry A.G. Fundamentals of Nursing, C.V. Mosby company, Louis 6<sup>th</sup> edition 2005.

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

**EVALUATION SCHEME:**

<b>NURSING FOUNDATION- I</b>				
	<b>Hours</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>
Theory	2	10	40	50
Practical Viva Voce		50	50	100

**INTERNAL ASSESSMENT: (Theory) 10 marks (Send to University)**

Unit Test-I :10  
Pre-final :40  
**Total :50**

**INTERNAL ASSESSMENT: (Practicum) 50marks (Send to University)**

<b>Nursing foundation practical and Viva voce</b>	Clinical evaluation – 1 (Medical)	50 marks
	Clinical evaluation – 1 (Surgical)	50 marks
	<b>Clinical Assignment</b>	
	Nursing care plan – 1	25 marks
	History collection -1	25 marks
	Physical Assessment-1	25marks
<b>Internal Practical examination</b>	Unit Test-I	25marks
	Pre-final	50 marks
	<b>Total Marks</b>	<b>250 marks</b>

**EXTERNAL ASSESSMENT : 90 marks**

University Exam (Theory) : 40 marks

University Exam (Practical and Viva Voce) : 50 marks

**EVALUATION CRITERIA:**

**PRACTICAL EXAMINATION UNIVERSITY**

Total marks 50

**INTERNAL EXAMINER :25**

- Procedure evaluation :15
- Viva voce :10

**EXTERNAL EXAMINER :25**

- Nursing Process :15
- Viva voce :10

डॉ. डी. वाय. पाटील विद्यापीठ  
डॉ. डी. वाय. पाटील परिचर्या महाविद्यालय पंपरी, पुणे - १८ .

प्रथम वर्ष बी. एस्सी. नर्सिंग  
विषय - मराठी (अभ्यासक्रम)

१. मराठी भाषेची ओळख : स्वर, व्यंजने, वाराखडी, वाराखडीची रचना	२	
२. वाक्य तयार करणे व विषय ओळख: वर्णविचार - प्रकार, उच्चार स्थान, जोडअक्षरे मराठी वर्णमाला व वर्णांचे प्रकार	५	
३. शब्दांची ओळख व काळ : शब्दांच्या जाती, एकवचन, अनेक वचन, काळ प्रकार	५	
४. म्हणी व वाक्यप्रचार : म्हणी व वाक्यप्रचार अर्थ वाक्यात उपयोग	५	
५. जोड शब्द व समुहदर्शक शब्द : अनेक शब्दाबद्दल एक शब्द .	२	
६. इंग्रजी शब्दांचे मराठीत भाषांतर	}	५
७. इंग्रजी वाक्यांचे मराठीत भाषांतर		
८. समानार्थी व विरुद्ध अर्थी शब्द : गटात न वसणारे शब्द, वाक्य प्रश्नार्थक वाक्य, मिश्र वाक्य उदगारार्थी वाक्य, शब्द जुळवून लिहिणे .	२	
९. पत्र लेखन : पत्राचे प्रकार .	२	
१०. निबंध लेखन : ओळख, निबंधाचे प्रकार .	२	

**Evaluation Scheme**

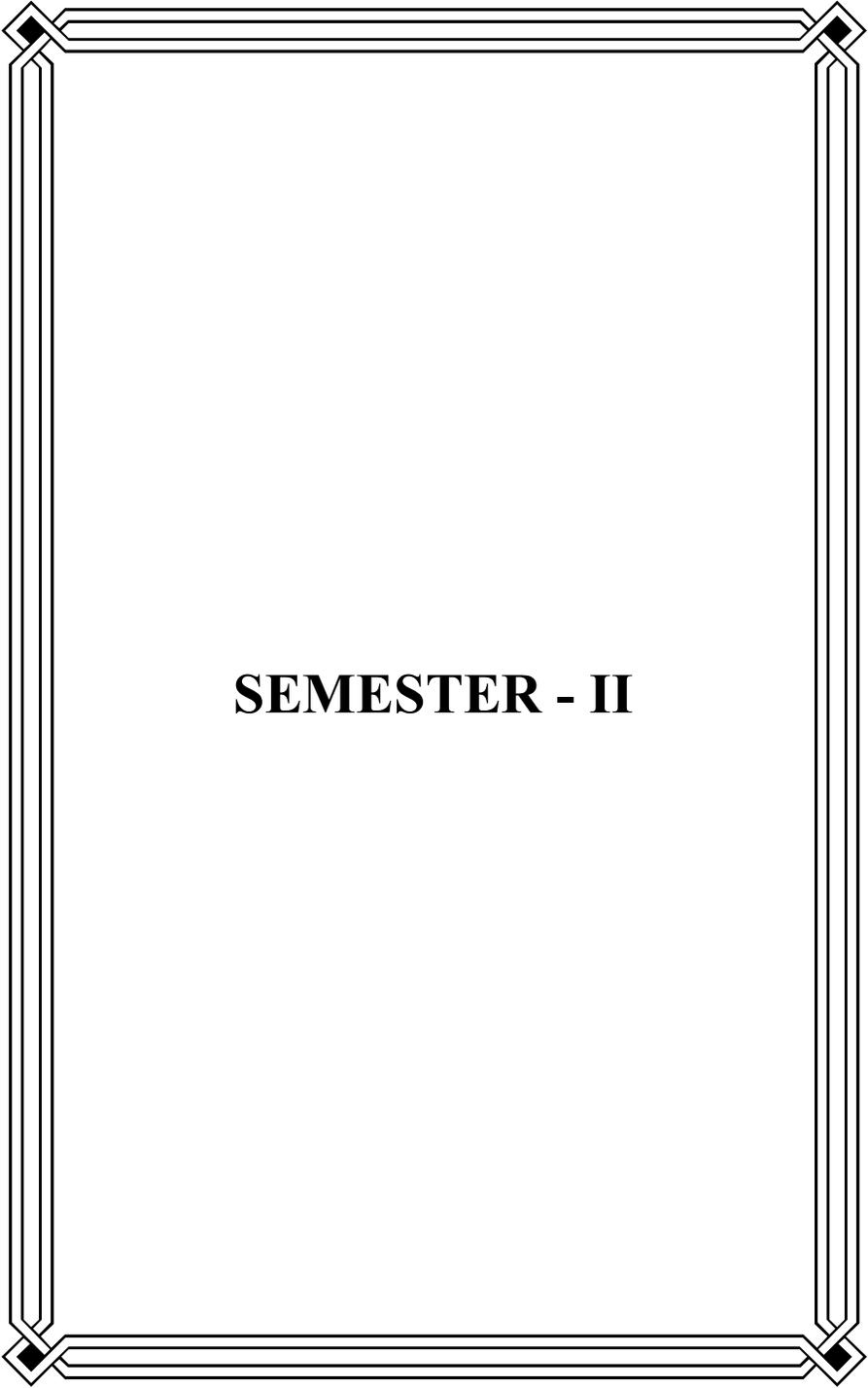
**INTERNAL ASSESSMENT**

Periodical	:	25
Midterm	:	25
Pre-final	:	50
Total	:	100

25 marks  
(Send to University)

**EXTERNAL ASSESSMENT**

College examination	:	75 marks
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**SEMESTER - II**

**SEMESTER – II  
NUTRITION**

**PLACEMENT: SECOND SEMESTER  
(Class 45 + lab 15)**

**THEORY 60 - HOURS**

**Course Description:**

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

**Specific objectives:**

At the end of the course the students will be able to

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

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning objectives</b>	<b>Content</b>	<b>Teaching Learning Activities</b>	<b>Evaluation</b>
<b>I</b>	<b>4 Hrs T=4</b>	<ul style="list-style-type: none"> <li>• Describe the relationship between nutrition and Health.</li> </ul>	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 and nutrition : socio-economic, cultural, tradition, production, system of distribution, life style and food habits etc</li> <li>• Role of food and its medicinal value</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• 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>

Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
			<ul style="list-style-type: none"> <li>• Classification of foods</li> <li>• Food standards</li> <li>• Elements of nutrition: macro and micro</li> <li>• Calorie, BMR</li> </ul>		
<b>II</b>	<b>2 Hrs T=2</b>	<ul style="list-style-type: none"> <li>• Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates</li> </ul>	<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>2 Hrs T=2</b>	<ul style="list-style-type: none"> <li>• Describe the classification, functions, sources and recommended daily allowances (RDA) of Fats.</li> </ul>	<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>4 Hrs T=4</b>	<ul style="list-style-type: none"> <li>• Describe the classification, functions, sources and recommended</li> </ul>	<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,</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>

Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
		ded daily allowances (RDA) of Proteins.	absorption and storage, metabolism of carbohydrates * Malnutrition: Deficiencies and Over consumption		
V	4 Hrs T=4	<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of Energy.</li> </ul>	<b>Energy</b> <ul style="list-style-type: none"> <li>Unit of Energy -Kcal</li> <li>Energy requirements of different categories of people.</li> <li>Measurements of energy</li> <li>Body Mass Index (BMI) and basic metabolism</li> <li>Basal Metabolic Rate (BMR)-determination and factors affecting</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>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>
VI	4 Hrs T=4	<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins</li> </ul>	<b>Vitamins</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Recommended daily allowances</li> <li>Dietary sources.</li> <li>Functions</li> <li>Absorption, synthesis, metabolism storage and excretion</li> <li>Deficiencies</li> <li>Hypervitaminosis</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
VII	4 Hrs T=4	Describe the classification, functions, sources and recommended daily allowances	<b>Minerals</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Recommended daily allowances</li> <li>Dietary sources.</li> <li>Functions</li> <li>Absorption, synthesis, metabolism</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
		(RDA) of Minerals.	storage and excretion <ul style="list-style-type: none"> <li>Deficiencies</li> <li>Over consumption and toxicity</li> </ul>		
<b>VII I</b>	<b>4 Hrs T=4</b>	<ul style="list-style-type: none"> <li>Describe the sources, functions and requirements of water and electrolytes</li> </ul>	<b>Water and electrolytes</b> <ul style="list-style-type: none"> <li>Water: Daily requirements, regulation of water metabolism, distribution of body water,</li> <li>Electrolytes: Types, sources, composition of body fluids.</li> <li>Maintenance of fluid and electrolyte balance</li> <li>Over hydration, dehydration and water intoxication</li> <li>Electrolyte imbalances</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining Using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
<b>IX</b>	<b>10 Hrs T=5 P=5</b>	<ul style="list-style-type: none"> <li>Describe the Cookery rules and preservation of nutrients</li> <li>Prepare and serve simple beverages and different types of foods</li> </ul>	<b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>Principles, methods of cooking, serving Preservation of nutrients</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> <li>Preparation of simple beverages and different types of foods</li> </ul>	<ul style="list-style-type: none"> <li>Lecture 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>

Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
X	18 Hrs T =8 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 therapeutic diets: Naturopathy - Diet</li> <li>Demonstration: Fluid diet, Egg flip, Soup, barley water, whey water Soft diet: custard, Caramel custard, kanji, jelly Semisolid diet: Khichadi, mashed potatoes, kheer</li> </ul>	<ul style="list-style-type: none"> <li>Lecture 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>
XI	4 Hrs T=4	<ul style="list-style-type: none"> <li>Describe various national programmes related to nutrition</li> <li>Describe the role of nurse in assessment of</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</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining with</li> <li>Slide / film shows Demonstration of Assessment of nutritional status</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
		nutritional status and nutrition education	programme <ul style="list-style-type: none"> <li>• Integrated child development scheme</li> <li>• National and International agencies working towards food/nutrition</li> <li>• NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology and research institute) etc.</li> <li>• Assessment of nutritional status</li> <li>• Nutrition education and role of nurse</li> </ul>		

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- 4) Joshi V.D. Handbook of Nutrition and Dieteticsvora medical publications, 1999.
- 5) Kusum Gupta (L. C. Guple, Abhishek Gupta) Food and Nutrition Facts and Figures, 5<sup>th</sup> edition Jaypee brothers Medical publications (P) Ltd., New Delhi, India 2003.
- 6) T. K. Indrani, Nursing Manual of Nutrition and Therapeutic Diet, 1<sup>st</sup> edition Jaypee Brothers medical publishers (P) Ltd., 2003. Antia – Clinical Dietetics and Nutrition, ed., 4<sup>th</sup>.

## BIOCHEMISTRY

**PLACEMENT: SECOND SEMESTER      THEORY – 30 HOURS**

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

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

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

Unit	Time Hrs	Objectives	Content	Teaching Learning Activities	Assessment methods
<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>	<b>Structure and functions of Cell membrane</b> <ul style="list-style-type: none"> <li>• Fluid mosaic model tight junction, Cytoskeleton</li> <li>• Transport mechanism: diffusion, osmosis, filtration, active channel, sodium pump.</li> <li>• Acid base balance-maintenance and diagnostic tests.</li> <li>○ PH buffers</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type.</li> </ul>

Unit	Time Hrs	Objectives	Content	Teaching Learning Activities	Assessment methods
III	6	<ul style="list-style-type: none"> <li>Explain the metabolism of carbohydrates</li> </ul>	<p><b>Composition and metabolism of carbohydrates</b></p> <ul style="list-style-type: none"> <li>Types, structures, composition and uses.               <ul style="list-style-type: none"> <li>Monosaccharide , Disaccharides, Polysaccharides, Oligosaccharides</li> </ul> </li> <li>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> </li> <li>Investigations and their interpretations.</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>
IV	4	<ul style="list-style-type: none"> <li>Explain the metabolism of Lipids</li> </ul>	<p><b>Composition and metabolism of Lipids</b></p> <ul style="list-style-type: none"> <li>Types, structure, composition and uses of fatty acids               <ul style="list-style-type: none"> <li>Nomenclature, Roles and Prostaglandins</li> </ul> </li> <li>Metabolism of fatty acid               <ul style="list-style-type: none"> <li>Breakdown</li> <li>Synthesis</li> </ul> </li> <li>Metabolism of triacylglycerols</li> </ul>	<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>

Unit	Time Hrs	Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Cholesterol metabolism</li> <li>○ Biosynthesis and its Regulation</li> <li>- Bile salts and bilirubin</li> <li>- Vitamin D</li> <li>- Steroid hormones</li> <li>• 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> <li>○ Investigations and their interpretations.</li> </ul> </li> </ul>		
V	6	<ul style="list-style-type: none"> <li>• Explain the metabolism of Lipids</li> </ul>	<p><b>Composition and metabolism of Amino acids and Proteins</b></p> <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> <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</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>

Unit	Time Hrs	Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>○ Classification</li> <li>○ Properties</li> <li>○ Kinetics and inhibition</li> <li>○ Control</li> </ul> Investigations and their interpretations.		
VI	2	<ul style="list-style-type: none"> <li>• Describe types, composition and utilization of Vitamins and minerals</li> </ul>	<b>Composition of Vitamins and minerals</b> <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 and transportation</li> <li>○ Normal concentration</li> </ul> </li> </ul> Investigations and their interpretations	<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>
VI I	3	<ul style="list-style-type: none"> <li>• Describe Immunochemistry</li> </ul>	<b>Immunochemistry</b> <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>• Specialized Protein: Collagen, Elastin, Keratin, Myosin, Lens Protein.</li> <li>• Electrophoretic and Quantitative determination of immunoglobins</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type.</li> </ul>

Unit	Time Hrs	Objectives	Content	Teaching Learning Activities	Assessment methods
			- ELISA etc. Investigation and their interpretations.		

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

#### EVALUATION SCHEME

##### INTERNAL ASSESSMENT

(25 MARKS)

##### THEORY EXAMINATION

	Nutrition	Biochemistry	Total marks	Average Out of
<b>Unit Test-I</b>	15	10	25	-
<b>Pre-final</b>	45	30	75	-
		<b>Total</b>	<b>100</b>	<b>15</b>
<b>Laboratory (Practicum)</b>	25	25	50	10
			<b>Total</b>	<b>25</b>

##### EVALUATION CRITERIA FOR NUTRITION (PRACTICUM): 25 MARKS

S.No.	Items	Marks
1	Selection of menu for specific group	5
2	Calculation of relative requirement	10
3	Presentation and recording	10
	<b>Total</b>	<b>25</b>

(25 to be converted into 5marksfor nutrition assignment)

## BIOCHEMISTRY

### EVALUATION CRITERIA FOR BIOCHEMISTRY (JOURNAL): 25 marks

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

(25 to be converted into 5marks for Biochemistry Assignment)

### EXTERNAL ASSESSMENT

**University Examination**      **75 marks**

Section A: Nutrition      :    45 marks

Section B: Biochemistry    :    30 marks

## PSYCHOLOGY

**PLACEMENT: SECOND SEMESTER  
(CLASS 50 + LAB 10 HRS)**

**THEORY 60 HOURS**

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

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

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

Unit	Time Hrs.	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
I	4	Describe the history, scope and methods of psychology	<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> <li>• Methods of Psychology</li> </ul>	Lecture Discussion	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

Unit	Time Hrs.	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
II	4	<ul style="list-style-type: none"> <li>Explain the biology of Human behavior</li> </ul>	<p><b>Biology of Behaviour</b> Dynamics of human Behaviour</p> <ul style="list-style-type: none"> <li>Body mind relationship-modulation process in health and illness</li> <li>Genetics and Behaviour:</li> <li>Heredity and environment</li> <li>Brain and Behaviour: Nervous System., Neurons and synapse,</li> <li>Association Cortex, Right and Left Hemispheres</li> <li>Psychology of Sensations</li> <li>Muscular and glandular controls of Behaviour</li> <li>Nature of Behaviour of an organism / Integrated responses</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>
II I	14	<ul style="list-style-type: none"> <li>Describe various cognitive processes and their applications</li> </ul>	<p><b>Cognitive process</b></p> <ul style="list-style-type: none"> <li>Meaning of cognition</li> <li>Attention: Types, determinants, Duration and 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</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Psychometric assessment</li> <li>Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

Unit	Time Hrs.	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
			<p>and methods of memorizing and Forgetting</p> <ul style="list-style-type: none"> <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> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Theories of learning:</li> <li>• Theories of transfer.</li> </ul> <p><b>Memory</b></p> <ul style="list-style-type: none"> <li>• Methods of memorizing:</li> <li>• Methods of measuring memory</li> <li>• Memory Training</li> </ul> <p><b>Thinking</b></p> <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> </ul>		

Unit	Time Hrs.	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
			<ul style="list-style-type: none"> <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>		
IV	6	Describe motivation, emotions, stress, attitudes and their influence on behavior	<b>Motivation and Emotional Processes:</b> <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 and stress</li> <li>- Emotion: Definition, components, Changes in emotions, theories, emotional adjustments, emotions in health and illness</li> <li>- Stress: stressors, cycle, effect, adaptation and coping</li> </ul> <b>Attitude: Meaning, nature, development, factors affecting,</b> <ul style="list-style-type: none"> <li>- Behaviour and attitudes</li> <li>- Attitudinal change</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Role plays</li> <li>• Case Discussion</li> <li>○ Demonstration</li> <li>○ Project work</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> </ul>

Unit	Time Hrs.	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
			<ul style="list-style-type: none"> <li>- Will and character</li> <li>- Attitude and Nurse.</li> <li>o Psychometric assessment of emotions and attitudes</li> <li>o Alterations in emotions</li> <li>o Applications</li> </ul> <p><b>Emotions</b></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>		
V	5	o Explain the concept of personality and its influence on behavior	<p><b>Personality</b></p> <ul style="list-style-type: none"> <li>• Definitions, topography, types, Theories</li> <li>• Psychometric assessments of personality</li> <li>• Development and Alterations in personality</li> <li>• Adjustment and maladjustment</li> <li>• Personality disorders</li> <li>• Factors affecting development of personality</li> <li>• Self actualization</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> </ul>
VI	5	o Describe psychology of people during the life cycle	<p><b>Developmental Psychology</b></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 old age:</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Case Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

Unit	Time Hrs.	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
			<p><b>In health and illness.</b>            Psychology of vulnerable individuals:            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 Rape, 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> <li>○ Group morale</li> </ul>		
<b>VI I</b>	<b>8</b>	<ul style="list-style-type: none"> <li>● Describe the characteristics of</li> <li>○ Mentally healthy person</li> <li>○ Explain ego defense mechanisms</li> </ul>	<p><b>Mental hygiene and mental Health</b></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> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Case Discussion</li> <li>● Role play</li> <li>● Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Essay type</li> <li>● Short answers</li> </ul>

Unit	Time Hrs.	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Personal and social adjustments:</li> <li>○ Personal Maladjustments</li> <li>- Regression</li> <li>- Withdrawal</li> </ul>		
<b>VI II</b>	<b>14 Hrs</b> T=4 P=10	<ul style="list-style-type: none"> <li>○ Explain the psychological assessments and role of nurse</li> </ul>	<p><b>Psychological Assessment and tests</b></p> <ul style="list-style-type: none"> <li>○ Types, development, Characteristics, Principles, Uses, Interpretations and Role of nurse in psychological assessment</li> </ul> <p><b>Practicals</b></p> <ul style="list-style-type: none"> <li>● 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> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture Discussion</li> <li>● Demonstration</li> <li>● Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment of practice</li> </ul>

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## EVALUATION SCHEME

### INTERNAL ASSESSMENT 25 MARKS (SEND TO UNIVERSITY)

**Unit Test-I** : 25 marks  
**Pre-final** : 75 marks  
**Total** : **100 Marks** (converted to 15 marks)

**ASSIGNMENT: 25 Marks** (converted to 10 marks)

### EXTERNAL ASSESSMENT

*University examination :marks*

## NURSING FOUNDATION- II

### PLACEMENT: SECOND SEMESTER

**Theory - 135 hrs.**

**Practical- 320hrs (95 labs and 225 Clinical)**

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

#### **COURSE OBJECTIVES:**

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

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

**THEORY HOURS: 135 HOURS**

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
X.	40	<ul style="list-style-type: none"> <li>• Explain the Principles routs effects of administration of medications Calculate conversions of drugs and dosages within and between systems of measurements administer drugs by the following routs – oral inhalation</li> </ul>	<p><b>Administration Of medications</b></p> <ul style="list-style-type: none"> <li>• General -Principles / consideration –</li> <li>- Purposes of Medication</li> <li>- Principles: 5 rights; special consideration; Prescriptions; Safety in Adminstering medications and Mediation Errors;</li> <li>- Drug Froms;</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, Allergic 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 medications</li> </ul>	<p>Lecture and discussion. Charts, graphs, models, films and slides Demonstration Practice session Case discussion Seminars , Drug book, Exposure to related procedures.</p>	<p>Essay type, Short answers Objective type, Skill assessment with checklist, Clinical work.</p>

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Oral Drugs Administration: Oral, Sub lingual and Buccal: Equipment, procedure</li> <li>• Parenteral <ul style="list-style-type: none"> <li>- General principles: decontamination and disposal of syringes and needles –</li> <li>- Types of parenteral therapies</li> <li>- Types of syringes, needles, canula, and infusion sets</li> <li>- Protection from Needle stick Injuries : Giving Medications with a safety syringes</li> <li>- Routes of parenteral therapies –</li> <li>✓ Intra-dermal: purpose, site, equipment, procedure, special considerations</li> <li>✓ Subcutaneous: purpose, site, equipment, procedure, special considerations</li> <li>✓ Intramuscular: purpose, site, equipment, procedure, special considerations</li> <li>✓ Intra Venous: purpose, site, equipment, procedure, special considerations</li> <li>✓ Advanced techniques: epidural, intra-thecal, intra-osseous, intra-peritoneal, intra-plural, intra-arterial Role of nurse</li> </ul> </li> <li>• Topical Administration: purposes, site,</li> </ul>		

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>equipment, procedure, special considerations for</p> <ul style="list-style-type: none"> <li>- Application to Skin</li> <li>- Application to mucous membrane - Direct application of liquids- Gargle and swabbing the throat - Insertion of Drug into body cavity: Suppository, medicated packing in rectum/vagina</li> <li>- Instillations: Ear, Eye, Nasal, Bladder, and Rectal - Irrigations: Eye, Ear, Bladder, Vaginal and Rectal - Spraying: Nose and throat</li> <li>• Inhalation: Nasal, oral, endotracheal (steam, oxygen and medications) purposes, types, equipment, procedure, special considerations - Recording and reporting of medications administered</li> </ul>		
XI	4	<ul style="list-style-type: none"> <li>• Describe the purposes, types and techniques of recording and reporting</li> </ul>	<p><b>Documentation and Reporting</b></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,</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>

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			Accuracy, completeness, Organization, confidentiality <ul style="list-style-type: none"> <li>• Methods of recording</li> <li>• Reporting: Change –of shift reports, Incident reports</li> <li>• Minimizing legal Liability through effective record keeping</li> </ul>		
XII	35	<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> <li>• Perform nursing assessment, plan, implement and evaluate the care for meeting basic, physiological and</li> </ul>	<b>Meeting needs of the patient</b> 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 Nutritional needs: Principals, equipment procedure and special considerations                   <ul style="list-style-type: none"> <li>▪ Oral</li> <li>▪ Enteral:Naso/Oro-gastric, gastrostomy</li> </ul> </li> <li>○ Urinary Elimination               <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:</li> </ul> </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>

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		psychosocial needs of patient	Observation, urine testing - Facilitation urine elimination: assessment, types, equipments, procedures and special considerations ▪ Providing urinal/bed pan ▪ Condom drainage ▪ Perineal care ▪ Catheterization ▪ Care of Urinary Drainage ▪ Care of Urinary diversions ▪ Bladder Irrigation Bowel Elimination - Review of Physiology of Bowel elimination, composition and characteristics of faeces - Factors affecting Bowel elimination - Alteration in Bowel elimination - Type and Collection of specimen of faeces: - Observation - Facilitation bowel elimination: assessment, equipments procedures and special considerations ▪ Passing of Flatus tube ▪ Enemas ▪ Suppository ▪ Sitz bath ▪ Bowel wash ▪ Care of ostomies Mobility and Immobility - Principles of Body Mechanics - Maintenance of normal body Alignment		

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>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 <ul style="list-style-type: none"> <li>▪ Range of motion exercises</li> <li>▪ Maintaining body alignment : Positions</li> <li>▪ Moving</li> <li>▪ Lifting</li> <li>▪ Transferring</li> <li>▪ Walking</li> <li>▪ Restraints</li> </ul> </li> <li>o Fluid, Electrolyte and Acid Base Balances</li> <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>- BaseImbalances: assessment, procedure and special considerations <ul style="list-style-type: none"> <li>▪ Measuring fluid intake and output</li> <li>▪ Correcting Fluid Electrolyte imbalance</li> </ul> </li> <li>- Replacement of Fluids-</li> </ul>		

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			Oral and parenteral - Venipuncture - Regulating IV flow rates, changing of IV solutions and tubing, changing IV dressing - Administering blood transfusion - Restriction of fluids • Psychosocial Needs ○ Concepts of Cultural Diversity, Stress and adaptation, Self- Health, Coping with loss, death and grieving ○ Assessment of psychosocial needs ○ Nursing intervention for Psychosocial needs - Assist with coping and adaptation - creating therapeutic environment ○ Recreational and diversional therapies		
XIII	20	Describe principles and techniques for infection control and biomedical waste management in supervised Clinical setting	<b>Infection control in Clinical setting</b> • Infection control • Nature of infection • Chain of infection transmission • Defenses against infection : natural and acquired • Hospital acquired infection (Nosocomial infection) • Concept of asepsis: medical asepsis and surgical asepsis • Isolation precautions (Barrier nursing) • Hand washing: simple,	• Lecture discussion • Demonstration • Practice session • Supervised Clinical practice	• Essay type • Short answers • Objective type • Assess with check list and clinical practical examination

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>hand antisepsis and surgical antisepsis (scrub)</p> <ul style="list-style-type: none"> <li>• Isolation: source and protective</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> <li>• Biomedical Waste management <ul style="list-style-type: none"> <li>- Importance</li> <li>- Types of hospital waste</li> <li>- Hazards associated with hospital waste</li> <li>- Decontamination of hospital waste</li> <li>- Segregation, transportation and disposal</li> </ul> </li> </ul>		
XIV	10	<ul style="list-style-type: none"> <li>• Prepare post-operative unit</li> <li>• Apply Bandages Slings.</li> <li>• Apply heat and cold</li> </ul>	<p><b>Meeting needs of Peri-operative patients</b></p> <ul style="list-style-type: none"> <li>• Definition and concept of Perioperative Nursing</li> <li>• Preoperative Phase <ul style="list-style-type: none"> <li>- Preparation of patient for surgery</li> </ul> </li> <li>• Intra-operative <ul style="list-style-type: none"> <li>- Operation theatre Set up and environment</li> <li>- Role of nurse</li> </ul> </li> <li>• Postoperative Phase <ul style="list-style-type: none"> <li>- Recovery unit</li> <li>- Post operative unit</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>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess with check list and clinical practical examination</li> </ul>

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>- Postoperative care,</li> <li>• Wounds: types, Classifications, wound Healing Process, Factors affecting Wound, Complications of Wound Healing</li> <li>• Surgical asepsis</li> <li>• Care of the wound: types, equipments, procedure and special considerations</li> <li>- Dressings, Suture Care,</li> <li>- Care of Drainage</li> <li>- Application of Bandages, Binders, Splints and Slings</li> <li>- Heat and Cold Therapy</li> </ul>		tion
XV	15	<ul style="list-style-type: none"> <li>• Explain care of patients having alterations in body functioning</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting special needs of the patient</li> <li>• Care of patients having alteration in</li> <li>• Temperature (hyper and hypothermia) Types, Assessment, Management</li> <li>• Sensorium (Unconsciousness) : assessment, Management</li> <li>• Urinary Elimination (retention and incontinence) Assessment, Management</li> <li>• Functioning of sensory organs: (visual and hearing impairment) Assessment of self-Care ability, Communication Methods and special considerations</li> <li>• Mobility</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> <li>• Assessment with checklist and clinical practical examination</li> </ul>

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>(physically challenged, cast)</p> <ul style="list-style-type: none"> <li>• Assessment of self-care ability, Communication Methods and special considerations</li> <li>• Mental state (mentally challenged), assessment of Self - Care ability; 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> <li>• Treatments related to GI system, Naso gastric suction, Gastric irrigation, gastric analysis</li> </ul>		
XVI	5	<ul style="list-style-type: none"> <li>• Explain care of terminally ill patient</li> </ul>	<p><b>Care of Terminally ill patient</b></p> <ul style="list-style-type: none"> <li>• Concepts of Loss,</li> <li>• Grief grieving process</li> <li>• Signs of clinical death</li> <li>• Care of dying patient; special considerations <ul style="list-style-type: none"> <li>○ Advance directives:</li> <li>○ Euthanasia will dying</li> <li>○ Declaration,organ</li> <li>○ Donation etc</li> </ul> </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 and type</li> </ul>

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
<b>XVI I</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• Explain the basic concepts of conceptual and theoretical models of nursing</li> </ul>	<p><b>Professional Nursing concepts and practices</b></p> <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</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short</li> <li>• Answers</li> </ul>

## NURSING FOUNDATIONS- II PRACTICAL

**PLACEMENT: SECOND SEMESTER  
(95 lab and 225 clinical)**

**PRACTICAL 320HOURS**

**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
	06	<ul style="list-style-type: none"> <li>• Provide basic nursing care to patients</li> </ul>	<b>Feeding :</b> <ul style="list-style-type: none"> <li>• Oral, Enteral, Naso Orogastric.</li> <li>• Naso-gastric insertion, suction and irrigation</li> </ul>		Assessment of each skill with checklist <ul style="list-style-type: none"> <li>• Completion of activity record</li> </ul>
	06		<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> <li>• Bladder irrigation</li> </ul>		
	06		<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>		
	05		<b>Body Alignment and Mobility:</b> <ul style="list-style-type: none"> <li>○ Range of motion exercises</li> <li>○ Positioning: Recumbent, Lateral (rt/lt), Fowlers, Sims, Lithotomy, Prone, Trendelenburg position</li> </ul>		

Areas	Hrs.	Objective	Skills	Assignments	Assessment Methods
	06		<b>Lifting and Moving Patients</b> ○ Assist patient in Moving, lifting transferring, walking ○ Restraints		
	04		<b>Collect/ assist for collection of specimens for investigations</b> Urine, sputum, faces, vomitus blood and other body fluids <b>Perform lab tests:</b> • Urine: Sugar, albumin, acetone • Blood: sugar (with strip/ glucometer)		
	04		<b>Hot and cold applications:</b> local and general sitz bath		
	03		<b>Communicating and assisting with self-care of visually and hearing impaired patients</b>		
	04		Communicating and assisting with self-care of mentally challenged /disturbed patients • <b>Intravenous therapy</b> • <b>Blood and Blood component therapy</b> • <b>Recreational and diversional therapies</b> • <b>Caring of patient with alteration in sensorium</b>		
	02				
	10	• Perform Infection control procedures	<b>Infection control</b> • Perform following procedures: ○ Hand washing techniques (Simple, hand antisepsis and surgicalantisepsis	• Observation study-2 • Department of infection	• Assess observation study with checklist • Evaluate allprocedures



Areas	Hrs.	Objective	Skills	Assignments	Assessment Methods
			<ul style="list-style-type: none"> <li>• Bandaging of various body parts</li> </ul>		
	02	<ul style="list-style-type: none"> <li>○ Provide care to dying and dead</li> <li>○ Counsel and support relatives</li> </ul>	<p><b>Care of dying patient</b></p> <ul style="list-style-type: none"> <li>• Caring and packing of dead body</li> <li>• Counseling and supporting grieving relatives</li> <li>Terminal care of the unit</li> </ul>		
	12	<ul style="list-style-type: none"> <li>○ Administer drugs</li> </ul>	<ul style="list-style-type: none"> <li>○ Administration of medications</li> <li>• Administer medications in different forms and routes</li> <li>• Oral, Sub lingual, Buccal</li> <li>• Parenteral Intra-dermal, subcutaneous, Intramuscular etc.</li> <li>• Assist with Intra Venous medications</li> <li>• Drug measurements and dose calculations</li> <li>• Preparation of lotions and solutions</li> <li>• Administers topical applications</li> <li>• Insertion of drug into body cavity: Suppository and medicated packing etc.</li> <li>• Instillation of medicines and spray into Ear, Eye, Nose and throat</li> <li>• Irrigations: Eye, Ear, Bladder, Vagina and Rectum</li> <li>• Inhalations: dry and moist</li> </ul>		

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10. Carl Taylor Fundamental of Nursing, Carol Lillis et al Lippincot, 5<sup>th</sup> edition 2005.

## EVALUATION SCHEME:

<b>Nursing Foundation-II</b>				
	<b>Hours</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>
Theory	2	10	40	50
Practical Viva Voce		50	50	100

## INTERNAL ASSESSMENT: (THEORY) 10 MARKS (Send To University)

Unit Test-I	: 10
Pre-final	: 40
Journal	: 50
<b>Total</b>	<b>: 100</b>

**INTERNALASSESSMENT : (PRACTICUM) 50 MARKS****(Send To University)**

<b>Nursing foundation practical and Viva voce</b>	Clinical evaluation – 1 (Medical)	50 marks
	Clinical evaluation – 1 (Surgical)	50 marks
	<b>Clinical Assignment</b>	
	Nursing care plan – 1	25 marks
	Procedure evaluation	50 marks
<b>Internal Practical examination</b>	Unit Test-I	25 marks
	Pre-final	50 marks
	<b>Total Marks</b>	<b>250 marks</b>

**EXTERNAL ASSESSMENT : 90marks**

University Exam (Theory) : 40 marks

University Exam (Practical and Viva Voce) : 50 marks

**EVALUATION CRITERIA:****PRACTICAL EXAMINATION UNIVERSITY****(Total marks 50)****INTERNAL EXAMINER :25**

- Procedure evaluation :15
- Viva voce :10

**EXTERNAL EXAMINER :25**

- Nursing Process :15
- Viva voce :10



## SECOND SEMESTER B.SC. NURSING

### FORMAT FOR HEALTH ASSESSMENT

Date -

Time –

#### General Appearance -

- Body build, Posture and gait
- Hygiene and grooming
- Body and breath odor
- Signs of health and Illness
- Attitude, mood and affect

#### Height and Weight –

**Vital Signs:** Temp- Pulse- Resp- Blood Pressure—

**Skin:** Odor, Color, any lesions and texture Check for pallor, cyanosis, Jaundice, Erythema, Hyperpigmentation, Hypopigmentation, Albinism, Edema, Inflammation,

**Primary lesion:** macule, patch, papule, plaque, tumor, pustule, vesicle, Bulla, Cyst, wheal.

**Secondary lesion:** atrophy, erosion, lichenification, scales, crust, ulcer, fissures, scar, Keloid, Excoriation.

#### Head:

Scalp

Face

Sinus Area:

Nodes:

Cranium:

Hair

#### Nails:

#### Eyes:

Visual Acuity:

Visual field:

Ocular movements:

Convergence:

Eye lids:

Lacrimal glands:

Conjunctiva:

Sclera:

Cornea:

Lens:

Pupil:

**Ears:**

External structure:  
Canal:  
Tympanic membrane:  
Hearing:

**Nose:**

External structures:  
Septum:  
Mucous membrane:  
Patency:  
Olfactory sense:

**Oral cavity:**

Lips:  
Buccal mucosa:  
Gum:  
Teeth:  
Palates and Uvula:  
Tonsillar area: Tongue:  
Voice:  
Breath:  
Taste:

**Neck**

General structure:  
Trachea  
Thyroid:  
Nodes:  
Muscles:

**Breast and area nodes**

Inspection:  
Palpation:

**Chest and respiratory system:**

Chest shape:  
Types of respiration  
Expansion  
Fremitus:  
General Palpation  
Percussion  
Breath sound  
Adventitious sound:

**Cardiovascular system:**

Rate and rhythm

Radial

Apical

Pre cordium: Inspection, palpation, auscultation

Carotid pulse

Jugular venous distension:

Description of peripheral pulses:

	<b>Brachial</b>	<b>Radial</b>	<b>Femoral</b>	<b>Popliteal</b>	<b>Dorsal pedial</b>	<b>Post labial</b>
Rate						
Rhythm						

**Abdomen and inguinal areas:**

Contour and Tone

Scar, Marks

Liver

Spleen

Kidneys:

Bladder:

Hernias:

Masses;

Palpation:

Percussion:

Auscultation:

**GENITALIA AND AREA NODES RECTAL EXAMINATION**

**MUSCULOSKELETAL SYSTEM:**

**GAIT:**

Upper extremities:

Lower extremities:

Deformities:

Joint evaluation:

Muscle strength:

Muscle mass:

Nodes:

Range of motion:

Spine:

**NERVOUS SYSTEM:**

Mental status:

Language:

Cranial Nerves:

Motor coordination:

Deep Tendon reflexes:

Superficial Sensory reflex:

**FORMAT FOR NURSING CARE PLAN**

Name of the Patient \_\_\_\_\_  
 Age \_\_\_\_\_ Reg. No. \_\_\_\_\_ Date and Time  
 Sex \_\_\_\_\_ Bed No. \_\_\_\_\_ Of Admission :  
 Dr's Unit \_\_\_\_\_ Ward no \_\_\_\_\_ Diagnosis:  
 Surgery & Date of surgery

**Marks: 50**

Assessment (12)		Nursing Diagnosis (3)	Goal (2)	Outcome Criteria (2)	Nursing Interventi on (15)	Rationale (3)	Evalu ation (3)
Subje ctive	Obje ctive						

**Nurses notes / Progress report of the patient – (10)**

Signature of Nurse.

Date:

**B.SC. NURSING (SEMESTER-I)  
GUIDELINE FOR CLINICAL ASSESSMENT OF STUDENT  
(NURSING FOUNDATION)**

**CLINICAL ASSESSMENT FORM**

Students Name: -

Hospital:-

Group / Year : -

Unit / Ward:-

Students Number: -

From to

**Max 100 marks**

Sr. No.	PERFORMANCE CRITERIA	(5) Excellent	(4) very Good	(3) Good	(2) Satisfactory	(1) Poor	Remarks
	<b>Nursing Process -75</b>						
<b>I</b>	<b>Assessment and Nursing Diagnosis -15</b>						
1.1	Collects data accurately						
1.2	Identifies and Categorizes basic Needs of Patients						
1.3	Formulates Nursing Diagnosis						
<b>II</b>	<b>Planning -15</b>						
2.1	Prioritizes patients needs						
2.2	Plans nursing action for each of need						
2.3	States rationale for nursing action						
<b>III</b>	<b>Implementation - 20</b>						
3.1	Implements nursing care Accurately and safely with in given time						
3.2	Applies scientific Principles						
3.3	Maintains safe and comfortable envirement						
3.4	Gives health teaching as per plan to the patients / family						
<b>IV</b>	<b>Evaluation -10</b>						
4.1	Evaluate patient's response to nursing care						
4.2	Reexamines and Modifies care plan						

Sr. No.	PERFORMANCE CRITERIA	(5) Excellent	(4) very Good	(3) Good	(2) Satisfactory	(1) Poor	Remarks
<b>V</b>	<b>Documentation (15)</b>						
5.1	Records patient information accurately						
5.2	Report patient information accurately						
5.3	Maintains self up to date						
	<b>Professional Conduct – (25)</b>						
<b>VI</b>	<b>Uniform and Punctuality</b>						
6.1	Always well groomed, neat and conscious about professional appearance						
6.2	Is always punctual in Clinical and completing assignments						
6.3	Readily accepts responsibility for own behavior and has initiative						
<b>VII</b>	<b>Communication skills</b>						
7.1	Establishes and Maintains effective working / communication relationship with patients and family						
7.2	Establishes good inter personal relationship with members of health team / supervisors / Teachers						
	<b>Total Marks</b>						

**Comment / Remarks by Teacher / Supervisor:**

Total marks - 100  
Signature of student  
Date-

Marks obtained  
Signature of Teacher

**SECOND SEMESTER B.SC. NURSING**

**NURSING FOUNDATION**

**GUIDELINES FOR UNIVERSITY PRACTICAL AND ORAL EXAMINATION**

**INTERNAL EXAMINER**

**MAXIMUM 50 MARKS**

<b>Sr. No.</b>	<b>NURSING PROCEDURE</b>	<b>Total marks</b>	<b>Marks allotted</b>	<b>Remarks</b>
<b>I</b>	<b>Planning and Organizing</b>	<b>10</b>		
	1-Preparation – day	06		
	2-Environment	02		
	3-Preparation of patient	02		
<b>II</b>	<b>Execution of Procedure</b>	<b>14</b>		
	1-Applies scientific principles	06		
	2-Proficiency in skill	06		
	3-Ensures sequential order	02		
<b>III</b>	<b>Termination of procedure</b>	<b>06</b>		
	1-Makes patient comfortable	02		
	2-Reports and Records	02		
	3-After care of articles	02		
	<b>Total</b>	<b>30</b>		
	<b>VIVA</b>			
	1-Knowledge related to Principles	06		
	2-Equipment and Articles	06		
	3-Medical and Surgical asepsis	04		
	4-Bandaging	04		
	<b>Total</b>	<b>20</b>		

Date: -

Signature of the Internal Examiner

**SECOND SEMESTER B.SC. NURSING  
NURSING FOUNDATIONS**

**GUIDELINES FOR UNIVERSITY PRACTICAL AND ORAL  
EXAMINATION**

External Examiner

Maximum 50 Marks

<b>Sr. No.</b>	<b>Nursing Process</b>	<b>Total Marks</b>	<b>Marks Allotted</b>	<b>Remarks</b>
1	Assessment	06		
2	Nursing Diagnosis	04		
3	Goal	02		
4	Outcome criteria	02		
5	Nursing intervention	06		
6	Rationale	04		
7	Evaluation	02		
8	Nurses notes	04		
	<b>Total</b>	<b>30</b>		
	<b>VIVA</b>			
1	Knowledge of Drugs and Solutions	04		
2	Assessment data	06		
3	Dietary management	04		
4	Health education	06		
	<b>Total</b>	<b>20</b>		

Date: -

Signature of the External Examiner



## ENGLISH

### PLACEMENT: SECOND SEMESTER

#### THEORY - 60 HOURS

#### COURSE DESCRIPTION:

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

#### SPECIFIC OBJECTIVES:

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

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

Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
I	10	<ul style="list-style-type: none"> <li>• Speak and write grammatically correct English</li> </ul>	<b>Review of Grammar</b> <ul style="list-style-type: none"> <li>• Remedial study of grammar</li> <li>• Building Vocabulary</li> <li>• Phonetics</li> <li>• Public speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate use of 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>	<b>Listening Comprehension</b> <ul style="list-style-type: none"> <li>• Media, audio, video, speeches etc.</li> </ul>	Exercise on: <ul style="list-style-type: none"> <li>• Listening to audio, video tapes and identify the key points, accent and 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>	<b>Spoken English</b> Phonetics, public speaking <ul style="list-style-type: none"> <li>• Oral report</li> <li>• Group</li> </ul>	Exercise on: <ul style="list-style-type: none"> <li>• Debating</li> <li>• Participating in Seminar, Panel, Symposium</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			Discussion <ul style="list-style-type: none"> <li>• Debate</li> <li>• Telephonic Conversion</li> <li>• Conversational skills (Formal, Neutral and informal situation)</li> </ul>	<ul style="list-style-type: none"> <li>• Telephonic Conversion</li> <li>• Conversation in different situations, practice in public speaking</li> </ul>	checklist
IV	30	<ul style="list-style-type: none"> <li>• Develop ability to read, understand and express meaningfully, the prescribed text.</li> </ul>	<b>Read and comprehend prescribed course books</b> <ul style="list-style-type: none"> <li>• Skimming and Scanning</li> <li>• Reading in sense groups</li> <li>• Reading between the lines.</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>
V	10	<ul style="list-style-type: none"> <li>• Develop writing skills</li> </ul>	<b>Various forms of composition</b> <ul style="list-style-type: none"> <li>• Letter writing</li> <li>• Note making and Note takings</li> <li>• Precise 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 and 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 and Antonyms
- Lexical sets and collocations
- Using appropriate words and expressions

### Unit II

#### ➤ LISTENING SKILLS

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

### Unit III

#### ➤ SPEAKING SKILLS

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

### Unit IV

#### ➤ READING SKILLS

- Text:
  1. Developing your English by Gokhale and Robinson
  2. Discourse skills in English by Grace Jacob, Narkarand Halliday
  3. Eight short stories by K.N. Vasudeva Panikkar
- Skimming and Scanning, reading in sense group.
- Avoiding Clumsiness and 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.

### BIBLIOGRAPHY:

1. Living English Grammar and Composition Tickoo M.L. and Subramaniam A.E, Oriental Longman, New Delhi.
2. English for practical purposes Valke, Thorat Patil and Merchant, Macmillan Publication, New Delhi.
3. Enriching your competence in English by Thorat, Valke, Orient Pub., Pune
4. English Grammar and Composition Wren and Martin, S. Chand Publications-2005, Delhi.
5. Selva Rose, Carrier English for Nurses, 1st edition -1999, published by Orient Long man Pvt. Ltd. – 1997, Chennai.

**EVALUATION SCHEME:**

Internal Assessment - 25 Marks

College Examination - 75 Marks

**Internal Assessment :25 Marks****(To be sent to university)****Unit test-I:** 25 Marks**Pre-final:** 75 Marks**Total :** 100 Marks**College Examination: 75 Marks****Total :** 100 Marks to be sent to University**INTRODUCTION TO COMPUTER****PLACEMENT: SECOND SEMESTER****THEORY– 45 HRS.****(Class -15 + lab 30)****COURSE DESCRIPTION:**

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

**SPECIFIC OBJECTIVES:**

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

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

<b>Unit</b>	<b>(Hrs)</b>	<b>Learning Objective</b>	<b>Content</b>	<b>Teaching Learning Activities</b>	<b>Assessment methods</b>
<b>I</b>	<b>3 Hrs</b> T=3	<ul style="list-style-type: none"> <li>• Identify and 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>	<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>

Unit	(Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment methods
II	26 Hrs 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>	<b>Introduction to disk operating system</b> <ul style="list-style-type: none"> <li>DOS</li> <li>Windows (all version)</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>	<ul style="list-style-type: none"> <li>Lecturer Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Practical Exam.</li> </ul>
III	5 Hrs 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>	<b>Multimedia;</b> types and uses <ul style="list-style-type: none"> <li>Computer aided teaching and testing.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Practical Exam and Viva Voce</li> </ul>
IV	4 Hrs T=1 P=3	<ul style="list-style-type: none"> <li>Demonstrate use of internet and Email</li> </ul>	<b>Use of Internet and: e-mail</b>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> <li>Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Practical Exam and Viva Voce</li> </ul>
V	4 Hrs T=2 P=2	<ul style="list-style-type: none"> <li>Describe and use the statistical packages</li> </ul>	<b>Statistical packages: types and their features</b>	<ul style="list-style-type: none"> <li>Lecturer Discussion</li> <li>Demonstration</li> <li>Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Practical Exam and Viva Voce</li> </ul>

<b>VI</b>	<b>3 Hrs</b> T=1 P=2	<ul style="list-style-type: none"> <li>Describe the use of Hospital Management System</li> </ul>	<b>Hospital Management System: Types and uses</b>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Practical Exam and Viva Voce</li> </ul>
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### REFERENCES

- 1) Jain and Saakshi (2004), Computers For Nurses
- 2) Kalicharan (2002), Introduction To Computer Science
- 3) Nicoll (2001), Nurses Guide To Internet. Third edition.
- 4) Phatak Metal (2001), Multimedia Techniques. 1<sup>st</sup> edition, Nirali Prakashan.
- 5) Rajaraman (1999), Fundamentals of Computer. Tata Macrohill Publication, NewDelhi.
- 6) Sanjeev kumar (2002), A Textbook of Computer Applications. Educational and Technical Publishers, New Delhi.

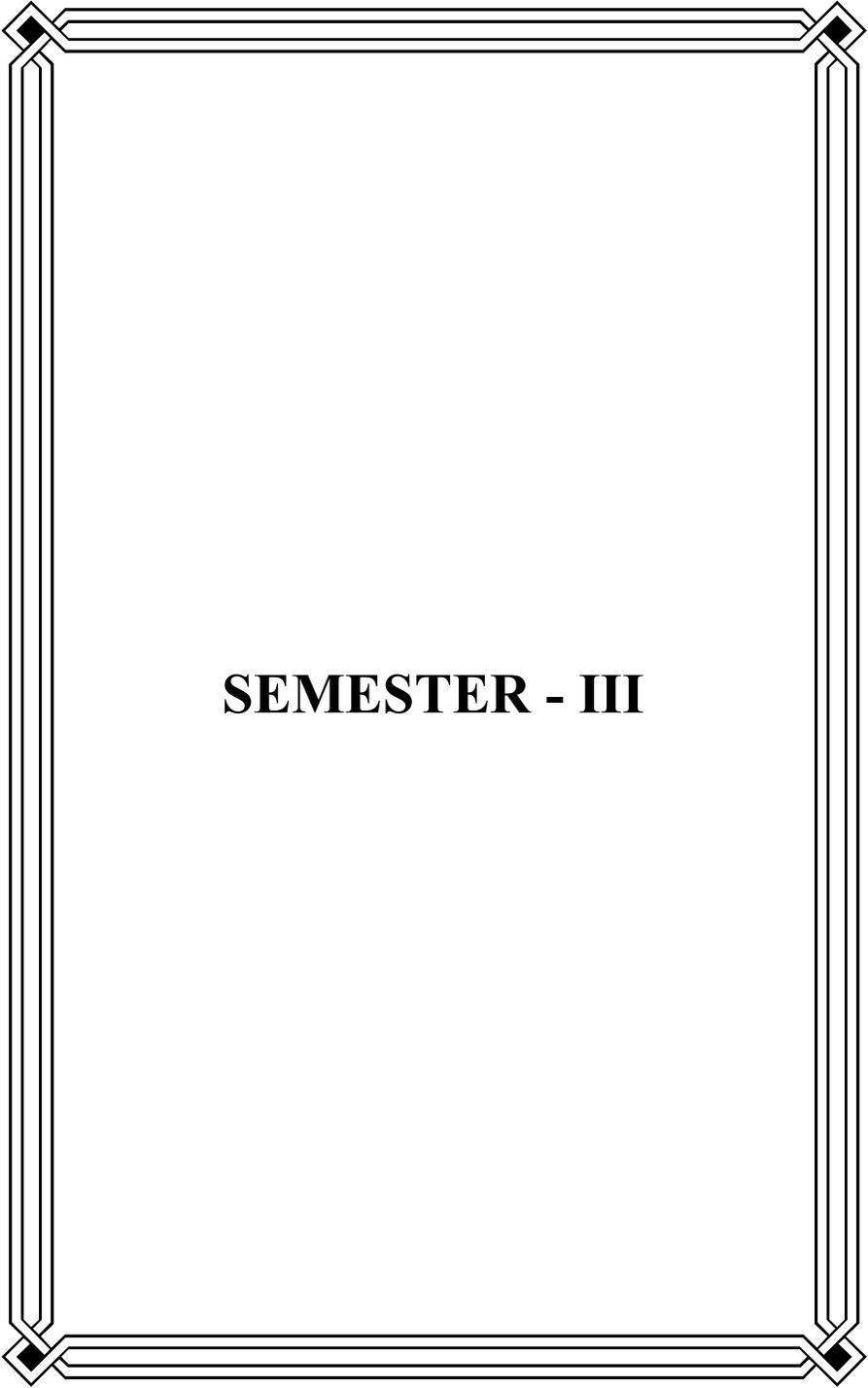
### EVALUATION SCHEME

#### INTERNAL ASSESSMENT- 25 Marks (Sent to University)

Unit Test-I : 25 Marks  
Pre-Final : 75 Marks  
**Total : 100 Marks**

#### EXTERNAL ASSESSMENT:

College Examination: **75 Marks** (Sent To University)

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**SEMESTER - III**

**SOCIOLOGY**  
**PLACEMENT: THIRD SEMESTER**

**Total Hrs: 60**

**COURSE DESCRIPTION:**

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

**COURSE OBJECTIVES:**

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

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

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
IV	4	Identify various social groups and their interactions	<b>Social groups and Processes</b> The meaning and classification of groups Primary and Secondary Group In-group V/s. Out-group, Class, Tribe, caste Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction and social processes Co - operation, competition, conflict Accommodation, Assimilation and Isolation	Lecture Discussion	Essay type Short answers
V	6	Explain the growth of population in India and its impact on health	<b>Population</b> Society and population Population distribution in India Demographic characteristics Malthusian theory of populations Population explosion in India and its impact on health status Family welfare programmes	Lecture Discussion Community identification	Essay type Short answers Assessment of report on community identification
VI	5	Describe the institutions of family and marriage in India	<b>Family and Marriage</b> Family - functions Types - Joint, Nuclear, Blended and extended family: Characteristics The modern family -changes, problems - Dowry etc. Welfare services Changes and legislations on family and marriage in India - marriage acts Marriage: Forms and functions of marriage Marriage and family problems in India Family, marriage and their influence on health and health practice	Lecture Discussion Family case study	Essay type Short answers Assessment of family case study
VII	7	Describe the class and caste system and their influence	<b>Social Stratification</b> Meaning and types of social stratification The Indian Caste system-origin and features Features of Caste in India	Lecture Discussion Community survey	Essay type Short answers Assessment of report on community

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
		on health and health practices	Today Government policies for schedule caste, schedule tribe, and OBC Social Class system and status Social mobility-meaning and types Race as a biological concept, criteria of racial classification Salient features of Primary races Racism Influence of Class, caste and Race on health and health practices		survey
VIII	6	Describes the types of communities in India, their practices and the impact on health	<b>Types of communities in India (Rural, Urban and Regional)</b> Features of village community and Characteristics of Indian villages Panchayat system, social dynamics Community development project and planning Changes in Indian Rural life Availability of health facilities in rural and its impact on health and health practices The growth of cities: Urbanisation and its impact on health and health practices Major Urban problems - Urban Slums Region; problems and impact on Health	Lecture Discussion Visits to rural and urban community survey	Assessment Of report on community survey
IX	4	Explain the process of Social Change	<b>Social Change</b> Nature and process of Social Change Factors influencing Social change: cultural change, Cultural lag, culture and health (with special reference to women's health). Introduction to Theories of social change: Linear, Cyclical, Marxian, Functional, Sanskritisation and Modernisation. Role of nurse -Change agents	Lecture Discussion	Essay type Short Answers

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
X	4	Describe the Social system and inter-relationship of social organizations	<b>Social organization and social system</b> Social organization: elements, types Democratic and authoritarian modes of participation, Voluntary associations Social system: Definition and Type of social system Role and Status as structural elements of social system with reference to women's role and status and its impact on family. Inter-relationship of institutions	Lecture Discussion Observation visits	Essay type Short answers Assessment of visit reports
XI	2	Explain the nature and process of social control	<b>Social Control</b> Nature and process of social control Political Legal, Religious, Educational Economic. Industrial and Technological system, Norms and Values- Folkways and Mores Customs, Laws and fashion Role of nurse	Lecture Discussion Community survey	Essay type Short answers Assessment of report on community survey
XII	15	Describe the role of the nurse in dealing with social problems in India	<b>Social Problems</b> Social disorganization Control and planning: poverty, housing, and illiteracy. Food supplies, prostitution, rights of women and children, Government health programs, vulnerable groups, elderly, handicapped minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS. Social Welfare programmes in India Role of nurse	Lecture Discussion Institutional visits	Essay type Short answers Assessment of visit reports

**BIBLIOGRAPHY:**

1. Sachadeva Y. V., An introduction to sociology, kithab mahal : Allahabad
2. R. K. Manelkar, Sociology for Nurses, Sivosankar T. P., Vora Medical Publications
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**EVALUATION :****INTERNAL ASSESSMENT**

	<b>Sociology</b>	<b>Total Marks</b>	<b>Average out of</b>
Unit Test -I	25	25	--
Pre-Final	75	75	--
<b>Total</b>		<b>100</b>	<b>25</b>

**EXTERNAL ASSESSMENT**

University examinationMarks-75  
(Theory)

## **PHARMACOLOGY, PATHOLOGY AND GENETICS**

### **PHARMACOLOGY**

**PLACEMENT: THIRD SEMESTER                      THEORY - 45 HOURS**  
**(Class 35 Hours + Lab 10 Hours)**

#### **COURSE DESCRIPTION:**

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

#### **SPECIFIC OBJECTIVES:**

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

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

Unit	Time (Hrs) T/P	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	T=2 P=1	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</li> <li>• Adverse, toxic</li> <li>• Pharmacokinetics: Absorption, distribution, metabolism, interaction, excretion</li> <li>• Review: Routes and principles of administration of drugs</li> <li>• Indian pharmacopoeia: Legal issues Storage of various drugs Calculation of drug dosage</li> <li>• Rational use of drugs</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	T=5 P=1	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 and Broad Spectrum Antibiotics</li> <li>• Sulfonamides</li> <li>• Quinolones</li> <li>• Antiamoebic</li> <li>• Antimalarials</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Drugstudy / Presentation field is its/ educational trips to pharmaceutical farms / companies Pharmacological management</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs) T/P	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Antihelminthics</li> <li>• Antiscabies agents</li> <li>• Antiviral and Antifungal agents</li> <li>• Antitubercular drugs</li> <li>• Antileprosy drugs</li> <li>• Anticancer drugs</li> <li>• Immunosuppressants</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.	of clinical conditions. Practical classes in the pharmacology department like administration of injections and medications	
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 GI System</b> Pharmacology of commonly used <ul style="list-style-type: none"> <li>• Antiemetics</li> <li>• Emetics</li> <li>• Purgatives</li> <li>• Antacids</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>

Unit	Time (Hrs) T/P	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <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 and role of nurse.		
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 and 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</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>

Unit	Time (Hrs) T/P	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			alkalanizerComposition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.		
VII	T=3 P=1	Describe drugs used in deaddiction, emergency, deficiency of vitamins and minerals, positioning, for immunization and immunosuppression and nurse's responsibilities	<b>Miscellaneous</b> •Drugs used in deaddiction •Drugs used in CPR and emergency •Vitamins and minerals •Immunosuppressants •Antidotes •Antivenom •Vaccines and Sera	•Lecture •Discussion •Drug study/presentations	•Short answers •Objective type
VIII	1	Describe drugs used on skin and mucous Membranes and nurse's responsibilities	<b>Drugs used on skin and mucus membranes</b> •Topical applications for skin, eye, ear, nose, and buccal cavity •Antipruritics Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.	•Lecture •Discussion •Drug study/presentations	•Short answers •Objective type
IX	T=5 P=3	Describe drugs used onNervous system and nurse's responsibilities	<b>Drugs acting on Nervous System</b> Basic and applied pharmacology of commonly used: •Analgesics and	•Lecture •Discussion •Drug study/presentations	•Short answers •Objective type

Unit	Time (Hrs) T/P	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			Anesthetics > Analgesics - Nonsteroidal anti-inflammatory (NSAID) drugs > Antipyretics > Hypnotics and sedatives - Opioids - Non opioids - Tranquilizers - General and local anaesthetics - Gases - Oxygen, Nitrous oxide, Carbon dioxide •Cholinergic and anticholinergics: Muscle relaxants Major tranquilizers Antipsychotics > Antidepressants > Anticonvulsants >Adrenergics > Noradrenergic > Mood Stabilizers > Acetylcholine > Stimulants Composition, Action, Dosage, Route, Indication, Contraindication, Drug Interactions, Side Effects, Adverse Effects, Toxicity and Role Of Nurse		
X	T=4 P=1	<ul style="list-style-type: none"> <li>Describe drugs used on Cardiovascular system and nurse's Responsibilities</li> </ul>	<b>Cardiovascular Drugs</b> <ul style="list-style-type: none"> <li>• Haematinics</li> <li>• Cardiotonics</li> <li>• Anti anginals</li> <li>• Antihypertensives and vasodilators</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Drugstudy / presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs) T/P	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Anti-arrhythmics</li> <li>• Plasma expanders</li> <li>• Coagulants and anticoagulants</li> <li>Antiplatelets and thrombolytics</li> <li>• Hypolipidemics</li> <li>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> <li>•Hypolipidemics</li> <li>Composition, action, dosage, route, indications,contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul>		
XI	T=3 P=1	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 and Oral hypoglycemics</li> <li>•Thyroid supplements and suppressants</li> <li>•Steroids, Anabolics</li> <li>•Uterine stimulants and relaxants</li> <li>•Oral contraceptives</li> <li>Other estrogen – progesterone preparations</li> <li>Corticotrophine and Gonadotropines</li> </ul>		

Unit	Time (Hrs) T/P	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			Adrenaline • Prostaglandins • Calcitonins • Calcium salts • Calcium regulators Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.		
XII	4	Demonstrate awareness of the common drugs used in alternative system of medicine	<b>Introduction to drugs used in alternative system of medicine</b> • Ayurveda, Homeopathy, Unani and Siddha etc	•Lecture •Discussion •Observational visits	•Short answers •Objective type

**LAB: 10 HRS**

Administration of medications-oral

Administration of medications -Subcutaneous, intramuscular and intravenous injections Visits to:

Allopathy Pharmaceutical farm / company Ayurveda Pharmaceutical farm / company

Homeopathy Pharmaceutical farm / company.

#### **BIBLIOGRAPHY: (PHARMACOLOGY)**

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Lalit Mishra: Drug Today, Vol 12, No 12, Lorina.

## B. PATHOLOGY

**PLACEMENT: THIRD SEMESTER                      PATHOLOGY - 30 HRS**  
**(Class 20 + Lab 10 Hrs)**

**COURSE DESCRIPTION:**

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

**SPECIFIC OBJECTIVES:**

At the end of the course students are able to:

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

Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th	Pr.				
I	3		1. Define the common terms used in pathology  2. Appreciate the deviations from normal to abnormal structure and functions of the body system	<b>Introduction</b> Introduction to pathology Review of cell and tissues <ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Methods and techniques</li> <li>• Cellular and tissue changes</li> <li>• Infiltration and regeneration</li> <li>• Inflammations and infections</li> <li>• Wound healing and repair               <ul style="list-style-type: none"> <li>o Nature of injuries, adaptive responses, reversible and irreversible cell injury</li> </ul> </li> <li>• Cell accumulations</li> <li>• Vascular changes</li> <li>• Cellular growth and neoplasms</li> <li>• Normal and cancer cell</li> <li>• Benign and malignant growths</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>

Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th	Pr.				
				<ul style="list-style-type: none"> <li>In situ carcinoma</li> <li>Disturbances of fluid and electrolyte balance, role of nurse</li> </ul>		
II	10	05		<p><b>Special Pathology</b></p> <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>Tuberculosis,</li> <li>Bronchitis,</li> <li>Pleural effusion and Pneumonia</li> <li>Lung abscess, emphysema, bronchiectasis</li> <li>Bronchial asthma, chronic obstructive pulmonary disease and tumours.</li> </ul> </li> <li>Cardiovascular system <ul style="list-style-type: none"> <li>Pericardial effusion</li> <li>Rheumatic heart disease</li> <li>Infective endocarditis, atherosclerosis</li> <li>Ischemia, infarction and aneurism</li> </ul> </li> <li>Gastrointestinal tract <ul style="list-style-type: none"> <li>Peptic ulcer, Typhoid</li> <li>Carcinoma of GI tract - buccal, esophageal, gastric and intestinal</li> </ul> </li> <li>Liver, Gall bladder and pancreas <ul style="list-style-type: none"> <li>Hepatitis, chronic liver abscess, Cirrhosis</li> <li>Tumours of liver, gall bladder and pancreas</li> <li>Cholecystitis</li> </ul> </li> <li>Kidneys and Urinary tract <ul style="list-style-type: none"> <li>Glomerulonephritis,</li> </ul> </li> </ul> </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>

Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th	Pr.				
				pyelonephritis > Calculi, Renal failure, Renal carcinoma and Cystitis > Diabetes Mellitus • Male genital system > Cryptorchidism, testicular atrophy > Prostatic hyperplasia, Carcinoma penis and prostate • Female genital system > Fibroids > Carcinoma cervix and endometrium > Vesicular mole, choriocarcinoma > Ectopic gestation > Ovarian cyst and tumours • Cancer breast • Central Nervous System > Vascular disorders - thrombosis, embolism, Stroke, paraplegia, quadriplegia, Tumours, meningiomas- gliomas, Metastatic tumour • Skeletal system, Bone healing, osteoporosis, osteomyelitis, Arthritis and tumours		
III	4	3	Describe various laboratory test in assessment and monitoring of disease conditions	<b>Clinical Pathology</b> • Various blood and bone marrow tests in assessment and monitoring of disease conditions > Hemoglobin > RBC, white cells and platelet counts > Bleeding time, clotting time and prothrombin time	• Lecture • Discussion	• Short answers • Objectivet ype

Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th	Pr.				
				<ul style="list-style-type: none"> <li>&gt; Blood grouping and cross matching</li> <li>&gt; Blood chemistry</li> <li>&gt; Blood culture</li> <li>&gt; Serological and immunological tests</li> <li>&gt; Other blood tests</li> <li>&gt; Examination of bone marrow</li> <li>&gt; Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiological tests, inference and normal values Nurse's role in collection and dispatch of various samples for laboratory tests. Universal safety precautions</li> </ul>		
IV	2	1	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,</li> </ul>	Lecture • Discussion • Demonstration	• Short answers • Objective type

Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th	Pr.				
				microbiology tests, inference and normal values. • Nurse's role in assisting and preparing the patient for these diagnostic tests		
V	1	1	Describe the laboratory tests for examination of Urine and Faeces	<b>Urine and Faeces</b> • Urine >Physical characteristics >Analysis >Culture and sensitivity • Characteristics > Characteristics > Stool examination: occult blood, ova, parasite and cyst, reducing substance etc. • Methods of collection for various tests, inference and normal values	• Lecture • Discussion • Demonstration	• Short answers • Objective type

**LAB - 10 HRS. MUSEUM SPECIMENS OF,**

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

**VISITS TO:-**

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

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4. Carol Mattson Porth : Pathophysiology ,VII Edition Lippincott Philadelphia 2002.
5. Ramzi S Cotranetal : Robins Pathologic basib of disease, VI Edition, W B Saunders coy USA 1999.
6. JCE Underwood : General and systemic pathology , III Edition, Churchill liuvingstone , Philadelphia2000.
7. Canjanov and Linder : Anderson's pathology, X Edition , Lippincott , Philadelphia 1996.
8. Vinay Kumar M D etal : Basic Pathology , VI Edition W B Saunders coy USA 1997.
9. Walter F Coulson : Surgical Pathology , II Edition J B Lippincott coy Philadelphia, 1988.
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11. Lynne's Gracia, M S and David A Brucker : Diagnostic medical parasitology , III Edition ASM press, Washington'2005.
12. Haber et al : Differential diagnosis in pathology , W B Saunders coy, Philadelphia, 2002.

## C– GENETICS

**PLACEMENT: THIRD SEMESTER**

**THEORY – 15 HOURS**

**COURSE DESCRIPTION:**

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

**SPECIFIC OBJECTIVES:**

At the end of the course students are able to:

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

Unit	Time (hrs)	Objectives	Content	Teaching Learning activities	Assessment method
I	3	1.Explain nature, principles and perspectives of heredity	<b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Practical application of genetics in Nursing</li> <li><input type="checkbox"/> Impact of genetic condition on families</li> <li><input type="checkbox"/> Review of cellular division mitosis and meiosis</li> <li><input type="checkbox"/> Characteristics and structure of genes</li> <li><input type="checkbox"/> Chromosomes – sex determination</li> <li><input type="checkbox"/> Chromosomal aberrations pattern of inheritance</li> <li>• Mendelian theory of inheritance</li> <li>• Multiple alleles and blood groups</li> <li>• Sex linked inheritance</li> <li>• Mechanism of inheritance</li> <li>• Errors in transmission (Mutation)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Explain Using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Short answers</li> <li><input type="checkbox"/> Objective type</li> </ul>

Unit	Time (hrs)	Objectives	Content	Teaching Learning activities	Assessment method
II	3	Explain maternal, prenatal and genetic influences on development of defects and disease	<p><b>Maternal, prenatal and genetic influences on development of defects and diseases</b></p> <ul style="list-style-type: none"> <li>• Conditions affecting the mother: <ul style="list-style-type: none"> <li>• genetic and infections</li> <li>• Consanguinity atopy</li> <li>• Prenatal nutrition and food allergies</li> <li>• Maternal age</li> <li>• Maternal drug therapy</li> <li>• Prenatal testing and diagnosis</li> <li>• Effect of radiation, drugs and chemicals</li> <li>• Infertility</li> <li>• Spontaneous abortion</li> <li>• Neural tube defects and the role of folic acid in lowering the risks</li> <li>• Down syndrome (Trisomy 21)</li> </ul> </li> </ul>	<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Explain using charts, slides	<input type="checkbox"/> Short answers <input type="checkbox"/> Objective type
III	2	1.Explain the screening methods for genetic defects and diseases in neonates and children	<p><b>Genetic tests in neonates and children</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Screening for <ul style="list-style-type: none"> <li>➤ Karyotype analysis</li> <li>➤ Congenital abnormalities</li> <li>➤ Developmental delay</li> <li>➤ Dysmorphism</li> </ul> </li> </ul>	<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Explain using charts, slides	<input type="checkbox"/> Short answers <input type="checkbox"/> Objective type
IV	2	Identify genetic disorders in adolescents and adults	<p><b>Genetic conditions of adolescents and adults</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cancer genetics – <ul style="list-style-type: none"> <li>Familyal cancer</li> </ul> </li> <li><input type="checkbox"/> Inborn errors of metabolism</li> <li><input type="checkbox"/> Blood group alleles and</li> </ul>	<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Explain using charts, slides	<input type="checkbox"/> Short answers <input type="checkbox"/> Objective type

Unit	Time (hrs)	Objectives	Content	Teaching Learning activities	Assessment method
			hematological disorders <input type="checkbox"/> Genetic haemochromatosis <input type="checkbox"/> Huntington's disease <input type="checkbox"/> Mental illness		
V	5	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 <input type="checkbox"/> Legal and ethical issues <input type="checkbox"/> Role of nurse	<input type="checkbox"/> Lecture Discussion Explain Using charts, slides	Short answers Objective type

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1. S Mandal: Fundamentals of Human Genetics II Edition New Central Book Agency, Kolkata 1996.
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13. Pansky Ban, Review of Medical Embryology. Macmillian Publishing Company, New York1982.
14. Smell, Richard S : Clinical Embryology for medical students, Little Brown andCompany, Boston, 1972.
15. Langman, Jan : Medical Embryology,William and Wilkins, Baltimore 1973.

**EVALUATION SCHEME :**

**INTERNAL ASSESSMENT: MAXIMUM MARKS 25**

Theory: 15 Marks

	<b>Pharmacology</b>	<b>Pathology</b>	<b>Genetics</b>	<b>Total Marks</b>	<b>Average out of</b>
Unit Test - I	15	7	3	25	--
Pre-Final	38	25	12	75	--
<b>Total</b>				<b>100</b>	<b>15</b>
<b>Assaignment</b>					<b>10</b>

**ASSAIGNMENT :**

Pharmacology Journal- 25 marks

Pathology Journal - 25 marks

**Total 50 Marks To Be Converted To 10 Marks**

**EXTERNAL ASSESSMENT**

University examination Marks-75  
(Theory)

**MEDICAL SURGICAL NURSING**  
**(ADULT INCLUDING GERIATRICS) – IA**

**PLACEMENT: THIRD SEMESTER**  
**THEORY: 150 HRS**

**PRACTICAL: 420 HRS**

**COURSE DESCRIPTION:**

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

**SPECIFIC OBJECTIVES:**

At completion of the course the student is able to:

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

Unit	Time	Learning Objectives	Content	Teaching-Learning activity	Assessment methods	
	T	P				
I	1 2	3	<p>Appreciate the trend in medical and surgical nursing</p> <p>* Describe the role of a Nurse incaring for adult patients in hospital and Community</p> <p>* Describe the concept of Medical Surgical asepsis</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction to Medical Surgical Nursing Evaluation and trends of medical and surgical nursing</li> <li>• Review of concepts of health and illness, diseases concepts, itscauses- Classification of diseases, International classification of Diseases <ul style="list-style-type: none"> <li>- Acute, chronic and terminal stages of illness</li> <li>- Review of concept of compressive Nursing care in medical Surgical</li> <li>- Condition based on NursingProcess.R</li> </ul> </li> <li>ole of nursepatients and family in careof adultpatients.</li> <li>•Role andresponsibility ofnurse inmedical surgicalsettings: <ul style="list-style-type: none"> <li>- Outpatient department</li> <li>- In patient department</li> <li>- Intensive care units</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Lectures and Discuss-ion</li> <li>• Charts, graphs models, films and slides</li> <li>•Demos-trations</li> <li>•Practice sessions</li> <li>•Case discuss-ions</li> <li>•Seminars</li> <li>•Clinical practice</li> <li>•Drug book</li> <li>•Exposure to related procedures</li> </ul>	<p>Essay type</p> <ul style="list-style-type: none"> <li>•Short answers</li> <li>•Objective type</li> <li>•Skill assessme nt with check list</li> <li>•Clinical work</li> </ul>

Unit	Time		Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T	P				
				<ul style="list-style-type: none"> <li>- Home and community settings</li> <li>• Introduction to medical sepsis</li> <li>- Inflammation and Infection</li> <li>- Stress adaptation</li> <li>- Hemorrhage</li> <li>- Nutritional consideration</li> <li>- immunity</li> <li>- Wound healing</li> <li>• Care of surgical patients.</li> <li>Preoperative</li> <li>Intra operative</li> <li>Post operative</li> <li>• <b>Demonstrations</b></li> <li>- Surgical asepsis</li> <li>- Dressings</li> <li>- Care of wound drainage</li> <li>- Preoperative preparation of</li> <li>- Patients.</li> </ul>		
<b>II</b>	<b>12</b>		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 and electrolyte imbalance</li> <li>- Vomiting</li> <li>- Dyspnea and cough, respiratory difficulty and obstructions</li> <li>- Fever</li> <li>- Shock</li> <li>- Unconscious - ness, syncope</li> <li>- Pain</li> <li>- Incontinence</li> </ul>	Lectures and Discuss-ion •Charts, graphs models, films and slides •Demonstrations •Practice sessions •Case discussions / seminar.	Essay type •Short answers •Objective type •Skill assessment with check list •Clinical work

Unit	Time		Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T	P				
				(bladder and bowel) and retention of urine - Constipation - Diarrhea - Edema - Age related problems- Geriatric Problem		
<b>III</b>	<b>20</b>		Describe the Etiology, pathophysiology clinical manifestation and diagnostic measures (and management of patients (adult including elderly) with disorder of respiratory system common medical surgical nursing procedures	<b>Nursing management of patients (adults including elderly) with respiratory problems</b> - Review of Anatomy and Physiology of respiratory system. - Nursing Assessment – History and Physical assessment - Etiology, Pathophysiology, Clinical manifestations, diagnosis, treatment modalities and Medical, surgical, Nutritional and nursing including elderly with: - Upper Respiratory tract infections - Bronchitis,	Lectures and Discussion charts, graphs models, films and slides •Demonstrations •Practice sessions •Case discussions/ Seminar •Clinical Practice •Drug book • Exposure to procedure- Xray-MRI Edoscopy	•Essay type Short answers •Objective type of questions Assessment of skills with assessment of patients with Clinical work Management problem

Unit	Time		Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T	P				
				Bronchiolitis - Asthma - Emphysema - Empyema - Atelectasis - Chronic obstructive Pulmonary Diseases (COPD) - Bronchiectasis - Pneumonia - Pulmonary tuberculosis - Lung abscess - Pleural abscess, effusion - Cysts and Tumors - Chest injuries - Respiratory arrest, ARDS and - Insufficiency - Pulmonary embolism Special - Therapies, alternative - Therapies Nursing Procedures - Drugs used in treatment of - Respiratory disorders. <b>Demonstrations</b> - Respiratory assessment assisting in - procedures of X ray chest, MRI, lung - Biopsy, bronchoscopy - Thoracocentesis,		

Unit	Time	Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T   P				
			<ul style="list-style-type: none"> <li>- Care of patients with chest drainage and change of chest drainage-</li> <li>Care of patients on</li> <li>- Ventilators and weaning</li> <li>- Nebulisation</li> </ul>		
	T				
IV	30	Describe the etiology, Pathophysiology, clinical manifestation, diagnostic measures and management of patients (Adults including elderly) with disorders of Digestive System	<p><b>Nursing management of patient (Adults including elderly) with disorders of Digestive system</b></p> <ul style="list-style-type: none"> <li>•Review of Anatomy and Physiology of digestive system</li> <li>•Nursing Assessment – history and physical assessment</li> <li>• Etiology, patho - physiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, Nutritional and nursing management</li> </ul> <p><b>Disorders of oral cavity Oral cavity-</b> Lips, gums, tongue, salivary teeth</p>	<p>Lectures and 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>•Drugbook</li> <li>•Exposure to related procedures</li> </ul> <p>Health Education Supervised clinical practice Drug Book /Presentation</p>	<ul style="list-style-type: none"> <li>•Essay type</li> <li>•Short answers</li> <li>•Objective type</li> <li>•Skill assessment with checklist</li> <li>•Clinical work assessment of patient management</li> </ul>

Unit	Time		Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T	P				
				<ul style="list-style-type: none"> <li>- esophagus-inflammation, stricture, obstructio, bleeding and esophageal tumour</li> <li>• <b>Stomach and Duodenum</b> hiatushernia, gastritis, peptic and duodenal ulcer, bleeding, tumourpyloric stenosis</li> <li>- <b>Food allergy and poisoning</b></li> <li>• <b>Small intestinal inflammation and infection -</b> Ulcerative colitis, enteritis, malabsorbtion syndrome, Obstruction, tumors perforation,</li> <li>• <b>Large Intestinal disorders</b></li> <li>- Colitisinflammations and infection, obstruction, Tumors, lump Hernis</li> <li>• Appendix Inflammation, mass, abscess, rupture</li> <li>• <b>Anal and Rectum</b> Fistulas, fissures, Hemorroides and tumour</li> <li>• <b>Peritonitis</b> / acute abdominal</li> </ul>		

Unit	Time		Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T	P				
				<ul style="list-style-type: none"> <li>• <b>Pancreas ; inflammation, cyst, abscess, tumours</b></li> <li>Abdominal trauma</li> <li>• <b>Acute Abdomen</b></li> <li>• <b>Pancreas-</b> Acute and chronic pancreatitis, abscess and tumors</li> <li>• <b>Liver-</b> Jaundice, hepatitis, cirrhosis, abscess, portal hypertension, hepatic failure and tumors</li> <li><b>Biliary tract and gall bladder</b></li> <li>- Cholecystitis, cholelithiasis, tumors</li> <li>• <b>Demonstrations</b></li> <li>- Preparing assessing and witnessing</li> <li>- Barium meal, enema,</li> <li>- Abdominal paracentesis,</li> <li>- Liver biopsy,</li> <li>- Endoscopies, ERCP, OGD,</li> <li>- Colonoscopy, Proctoscopy,</li> <li>- Sigmoidoscopy</li> <li>- Liver function test</li> <li>- Gastric analysis, stomach wash</li> <li>- Gastrostomy</li> </ul>		

Unit	Time	Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T P				
			feeding - Jejunostomy feeding - Bowel wash - Colostomy care - Liver inflammation cyst, - abscess, cirrhosis, portal hypertension, hepatic failure, - tumours, - Gall Bladder, inflammation, - Obstruction, Stones, and tumours - Special Therapies, alternative - therapies nursing procedures, drug used in the treatment of disorders and diseases of digestive system		
	T				
V	30	Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures and management of patients (adults including	<b>Nursing management of patient (adults including elderly) with blood and cardiovascular problems</b> • Review of Anatomy and Physiology of blood and cardiovascular system • Nursing	• Lectures and Discussion • Explain charts, graphs models, films and slides • Demonstrations • Practice sessions • Case discussion	Essay type • Short answers • Objective type • Skill assessment with checklist • Clinical work

Unit	Time	Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T   P				
		elderly) with disorders of blood and cardiovascular problems Describe the vascular conditions and its nursing management	<p>Assessment – history and physical assessment.</p> <ul style="list-style-type: none"> <li>• Etiology, patho physiology, clinical manifestation, diagnosis, treatment modalities: medical, surgical, Nutritional and nursing management of:</li> <li>• <b>Heart-</b> <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>• <b>Valvular heart disease-</b> <ul style="list-style-type: none"> <li>- Congenital and acquired</li> </ul> </li> </ul>	<p>/Seminars</p> <ul style="list-style-type: none"> <li>• Clinical practice</li> <li>• Drug book</li> <li>• Exposure to procedure visit to blood bank participate n in blood bank counseling</li> </ul>	

Unit	Time		Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T	P				
				<ul style="list-style-type: none"> <li>- Rheumatic heart disease</li> <li>- Mitral stenosis</li> <li>• <b>Conduction system</b></li> <li>- Cardiac dysarrhythmias and 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>• <b>Cardiac arrest- ACLS, BLS</b></li> <li>• <b>Blood</b></li> <li>- Anaemias</li> <li>- Polycythemia</li> <li>- Bleeding and clotting disorders</li> <li>- Thrombocytopenia</li> <li>- Hemophilia</li> <li>- Thalassemia</li> <li>Leucopenia</li> <li>Agranulocytosis</li> <li>- Lymphomas and Myelomas</li> <li>• <b>Blood bank functioning and Biosafety</b></li> <li>management related to blood transfusion</li> <li>- Role of nurse in organ donation, transplant,</li> </ul>		

Unit	Time	Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T P				
			retrieval and banking - Drugs used in cardiovascular system. Alternative therapies <b>• Demonstration-</b> ECG-3 and 12 lead, - Holter monitoring - 2DEcho, Doppler		
	T				
<b>VI</b>	<b>10</b>	Describe the etiology, Pathophysiology, clinical manifestation, diagnostic measures and management of patients (adults including elderly) with disorders of genitourinary system	<b>Nursing management of patient (Adults including elderly) with genitourinary problems</b> <ul style="list-style-type: none"> <li>• Review of Anatomy and Physiology of genitourinary systems</li> <li>• Nursing Assessment – history and physical assessment.</li> <li>• Etiology, patho-physiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics and nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures and Discussion</li> <li>• Explain Using charts, graphs, models, films and slides</li> <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>	Essay type <ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Skill assessment with checklist</li> <li>• Clinical Work Assessment of patient management problem</li> </ul>

Unit	Time		Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T	P				
				management of - Nephritis - Nephrotic syndrome - Nephrosis - Renal calculus - Tumours - Acuterenal failure - Chronic renal failure - End stage renal disease - Dialysis, renal transplant - congenital disorders, urinary infections - Benign prostate hypertrophy • <b>Kidney</b> - Polycystic kidney • <b>Disorders of ureter, urinary bladder urethra-inflammation infections, calculus stricture, obstructions, tumors, prostate</b> Drug used into treatment of Genic <b>Demonstrations</b> Bladder wash / Irrigation Demonstration care of Indwelling catheterization male / female Condom catheters (external)		

Unit	Time		Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T	P				
VII	10		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 of patients (adults including elderly) with disorders of endocrine system.	<b>Nursing management of patient (adults including elderly) with disorders of endocrine system</b> <ul style="list-style-type: none"> <li>- Review of anatomy and physiology of endocrine system</li> <li>- Nursing assessment-history and physical assessment</li> <li>Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of <ul style="list-style-type: none"> <li>- Disorders of pituitary</li> <li>- Disorders of thyroid and parathyroid</li> <li>- Adrenal tumour</li> <li>- Diabetes mellitus</li> <li>- Diabetes insipidus</li> <li>- Special therapies, alternative therapies</li> <li>- Nursing procedures</li> <li>- Drugs used in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>Discussion</li> <li>- Explain using Charts, graphs</li> <li>- Models, film, slides</li> <li>- Demonstration</li> <li>Practicesession</li> <li>- Case discussion / seminar</li> <li>- Health education</li> <li>- Supervise clinical practice</li> <li>- Drug book</li> <li>- presentation</li> </ul>	Essay type <ul style="list-style-type: none"> <li>- Short answer</li> <li>- Objective type</li> </ul> Assessment of skills with checklist <ul style="list-style-type: none"> <li>• Assessment of patients</li> </ul> Management problem

Unit	Time	Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T   P				
			treatment of disorders of endocrine system		
VIII	26	<p>Describe The organization and physical set up of operation theatre</p> <p>Identify the various instruments and equipments used for common surgical procedures</p> <p>•Describe the infection Control measures in The operation theatre</p> <p>•Describe the role of the nurse in the Perioperative nursing care</p>	<p><b>Peri Operative nursing:</b></p> <ul style="list-style-type: none"> <li>- Organization and physical setup of the operation theatre</li> </ul> <p>(OT):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classification</li> <li><input type="checkbox"/> O. T. DESIGN</li> <li><input type="checkbox"/> Staffing</li> <li><input type="checkbox"/> Members of the OT team.</li> <li><input type="checkbox"/> Duties and responsibility of nurse in OT</li> <li><input type="checkbox"/> Principles of health and operating room attire.</li> <li><input type="checkbox"/> Instruments</li> <li><input type="checkbox"/> Sutures and suture materials</li> <li><input type="checkbox"/> Equipments</li> <li><input type="checkbox"/> O.T. tables and sets for common surgical procedure</li> <li><input type="checkbox"/> Scrubbing procedures</li> <li><input type="checkbox"/> Gowning and gloving</li> <li><input type="checkbox"/> Preparation of O.T. sets</li> <li><input type="checkbox"/> Monitoring the patients during Surgical procedures</li> <li>- Maintenance of therapeutics</li> </ul>	<p>Lecture discussion</p> <p>Explain Using Charts, graphs Models, films, slides</p> <p>Demonstration</p> <p>Practice Session</p> <p>Supervised clinical practice Drug book /presentation</p>	<p>Essay type</p> <ul style="list-style-type: none"> <li>- Short answer</li> <li>- Objective type</li> <li>- Assessment of skills with check list</li> </ul>

Unit	Time		Learning Objectives	Content	Teaching-Learning activity	Assessment methods
	T	P				
				environment in O.T. - Standard safety measures <input type="checkbox"/> Infection control: fumigation, disinfection and sterilization <input type="checkbox"/> Biomedical waste management <input type="checkbox"/> Prevention of accidents and Hazards in O.T. • Anaesthesia - Types <input type="checkbox"/> Methods of administration <input type="checkbox"/> Effects and stages <input type="checkbox"/> Equipment <input type="checkbox"/> Drugs Cardiopulmonary Resuscitation (CPR) Pain management techniques Legal Aspects		

**MEDICAL SURGICAL NURSING  
(Adult including Geriatrics) - IA**

**PRACTICAL**

**PLACEMENT: THIRD SEMESTER**

**TIME: 420 Hours**

<b>Areas</b>	<b>Dura tion(i n wk)</b>	<b>Objectives</b>	<b>Skills</b>	<b>Assignments</b>	<b>Assessment Methods</b>
<b>General Medical Ward</b> (Respiratory, GI, Endocrine, Renal, Hematology)	02	Provide nursing care to adult patients with medical disorders Counsel and educate patients and families	Assessment of the patient <input type="checkbox"/> Taking history <input type="checkbox"/> Perform general and specific physical examination - Respiratory - GI - Endocrine - Renal - Hematology <input type="checkbox"/> Identify alterations and deviations. - Practice medical surgical asepsis Standard safety measures. - Administer medications <input type="checkbox"/> Oral, IV, IM, ID, Subcutaneous, Airlock and Z-Track method - Blood and Component Therapy - IV therapy <input type="checkbox"/> IV canulation <input type="checkbox"/> Maintenance and monitoring <input type="checkbox"/> IV additives <input type="checkbox"/> IV Bottle change - Oxygen therapy by different	Plan and give care to 3-4 assigned patients - Nursing care plan-02 - Nursing case presentation-1 - Drug presentation-1 - Maintain drug Book - Maintain Practical record book	Assessment performance with rating scale - Assessment skill with checklist - Evaluation of case study/presentation - Completion of practical

Areas	Duration(in wk)	Objectives	Skills	Assignments	Assessment Methods
			methods <input type="checkbox"/> Ambu bag <input type="checkbox"/> Venturiy mask - Nebulization - Chest physiotherapy - Postural drainage Naso gastric feeding <input type="checkbox"/> Gastric lavage <input type="checkbox"/> Perform /Assist in therapeutic procedures <input type="checkbox"/> Thoracentesis <input type="checkbox"/> Abdominal Paracentesis <input type="checkbox"/> Barium meal <input type="checkbox"/> USG <input type="checkbox"/> Endoscopy - ERCP - OGD scopy - Colonoscopy - Proctoscopy - Sigmoidoscopy <input type="checkbox"/> Blood and component Transfusion <input type="checkbox"/> Plasma <input type="checkbox"/> RBC <input type="checkbox"/> Whole blood <input type="checkbox"/> Platelet <input type="checkbox"/> Cryoprecipitate Throat suctioning Collect specimens forcommon investigations <input type="checkbox"/> Blood <input type="checkbox"/> Urine <input type="checkbox"/> Stool <input type="checkbox"/> Sputum Maintain		

Areas	Duration(in wk)	Objectives	Skills	Assignments	Assessment Methods
			elimination <input type="checkbox"/> Catheterization <input type="checkbox"/> Catheter care <input type="checkbox"/> Bowel wash <input type="checkbox"/> Enema <input type="checkbox"/> Urinary drainage <input type="checkbox"/> Bladder wash Maintain Intake, output and documentation Counsel and teach related to specific - Disease conditions.		
General Surgical Ward (GI, urinary, CVTS)	01	Provide pre and post operative nursing care to adult patients with surgical disorders · Counsel and educate patients and families	Similar to skills of General medical Ward +· Preoperative preparation of patients. <input type="checkbox"/> Preparation of skin <input type="checkbox"/> Informed Consent <input type="checkbox"/> Assist in various investigations in various surgeries - Post operative care Receiving patient, assessment, monitoring, care - Care of wounds and drainage <input type="checkbox"/> Romovac drain - Suture removal - Ambulation and exercise	Plan and give care to 3-4 assigned patients - Nursing care plan 02 - Nursing case study 01 - Maintain drug book - Maintain practical record book	· Assess performance with rating scale - Assess each skill with checklist - Evaluation of case study/presentation - Completion of practical record. - Evaluation of care and case plan

Areas	Duration(in wk)	Objectives	Skills	Assignments	Assessment Methods
			<ul style="list-style-type: none"> <li>- Naso gastric aspiration</li> <li>- Care of chest drainage</li> <li>- Ostomy care               <ul style="list-style-type: none"> <li><input type="checkbox"/>Gastrostomy</li> <li><input type="checkbox"/>Colostomy</li> <li><input type="checkbox"/>Enterostomy</li> </ul> </li> <li>- Rehabilitation</li> </ul>		
Cardiology ward / CCU / ICU	01	<ul style="list-style-type: none"> <li>- Provide nursing care to patients with cardiac disorders</li> <li>- Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>Physical examination of the cardio vascular system</li> <li>- Recording and interpreting ECG</li> <li>Monitoring of patients</li> <li>Preparation and assisting in non invasive and invasive diagnostic procedures.</li> <li>- 2D Echo               <ul style="list-style-type: none"> <li><input type="checkbox"/> Colour Doppler</li> <li><input type="checkbox"/> Holter</li> <li><input type="checkbox"/> 12 Lead ECG</li> <li><input type="checkbox"/> Stress test</li> </ul> </li> <li>- Care of patients undergoing Angiography</li> <li>- Administer cardiac drugs</li> <li>- Cardio-pulmonary Resuscitation</li> <li>- Pre-operative and post operative care of patients under going cardiac surgeries.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and give care to 3-4 assigned patients</li> <li>- Nursing care plan 01</li> <li>- Nursing case presentation 01</li> <li>- Maintain drug book</li> <li>Maintain practical record book</li> </ul>	<ul style="list-style-type: none"> <li>- Assess performance with rating scale</li> <li>- Assess each skill with checklist</li> <li>- Evaluation of case study</li> <li>- Evaluation of Nursing care plan</li> </ul>

Areas	Duration(in wk)	Objectives	Skills	Assignments	Assessment Methods
Operation Theatre	03	Identify instruments used in common operations - Participate in Infection control practices in the Operation Theatre - Set up the table/trolleys for common operative Procedures - Assist in Giving anaesthesia - Assist in the operative procedures Provide preoperative nursing care	Scrubbing, gowning, gloving - Identify instruments, suturing materials for common operations. - Disinfection, carbolization, fumigation - Preparation of instrument sets for common operations - Sterilization of sharps and other instruments - Prepare the OT table depending upon the operation - Positioning and monitoring of patients Endotracheal intubation - Assisting in minor and major operations. - Handling specimens - Disposal of waste as per the guidelines. - Care of instruments after surgery - Packing of trays	Assist as a circulatory nurse in\ - Major cases- 05 - Minor cases-5 - Assist as scrub nurse in - Major cases- 05 - Minor cases-5 - Maintain drug book	- Assess performance with rating scale - Completion of practical record

Areas	Duration(in wk)	Objectives	Skills	Assignments	Assessment Methods
Orthopedic Ward	01	Provide nursing care to adult patients with orthopedic problem - Counsel and educate patient and families	Assessment of the orthopedic patient <input type="checkbox"/> Taking history <input type="checkbox"/> Physical examination of musculo skeletal system. <input type="checkbox"/> Apply skin traction buck's extension traction, splints and patient care - Practice medical surgical asepsis Standard safety measures - Pre and post operative care of patients with orthopedic surgery. - Preparing, assisting and witnessing in noninvasive and invasive diagnostic procedure Physiotherapy- range of Motion exercises ROM, muscle strengthening exercises - Crutch maneuvering Technique Activity of daily living Ambulation Teach and counsel patient and family	Nursing care plan – 01 - Nursing case study 01 - Nursing case presentation 01 - Maintain drug book - Maintain practical record book	Assess performance with rating scale - Evaluation of nursing care plan and Nursing Case study/presentation Maintain practical record book

Areas	Duration(in wk)	Objectives	Skills	Assignments	Assessment Methods
			<ul style="list-style-type: none"> <li>- Assist in application and removal of prosthesis</li> <li>- POP application and removal</li> <li>- Rehabilitation.</li> </ul>		
Skin and Communicable diseases Ward	01	Identify skin problems - Provide nursing care to patients with Skin disorders and Communicable diseases - Counsel and educate patients and families	Assessment of patients with skin disorders - Assist in diagnostic and therapeutic procedures - Administer topical medication - Practice medical surgical asepsis Standard safety measures - Use of personal protective equipment (PPE) - Give Medicated baths - Teach prevention of infectious diseases. - Counseling HIV Positive patient	Plan and give care to 3 assigned Patients - Health talk to patient and families 01 - Maintain drug book - Maintain practical record book	Assess Performance with rating scale Evaluation health talk - Completion of practical record

**Educational Visits:** Medical Surgical Nursing:

1. Artificial Kidney Unit
2. C.S.S.D.
3. Waste Disposal Unit
4. Hospital Kitchen
5. Blood Bank
6. Radiology Department
7. Artificial Limb Center
8. Rehabilitation Center - Physical - Vocational

### THIRD SEMESTER (II YEAR) B.SC NURSING

#### THEORY

		Medical Surgical Nursing (Adult including Geriatrics) (IA+B)	Total Marks	Average out of
Theory	Unit test-1	10	100	10
	Pre-Final	40		
	Seminar	50		

**100 to be converted in to 10**

#### PRACTICAL:-

<b>Unit Test</b>	<b>50</b>
<b>Prefinal</b>	<b>50</b>
<b>Nursing Careplan-4</b> (Medical, Surgical, Ortho, Skin)	<b>200</b> <b>(50 Each)</b>
Case Study (1-Medical)	50 Marks
Clinical Evaluation (2-Medical Ward, Operation theater)	200 (100 Marks Each)
<b>Total</b>	<b>550</b>

**550 to be converted in to 50**

#### EXTERNAL ASSESSMENT

##### University Examination

Theory - 40

Practical - 50

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## ENVIRONMENTAL SCIENCE

**PLACEMENT: THIRD SEMESTER B.SC. NURSING**

**TOTAL HOURS: 35**

**COURSE DESCRIPTION:**

This Course is designed to introduce the concept of environmental science related to ecosystem, social issues and field work in relationship with health in nursing.

**COURSE OBJECTIVE:**

At the end of the course the students will be able to -

1. Understand the concepts of environmental science in nursing
2. Appreciate the various natural resources available in the society
3. Appreciate the concept, scope, functions and types of ecosystem
4. Understand the biodiversity and its conservation.
5. Appreciate the cause, effects and control measures of environmental pollution.
6. Describe social issues and the environment.
7. Develop observation skill in various environmental assets to document.

Unit	Total Hrs	Learning Objective	Containt	Teaching Learning Activities	Assesment Method
Unit 1	2	Describe the concept, scope of environmental studies	Multidisciplinary nature of environmental studies Definition, scope and importance, need for public awareness	Lecture Discussion	Short Answer and Essay type
Unit 2:	5	Describe the renewable and non renewable resources	Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems. a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.	Lecture Discussion	Short Answer and Essay type

Unit	Total Hrs	Learning Objective	Containt	Teaching Learning Activities	Assesment Method
			<p>b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.</p> <p>c) Mineral recourses: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p>d) Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.</p> <p>e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.</p> <p>f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.</p> <p>*Role of an individual in conservation of natural resources.</p> <p>*Equitable use of resources for sustainable lifestyles.</p>		
<b>Unit 3:</b>	<b>6</b>		<p><b>Ecosystems</b>            Concept of an ecosystem.            • Structure and function</p>	Lecture Discussion	Short Answer and

Unit	Total Hrs	Learning Objective	Containt	Teaching Learning Activities	Assesment Method
			<p>of an ecosystem.</p> <ul style="list-style-type: none"> <li>• Producers, consumers and decomposers</li> <li>• Energy flow in the ecosystem.</li> <li>• Ecological succession.</li> <li>• Food chains, food webs and ecological pyramids.</li> <li>• Introductions, types, characteristic features, structure and function of the following ecosystems:-               <ol style="list-style-type: none"> <li>a) Forest ecosystem</li> <li>b) Grassland ecosystem</li> <li>c) Desert ecosystem</li> <li>d) Aquatic ecosystems(ponds, streams, lakes, rivers, oceans,estuaries)</li> </ol> </li> </ul>		Essay type
<b>Unit 4:</b>	<b>6</b>	Describe the biodiversity and it's conservation	<p><b>Biodiversity and its conservation</b></p> <p>Introduction- Definition: genetic, species and ecosystem diversity.</p> <ul style="list-style-type: none"> <li>• Biogeographical 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 levels.</li> <li>• India as a mega-diversity nation.</li> <li>• Hot-sports of biodiversity.</li> <li>• Threats to biodiversity: habitat loss, poaching of wildlife, man –</li> </ul>	Lecture Discussion	Short Answer and Essay type

Unit	Total Hrs	Learning Objective	Containt	Teaching Learning Activities	Assesment Method
			<p>wildlife conflicts.</p> <ul style="list-style-type: none"> <li>• Endangered and endemic species of India.</li> <li>• Conversation of biodiversity: In-situ and Ex-situ conflicts.</li> <li>• Endangered and endemic species of India.</li> <li>• Conversation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</li> </ul>		
<b>Unit 5:</b>	<b>5</b>	Describe definition, causes, effect and control measures of environmental pollution	<p><b>Environmental Pollution</b> Definition</p> <ul style="list-style-type: none"> <li>• Cause, effects and control measures of :- <ul style="list-style-type: none"> <li>a. Air pollution</li> <li>b. Water pollution</li> <li>c. Soil pollution</li> <li>d. Marine pollution</li> <li>e. Noise pollution</li> <li>f. Thermal pollution</li> <li>g. Nuclear hazards</li> </ul> </li> <li>• Solid waste Management: Causes, effects and control measures of urban and industrial wastes.</li> <li>• Role of an individual in prevention of pollution.</li> <li>• Pollution case studies.</li> <li>• Disaster management: Floods, earthquake, cyclone and landslides.</li> </ul>	Lecture Discussion	Short Answer and Essay type
<b>Unit 6:</b>	<b>5</b>	Describe the social issues and population	<p><b>Social issues and the Environment</b> From Unsustainable to Sustainable development</p> <ul style="list-style-type: none"> <li>• Urban problems related to energy.</li> </ul>		Short Answer and Essay type

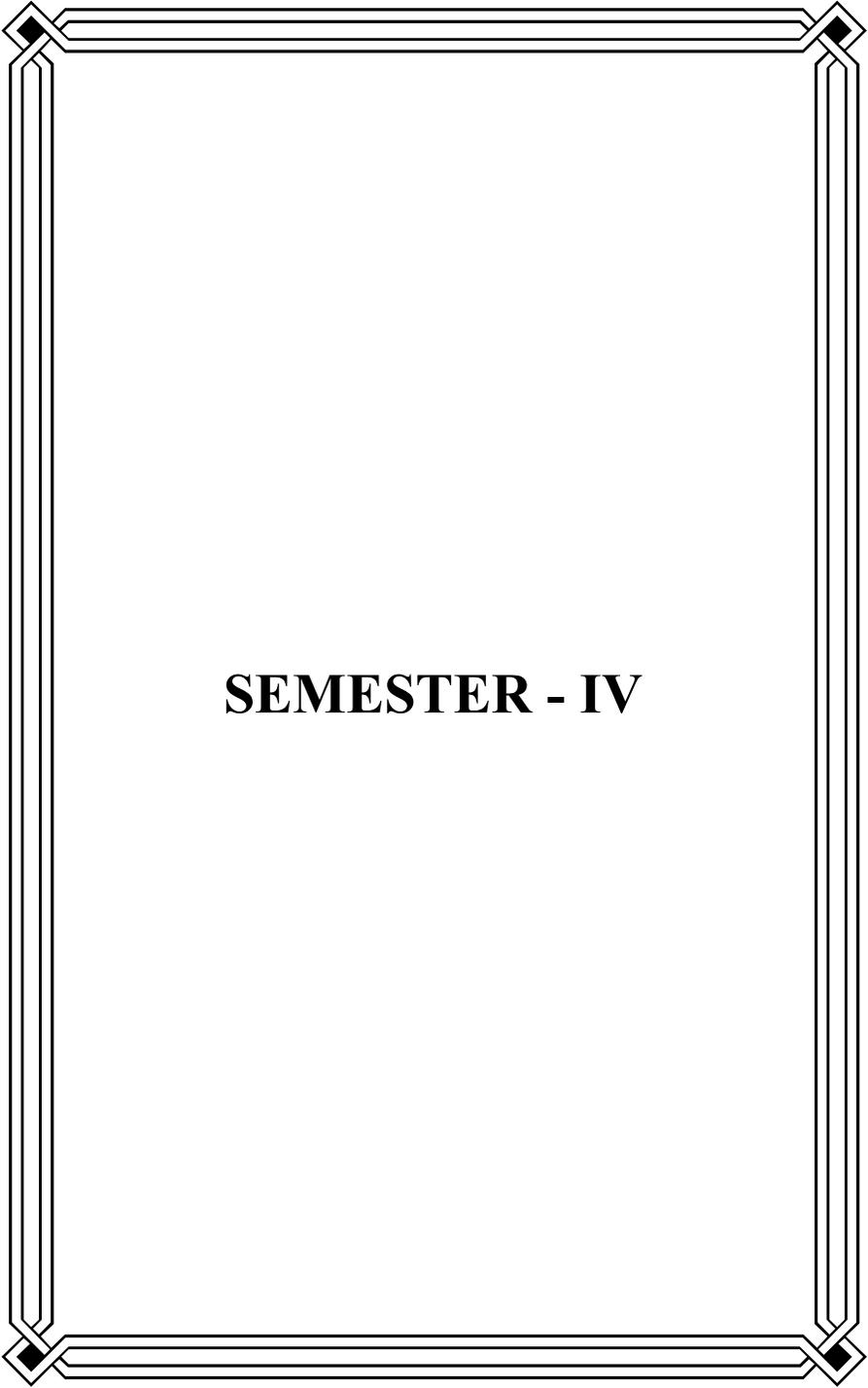
Unit	Total Hrs	Learning Objective	Containt	Teaching Learning Activities	Assesment Method
			<ul style="list-style-type: none"> <li>• Water conservation, rain water harvesting, watershed management.</li> <li>• Resettlement and rehabilitation of people; its problems and concerns, Case Studies</li> <li>• Environmental ethics: Issues and possible solutions.</li> <li>• Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Cause Studies.</li> <li>• Wasteland reclamation.</li> <li>• Consumerism and waste products.</li> <li>• Environmental protection act</li> <li>• Air ( Prevention and Control of Pollution) Act.</li> <li>• Water ( Prevention and control of Pollution) Act</li> <li>• Wildlife Protection Act</li> <li>• Forest Conservation Act</li> <li>• Issues involved in enforcement of environmental legislation. Public awareness.</li> </ul>		
<b>Unit 7 :</b>	<b>3</b>	Describe the concept of human population and the environment	<b>Human Population and the Environment</b> Population growth, variation among nations. <ul style="list-style-type: none"> <li>• Population explosion – Family Welfare Programme.</li> </ul>	Lecture Discussion	Short Answer and Essay type

Unit	Total Hrs	Learning Objective	Containt	Teaching Learning Activities	Assess ment Method
			<ul style="list-style-type: none"> <li>• Environment and human health.</li> <li>• Human Rights.</li> <li>• Value Education.</li> <li>• HIV/AIDS.</li> <li>• Women and Child Welfare.</li> <li>• Role of Information Technology in Environment and human health.</li> <li>• Case Studies</li> </ul>		
<b>Unit 8:</b>	<b>3</b>	Describe concept and scope of field visit	<b>Filed work</b> <ul style="list-style-type: none"> <li>• Visit to a local area to document environmental assets river/ forest/ grassland/ hill/mountain.</li> <li>• Visit to a local polluted site- Urban/Rural/Industrial/ Agricultural.</li> <li>• Study of common plants, insects, birds.</li> <li>• Study of simple ecosystems-pond, river, hill slopes, etc</li> </ul>	Lecture Discussion	Short Answer and Essay type

**EVALUATION :**

	<b>Sociology</b>	<b>Total Marks</b>	<b>Average out of</b>
Unit Test - I	25	25	--
Pre-Final	75	75	--
	<b>Total</b>	<b>100</b>	<b>25</b>
<b>College Examination</b>		<b>75</b>	<b>75</b>

(Send to University 100 Marks)

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**SEMESTER - IV**

**MEDICAL SURGICAL NURSING  
(ADULT INCLUDING GERIATRICS) – IB  
PLACEMENT: FOURTH SEMESTER**

**THEORY: 60 HRS.**

**PRACTICAL: 300 HRS.**

**COURSE DESCRIPTION:**

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

**SPECIFIC OBJECTIVES:**

At completion of the course the student is able to:

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

<b>Unit</b>	<b>Time</b>	<b>Learning Objectives</b>	<b>Content</b>	<b>Teaching-Learning activity</b>	<b>Assessment methods</b>
<b>I</b>	<b>05</b>	Describe the etiology, Patho-Physiology, Clinical manifestations, diagnostic measure and management of patients (adults including elderly) with disorders of male reproductive system.	<b>Nursing management of disorders of male (adults including elderly) reproductive system</b> - Review of anatomy and Physiology of male reproductive system - Nursing assessment-history and physical assessment - Etiology, patho-physiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical dietetics and nursing management of disorders of male reproductive system - Congenital malformations;	Lecture discussion Explain using Charts, Graphs - Models, films, slides - Demonstration - Practice session - Case discussion/ seminar - Health education - Supervised clinical	Essay type - Short answer - Objective type - Assessment of skills with checklist Assessment of patient management problem

Unit	Time	Learning Objectives	Content	Teaching-Learning activity	Assessment methods
			cryptorchidism - Infections - Hypospadiasis, Epispadiasis - Infection Testis and adjacent structure - Penis Prostate: inflammation, infection hypertrophy, tumor - Sexual Dysfunction - Infertility - Contraception - Breast, gynecomastia, tumor - Climacteric changes special therapies, alternative therapies. - Nursing procedures drugs use in treatment of disorders of male reproductive system	practice - Drugbook/presentation	
	<b>T</b>				
<b>II</b>	<b>10</b>	Describe the etiology, Pathophysiology, 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 appendages - Lesions and abrasions - Infection and infestations: Dermatitis	Lecture discussion - Explain Using Charts, graphs - Models, films, slides - Demonstration - Practice session - Case discussion/ Seminar - Health education - Supervised clinical	- Essay type - Short answer - Objective type - Assessment of skills with checklist • assessment of patients management problem

Unit	Time	Learning Objectives	Content	Teaching-Learning activity	Assessment methods
			<ul style="list-style-type: none"> <li>- Dermatoses; infectious and noninfectious</li> <li>- “inflammatory dermatoses</li> <li>- Acne vulgaris</li> <li>- Allergies and Eczema</li> <li>- Psoriasis</li> <li>- Malignant melanoma</li> <li>- Alopecia</li> <li>- Leucoderma</li> <li>- Care of patient with Skinsurgery Special therapies, alternative therapies</li> <li>- Nursing procedures,</li> <li>- drugs used in treatment of disorders of Integumentary system</li> </ul>	<ul style="list-style-type: none"> <li>- Practice</li> <li>- Drugbook/presentation</li> </ul>	
	<b>T</b>				
<b>III</b>	<b>15</b>	Describe the etiology, Pathology, Physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of musculoskeletal system	<p><b>Nursing management of patients (adults including elderly) with musculoskeletal problems</b></p> <ul style="list-style-type: none"> <li>- Review of anatomy and physiology of musculoskeletal system,</li> <li>- Nursing assessment-history and physical assessment</li> <li>- Etiology, Pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of</li> <li>- <b>Disorders of:</b> <ul style="list-style-type: none"> <li>□ Muscles, ligaments and joints inflammation, infection trauma</li> <li>□ Bones - inflammation, infection, dislocation, sprain, fracture, tumour and trauma</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>- Explain using Chart, 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> <li>- Clinical practice</li> <li>- Drugbook /</li> </ul>	<p>Essay type</p> <ul style="list-style-type: none"> <li>- Short answers</li> <li>- Objective type</li> <li>- Assessment of skill with checklist</li> <li>- Checklist</li> <li>- Assessment of patient management problem</li> </ul>

Unit	Time	Learning Objectives	Content	Teaching-Learning activity	Assessment methods
			<input type="checkbox"/> Osteomalacia and osteoporosis <input type="checkbox"/> Arthritis <input type="checkbox"/> Congenital deformities <input type="checkbox"/> Spinal column – defects and deformities, tumor, Prolapsed intervertebral disc. Pott's spine <input type="checkbox"/> Paget's disease - Amputation - Prosthesis - Transplant and replacement surgeries - Rehabilitation special therapies, alternative therapies - Nursing procedures, drug used in treatment of disorders of musculo skeletal system	- Presentation	
IV	10	Describe the etiology, pathophysiology, clinical manifestations, diagnostic Measures and Management of Patients (adults Including elderly) with disorders of Immunological systems	<b>Nursing management of Patient (adults Including elderly) with Immunological problems</b> <input type="checkbox"/> Review of Immune system Nursing Assessment -History and physical assessment <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis treatment modalities and medical, surgical, dietetics and nursing management of- <input type="checkbox"/> Immuno deficiency disorder <input type="checkbox"/> Primary immune deficiency <input type="checkbox"/> Phagocytic dysfunction <input type="checkbox"/> B-cell and T-cell deficiencies <input type="checkbox"/> Secondary immunodeficiencies	Lecture Discussion <input type="checkbox"/> Explain using Charts, Graphs <input type="checkbox"/> Models, films slides <input type="checkbox"/> Demonstration <input type="checkbox"/> Practice session <input type="checkbox"/> Case discussion/ Seminar <input type="checkbox"/> Health education <input type="checkbox"/> Supervised clinical practice <input type="checkbox"/> Drug	<input type="checkbox"/> Essay type <input type="checkbox"/> Short answer <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of skills with checklist <input type="checkbox"/> Assessment of patient management problem

Unit	Time	Learning Objectives	Content	Teaching-Learning activity	Assessment methods
			<input type="checkbox"/> Acquired Immuno Deficiency Syndrome (AIDS) <input type="checkbox"/> Incidence of HIV and AIDS <input type="checkbox"/> Epidemiology <input type="checkbox"/> Transmission -prevention of Transmission <input type="checkbox"/> Standard safety precautions <input type="checkbox"/> Roll of nurse, counseling <input type="checkbox"/> Health education and home careconsideration, <input type="checkbox"/> National AIDS control program NACO various National and international agencies. <input type="checkbox"/> Infection control program <input type="checkbox"/> Rehabilitation, Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of Immunological systems	book/presentation <input type="checkbox"/> Orientation visit to Hospital control system	
	<b>T</b>				
<b>V</b>	<b>20</b>	Describe the etiology, Patho-, Physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with Communicable Diseases	<b>Nursing management of patient(adults including elderly) with Communicable Diseases</b> Overview of infectious disease, the infectious process Nursing Assessment - History and physical assessment Epidemiology, infectious process, clinical manifestations, diagnosis, treatment, prevention and dietetics. Control and eradication of common communicable diseases <input type="checkbox"/> Tuberculosis	Lecture discussion <input type="checkbox"/> Explain Using Charts, graphs Models, films, slides <input type="checkbox"/> Demonstration Practice session Case discussion /seminar Health education	Essay type <input type="checkbox"/> Short answer Objective type Assessment of skills with check list •Assessment of patients management problem

Unit	Time	Learning Objectives	Content	Teaching-Learning activity	Assessment methods
			<ul style="list-style-type: none"> <li><input type="checkbox"/> Diarrhoeal diseases</li> <li><input type="checkbox"/> Hepatitis A-E</li> <li><input type="checkbox"/> Herpes</li> <li><input type="checkbox"/> Chickenpox</li> <li><input type="checkbox"/> Smallpox</li> <li><input type="checkbox"/> Typhoid</li> <li><input type="checkbox"/> Meningitis</li> <li><input type="checkbox"/> Gas gangrene</li> <li><input type="checkbox"/> Leprosy</li> <li><input type="checkbox"/> Dengue</li> <li><input type="checkbox"/> Plague</li> <li><input type="checkbox"/> Malaria</li> <li><input type="checkbox"/> Diphtheria</li> <li><input type="checkbox"/> Pertussis</li> <li><input type="checkbox"/> Poliomyelitis</li> <li><input type="checkbox"/> Measles</li> <li><input type="checkbox"/> Mumps</li> <li><input type="checkbox"/> Influenza</li> <li><input type="checkbox"/> Tetanus</li> <li><input type="checkbox"/> Yellow fever</li> <li><input type="checkbox"/> Filariasis</li> <li><input type="checkbox"/> HIV, AIDS</li> <li>communicable diseases</li> <li>• Reproductive Tract Infections</li> <li>• Special infection control measures; Notification, Isolation, Quarantine, Immunization, Infectious Disease Hospitals Special therapies, Alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of</li> </ul>	Supervised clinical practice Drugbook /presentation	

**MEDICAL SURGICAL NURSING  
(Adult including Geriatrics)-IB  
PRACTICAL**

**PLACEMENT: FOURTH SEMESTER**

**TIME: 300 HOURS**

Areas	Duration (in wk)	Objectives	Skills	Assignments	Assessment Methods
<b>General Medical Ward</b> (Respiratory, GI, Endocrine, Renal, Hematology)	01	Provide nursing care to adult patients with medical disorders - Counsel and educate patients and families	Assessment of the patient <input type="checkbox"/> Taking history <input type="checkbox"/> Perform general and Specific Physical Examination - Respiratory - GI - Endocrine - Renal - Hematology <input type="checkbox"/> Identify alterations and deviations. - Practice medical surgical asepsis Standard safety measures. - Administer medications <input type="checkbox"/> Oral, IV, IM, ID, Subcutaneous, Air lock and Z-Track method Blood and Component Therapy - IV therapy <input type="checkbox"/> IV cannulation <input type="checkbox"/> Maintenance and monitoring <input type="checkbox"/> IV additives <input type="checkbox"/> IV Bottle change - Oxygen therapy by different methods <input type="checkbox"/> Ambu bag	Plan and give care to 3-4 assigned patients - Nursing care plan-02 - Nursing case presentation-1 - Drug presentation-1 - Maintain drug book - Maintain Practical record book	Assess performance With ratingscale - Assess each skill with checklist - Evaluation of case study/presentation - Completion of practical

Areas	Duration (in wk)	Objectives	Skills	Assignments	Assessment Methods
			<input type="checkbox"/> Venturiy mask - Nebulization - Chest physiotherapy - Postural drainage Naso gastric feeding		
			<input type="checkbox"/> Gastric lavage <input type="checkbox"/> Perform/Assist in therapeutic procedures <input type="checkbox"/> Thoracentesis <input type="checkbox"/> Abdominal Paracentesis <input type="checkbox"/> Barium meal <input type="checkbox"/> USG <input type="checkbox"/> Endoscopy - ERCP - OGD scopy - Colonoscopy - Proctoscopy - Sigmoidoscopy <input type="checkbox"/> Blood and component Transfusion <input type="checkbox"/> Plasma <input type="checkbox"/> RBC <input type="checkbox"/> Whole blood <input type="checkbox"/> Platelet <input type="checkbox"/> Cryoprecipitate Throat suctioning <input type="checkbox"/> Collect specimens for common investigations <input type="checkbox"/> Blood <input type="checkbox"/> Urine <input type="checkbox"/> Stool <input type="checkbox"/> Sputum <input type="checkbox"/> Maintain elimination <input type="checkbox"/> Catheterization <input type="checkbox"/> Catheter care		

Areas	Duration (in wk)	Objectives	Skills	Assignments	Assessment Methods
			<input type="checkbox"/> Bowel wash <input type="checkbox"/> Enema <input type="checkbox"/> Urinary drainage <input type="checkbox"/> Bladder wash Maintain Intake, output and documentation Counsel and teach related to specific disease conditions.		
General Surgical Ward (GI, urinary, CVT S)	01	Provide pre and post operative nursing care to adult patients with surgical disorders - Counsel and educate patients and families	Similar to skills of General medical Ward - Preoperative preparation of patients. <input type="checkbox"/> Preparation of skin <input type="checkbox"/> Informed Consent <input type="checkbox"/> Assist in various investigations in various surgeries - Postoperative care Receiving patient, assessment, monitoring, care - Care of wounds and drainage <input type="checkbox"/> Romovac drain - Suture removal Ambulation and exercise - Naso gastric aspiration - Care of chest drainage - Ostomy care <input type="checkbox"/> Gastrostomy <input type="checkbox"/> Colostomy <input type="checkbox"/> Enterostomy	Plan and give care to 3-4 assigned patients - Nursing care plan – 02 - Nursing case study 01 - Maintain drug book - Maintain practical record book	- Assess performance with rating scale - Assess each skill with checklist - Evaluation of case study/presentation - Completion of practical record. - Evaluation of care and case plan

Areas	Duration (in wk)	Objectives	Skills	Assignments	Assessment Methods
			- Rehabilitation		
Cardiology ward / CCU / ICU	01	<ul style="list-style-type: none"> <li>- Provide nursing care to patients with cardiac disorder</li> <li>- Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>Physical examination of the cardio vascular system</li> <li>- Recording and interpreting ECG</li> <li>- Monitoring of patients</li> <li>Preparation and assisting in noninvasive and invasive diagnostic procedures</li> <li>- 2D Echo</li> <li><input type="checkbox"/> Colour Doppler</li> <li><input type="checkbox"/> Holter</li> <li><input type="checkbox"/> 12 Lead ECG</li> <li><input type="checkbox"/> Stress test</li> <li>- Care of patient under going Angiography</li> <li>- Administer cardiac drugs</li> <li>- Cardiopulmonary Resuscitation</li> <li>- Preoperative and postoperative care of patients under going cardiac surgeries.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and give care to 3-4 assigned patients</li> <li>- Nursing care plan – 01</li> <li>- Nursing case presentation-01</li> <li>- Maintain drug book</li> <li>Maintain practical record book</li> </ul>	<ul style="list-style-type: none"> <li>- Assess performance with ratings scale</li> <li>- Assess each skill with checklist</li> <li>- Evaluation of case study</li> <li>- Evaluation of Nursing care plan</li> </ul>
Operation Theatre	01	<ul style="list-style-type: none"> <li>Identify Instrument used in common operations</li> <li>- Participate in Infection control practices in the Operation Theatre</li> </ul>	<ul style="list-style-type: none"> <li>Scrubbing, gowning, gloving</li> <li>- Identify instruments, suturing materials for common operations</li> <li>- Disinfection, sterilization, fumigation</li> </ul>	<ul style="list-style-type: none"> <li>Assist as a Circulatory nurse in</li> <li>- Major cases - 05</li> <li>- Minor cases - 5</li> <li>- Assist as a scrub nurse in</li> <li>- Major</li> </ul>	<ul style="list-style-type: none"> <li>- Assess performance with ratings scale</li> <li>- Completion of practical record</li> </ul>

Areas	Duration (in wk)	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>- Prepare the table/trolleys for common operative procedure</li> <li>- Assist in giving anesthesia</li> <li>- Assist in the operative procedure</li> <li>- Provide preoperative nursing care</li> </ul>	<ul style="list-style-type: none"> <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> <li>- Care of instruments after surgery</li> <li>- Packing of trays</li> </ul>	<ul style="list-style-type: none"> <li>- cases- 05</li> <li>- Minor cases-5</li> <li>- Maintain drug book</li> </ul>	
Orthopedic Ward	01	<ul style="list-style-type: none"> <li>- Provide nursing care to adult patients with orthopedic problem</li> <li>- Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of the orthopedic patient <ul style="list-style-type: none"> <li><input type="checkbox"/> Taking history</li> <li><input type="checkbox"/> Physical examination of musculo skeletal system.</li> <li><input type="checkbox"/> Apply skin traction, cast, splints and patient care</li> </ul> </li> <li>- Practice medical asepsis</li> </ul>	<ul style="list-style-type: none"> <li>- Nursing care plan – 01</li> <li>- Nursing case study 01</li> <li>- Nursing case presentation 01</li> <li>- Maintain drug book</li> <li>- Maintain practical record book</li> </ul>	<ul style="list-style-type: none"> <li>- Assess Performance with ratings scale</li> <li>- Evaluation of Nursing care plan and Nursing case study/presentation</li> <li>- Maintain practical record book</li> </ul>

Areas	Duration (in wk)	Objectives	Skills	Assignments	Assessment Methods
			Standard safety measures - Pre and post operative care of patients with orthopedic surgery. - Preparing, assisting and witnessing in non invasive and invasive diagnostic procedure Physiotherapy- Range of Motion exercises (ROM), muscle strengthening exercises - Crutch maneuvering Technique Activity of daily living Ambulation Teach and counsel patient and family - Assist in application and removal of prosthesis - POP application and removal - Rehabilitation.		
Skin and Communicable disease	01	Identify skin problems - Provide nursing care	Assessment of patients with skin disorders - Assist in diagnostic and therapeutic procedures	Plan and give care to 3 assigned patients - Health talk to patients and	Assess performance with rating scale Evaluation health talk

Areas	Duration (in wk)	Objectives	Skills	Assignments	Assessment Methods
ases Ward		<p>topatients with Skin disorders and Communicable diseases</p> <p>- Counsela ndeducat e patients and families</p>	<p>- Administer topical medication</p> <p>- Practice medical surgical asepsis Standard safety measures</p> <p>- Use of personal Protective equipment (PPE)</p> <p>- Give Medicated baths</p> <p>- Teach prevention of infectious diseases.</p> <p>- Counseling HIV Positive patient</p>	<p>families-01</p> <p>- Maintain drug book</p> <p>- Maintain practical record book</p>	<p>- Completion of practical record</p>

#### EDUCATIONAL VISITS:

##### Medical Surgical Nursing:

- 1) Artificial Kidney Unit
- 2) C.S.S.D.
- 3) Waste Disposal Unit
- 4) Hospital Kitchen
- 5) Blood Bank
- 6) Radiology Department
- 7) Artificial Limb Center
- 8) Rehabilitation Center
  - Physical
  - Vocational

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## SCHEME OF EXAMINATION

### THEORY

		Medical Surgical Nursing (Adult including Geriatrics) (IA+B)	Total Marks	Average out of
Theory	Unit test-1	10	50	10
	Pre-Final	40		

**50 to be converted in to 10**

### PRACTICAL

<b>Unit Test</b>	<b>50</b>
<b>Prefinal</b>	<b>50</b>
Case Study (1-Surgical)	50 marks
Case Presentation	50 marks
Health Education	25
Therapeutic diet	25
Clinical Evaluation (1- Surgical Ward)	100
<b>Total</b>	<b>350</b>

**350 to be converted in to 50**

### EXTERNAL ASSESSMENT

#### UNIVERSITY EXAMINATION

Theory- 40  
Practical- 50

#### 1) GUIDELINE FOR NURSING CARE PLANMARKS-(50)

1. **Patients Biodata:** Name, address, age, sex, religion, marital status, occupation, source of healthcare, date of admission provisional diagnosis, date of surgery if any
2. **Presenting complaints:** Describe the complaints with which the patient has come to hospital 3. **History of illness:**
3. **History of illness:**  
**History of present illness** - Onset, symptoms, duration, precipitating / all eviating factors  
  
**History of past illness** - Illnesses, surgeries, allergies, immunization, medications  
  
**Family history** - Family tree, history if illness in family members,risk factors, congenital problems, psychological problems.
4. **Economic status:** Monthly income and expenditure on health, marital assets (own pacca house car, two wheeler, phone, TV etc.)

5. **Psychological status:** ethnic background, (geographical information cultural information) support system available.
6. **Personal habits:** consumption of alcohol smoking, tobacco chewing, sleep, exercise, work elimination, nutrition.
7. **History to physical examination with date and time:**
8. **Disease condition:**-Definition anatomy physiology incidence, etiology and risk factor, pathophysiology clinical manifestation.

#### 9. INVESTIGATION

Date	Investigation done	Normal value	Patient value	Inference

#### 10. MEDICAL SURGICAL MANAGEMENT COMPLICATIONS and PROGNOSIS

#### 11. DRUG STUDY

Sr no	Drug tradename	Pharmacological name	Route	Dose and frequency	Action	Side effect and drug interaction	Nursing responsibility

#### 12. Guideline for writing nursing care plan (including health education)

##### Marks-20

Date	Assessment	Nursing diagnosis	Objective	Plan of care Implementation	Ratio nale	Evaluation	remark
	Subjective and Objective Data						
Marks	4	3	2	7	2	2	

#### 13.GUIDELINE FOR WRITING NURSES NOTE

Date	Diet	Medication	Observation and Nursing intervention	Remark

**EVALUTION CRITERIA FOR NURSING CARE PLAN**

<b>Sr. No.</b>	<b>Content</b>	<b>Marks</b>
1	History to Physical examination with date time	05
2	Disease condition: (Definition Anatomy Physiology, incidence, Etiology and risk factor, Pathophysiology, clinical manifestation)	08
3	Investigations	02
4	Medical Surgical Management complications and prognosis	06
5	Drug study	04
6	Nursing care plan	20
7	Nurses note	05
	<b>Total</b>	<b>50</b>

**2) FORMAT FOR CASE PRESENTATION (Marks 50)**

- 1. Patients Biodata :** Name, Address, Age, Sex, religion, marital status, Occupation, source of health care, date of admission, provisional diagnosis, date of surgery if any
- 2. Presenting complaints:** Describe the complaints with which the patients has come to hospital.
- 3. History of illness:** History of present illness: onset, symptoms, duration, precipitation / all eviating factors History of past illness: illness, surgeries, allergies, immunization, medications congenital problems, psychological problems
- 4. Economic status:** Monthly income and expenditure on health ,marital assets (own pacca house car, two wheeler, phone, TV etc..)
- 5. Psychological status:** Ethnic background, (geographical information cultural information) support system available
- 6. Habits:** Consumption of alcohol , smoking, tobacco chewing, sleep, exercise, work elimination, nutrition.
- 7. Physical examination with date and time**

**8. Investigation**

Date	Investigation done	Normal value	Patient value	Inference

**9. Treatment**

Sr. no.	Drug trade name	Pharmaceutical name	Route	Dose and frequency	Action	Side effects and drug interaction	Nursing responsibility

**10. Description of disease**

11. Definition related anatomy physiology, etiology, risk factor, clinical features, management and nursing care

12. Clinical features of the disease condition

Clinical features present in the book	Description of clinical features of patients	Pathophysiology

**13. Nursing care plan (Marks-15)**

Patient name - \_\_\_\_\_ date - \_\_\_\_\_ ward - \_\_\_\_\_

Date	Assessment Subjective Objective	Nursing diagnosis	Objective	Plan of care for Implementation	Rational	Evaluation
	3	2	2	4	2	2

**14. Discharge planning:**It should include health education and discharge planning given to patient (Marks-15)

**15. Evaluation of care:** overall evaluation, problems faced while providing care prognosis of the patient and

**EVALUATION CRITERIA FOR CASE PRESENTATION**

Sr. No.	Content	Marks
1	Assessment/introduction	05
2	Knowledge and understanding of disease	10
3	Nursing care plan	15
4	Presentation skill	10
5	A.V.aids	04
6	Time	02
7	Summary and conclusion	02
8	Bibliography	02
	<b>Total</b>	<b>50</b>

### 3) GUIDELINES FOR NURSING CASE STUDY

Marks - (50)

- 1. Patient Biodata:** Name, address, age, sex, religion, marital status, occupation, source of health care, date of admission provisional diagnosis, date of surgery if any
- 2. Presenting complaints:** Describe the complaints with which the patient has come to hospital
- 3. History of present illness-**on set , symptoms, duration, precipitating /all eviating factors  
**History of past illness-**illnesses, surgeries, allergies immunization medications.  
**Family history-**family tree history if illness in family members, risk factors, congenital problems, psychological problems.
- 4. Economic status:** Monthly income and expenditure on health, marital assets (own pacca house car, two wheelers, phone, TV etc.)
- 5. Psychological status:** ethnic background, (geographical information, cultural information) support system available.
- 6. Personal habits:** consumption of alcohol, smoking, tobacco chewing, sleep, exercise,work elimination,nutrition.
- 7. History to physical examination with date and time:**
- 8. Disease condition :-** Definition anatomy physiology incidence etiology and risk factor, pathophysiology, clinical manifestation

#### 9. Investigation

Date	Investigation done	Normal value	Patient value	Inference

#### 10. Medical surgical management complications and prognosis

#### 11. Drug Study

Sr no	Drug trade name	Pharmacological name	Route	Dose and frequency	Action	Side effect and drug interaction	Nursing responsibility

#### EVALUATION CRITERIA FOR NURSING CASE STUDY

Sr.No.	Content	Marks
1.	Patient history, Physical examination	5
2.	Anatomy, Physical, Pathophysiology and Clinical manifestations	8
3.	Investigations	2
4.	Medical surgical management, complication and prognosis	8
5.	Drugs study	4
6.	Nursing care plan	15
7.	Nursing note	4
8.	Self evaluation / conclusion	2
9.	Bibliography	2
<b>Total</b>		<b>- 50</b>

#### 4) EVALUATION FORMAT FOR HEALTH EDUCATION

1. Name of the student teacher:
2. Name of the supervisor:
3. Venue:
4. Date:
5. Time:
6. Group:
7. Previous knowledge of the group
8. AV aids used
9. General objectives
10. Specific objectives

#### LESSON PLAN FOR HEALTH TALK

Sr. No.	Time	Specific Objectives	Content	Teaching Learning Activities	AV Aids	Evaluation
---------	------	---------------------	---------	------------------------------	---------	------------

(Maximum marks: 25)

Sr. No.	Criteria	Marks Allotted	Marks Obtained	Total
1	Lesson Plan	08		
2	Presentation	05		
3	Communication Skill	05		
4	Preparation and effective use of AV. Aids	04		
5	Group participation	03		
<b>Total</b>				

Remarks:

Evaluation discussed Sing. Of Supervisor and Students Signature

Date:

## 5) GUIDELINE FOR THERAPEUTIC DIET

### INTRODUCTIONS:

Name of the patient, age, sex, religion of the patient, education, language, socioeconomic status, regular meal pattern, food like and dislikes, condition of the patient, reason for prescribed diet

### MENU PLANNING:

Recommended diet plan with details of CHO, protein, fat and calories with nutrients and restrictions with due consideration to commonly available seasonal foods.

### PATIENTS'S EDUCATION:

Ability of student to explain to the patient the need for adherence to recommended diet.

### EVALUATION:

Ensuring whether patient follows the prescribed diet.

### REFERENCES:

Evaluation criteria for therapeutic diet

Sr. No.	Content	Marks
1	Introduction	05
2	Menu planning	10
3	Patient education	05
4	Evaluation	02
5	References	03
<b>Total - 25</b>		

## 6) GUIDELINE FOR OPERATION THEATRE REPORT WRITING

- i- Introduction
- ii- Objective
- iii- Physical layout of OT
- iv- Role and functions of Nurse in OT
  - Head Nurse
  - Scrub Nurse
  - Circulating Nurse
- v- Preparations for Surgery
  - Sterilization of articles
  - Preparation and packing
  - Instruments, Suture
  - Anesthetic trolley
  - Anesthetic drugs
  - Operating tables and necessary equipment
- vi- Assisting in surgery
  - Scrubbing, Gowning and gloving
  - Position and draping of patients
  - Trolley setting for various operations/ conditions



**8) GUIDELINE FOR ASSISTED CASES IN OPERATION THEATRE**

**I) DEMOGRAPHIC PROFILE**

Name of Patient: WC/ Bed No.  
Age/Sex: Diagnosis:  
Proposed Surgery: Actual Surgery  
Date of case assisted:

**II) TYPE OF ANAESTHESIA:**

**Drug used in anaesthesia:**

Name of the drug	Dose given	Dose available	Route	Action

**I) TROLLEY PREPARATION:**

Dressing and draping	Instruments	Sutures

**II) STEPS IN SURGERY:**

1. Position
2. Painting
3. Draping
4. Incision
5. Method of Homeostasis
6. Dissection
7. Retraction
8. Anastomosis
9. Drainage
10. Haemostatic
11. Closure
12. Dressing
13. Adhesive

**Signature of Supervisor**

**Signature Student**

[Note: Assignments\* are requirement of operation theatre posting, however they arenot for evaluation.]

**9) FORMAT FOR OPERATION THEATRE EXPERIENCE EVALUATION  
(Marks 100)**

Name of the student:

Year:

Duration of posting:

Area of posting:Grades: - [5-Excellent, 4-V.Good, 3-Good, 2-Fair, 1-Poor]

Sr.No	Content	5	4	3	2	1
<b>I</b>	<b>Personal and professional behavior:</b>					
1	Wears theatre dress correctly					
2	Arrives and leaves punctually					
3	Notably poised and effective even in stressful situation					
4	Works with interest and willingness					
5	Shows respect to co-workers, works well as a team member.					
<b>II</b>	<b>Knowledge of:</b>					
6	Anatomy and surgical procedure					
7	Equipment and articles					
8	Anesthesia, Microbiology, Legal responsibilities					
<b>III</b>	<b>Skills</b>					
9	Collects and receives all preoperative information about patients.					
10	Follows principles of scrubbing, gowning and gloving					
11	Arranges trolley according to procedure					
12	Assists efficiently knowing the steps					
13	Works efficiently as a circulating nurse					
14	Assists the anesthetist for induction, intubation and extubation					
15	Follows strict infection control measures					
16	Maintains therapeutic operation theatre environment					
17	Checks adequacy of equipment and supplies					
18	Records and reports immediately					
19	Provides appropriate postoperative care					
20	Follows cleaning, packing and sterilization of equipment					

Signature of Class Coordinator

Signature of Students

Signature of Supervisor

**10) GUIDELINE FOR CLINICAL ASSESSMENT OF STUDENT  
(CLINICAL EVALUATION)**

Students Name: -

Hospital:-

Year: -

Unit/Ward:-

Students Number: -

From To Max 100 marks

Sr. No.	Performance criteria	(5) Excel lent	(4) Very good	(3) Good	(2) Satisfactory	(1) Poor	Remarks
	Nursing process(75)						
<b>1</b>	<b>Assessment and Nursing</b>						
	Diagnosis(15)						
1.1	Collects data accurately						
1.2	Identifies and Categorizes basic needs of patients						
1.3	Formulates Nursing Diagnosis						
<b>2</b>	<b>Planing(15)</b>						
2.1	Prioritizes patients needs						
2.2	Plans nursing action for each of need						
2.3	States rationale for nursing action						
<b>3</b>	<b>Implementation(20)</b>						
3.1	Implements nursing care accurately and safely with in given time						
3.2	Applies scientific principles						
3.3	Maintains safe and comfortable environment						
3.4	Gives health teaching as per plan to the patients/family						
<b>4</b>	<b>Evaluation(10)</b>						
4.1	Evaluate patients response to nursing care						
4.2	Reexamines and Modifies care plan						

Sr. No.	Performance criteria	(5) Excellent	(4) Very good	(3) Good	(2) Satisfactory	(1) Poor	Remarks
<b>5</b>	<b>Documentation(15)</b>						
5.1	Records patient info accurately						
5.2	Report patient info accurately						
5.3	Maintains self up to date						
	<b>Professional conduct(25)</b>						
<b>6</b>	<b>Uniform and Punctuality</b>						
6.1	Always well groomed, neat, conscious about professional appearance						
6.2	Is always punctual in clinical and completing assignments						
6.3	Readily accepts responsibility for own behaviour and has initiative						
<b>7</b>	<b>Communication skills</b>						
7.1	Establishes and maintains effective working/communication relationship with patients and family						
7.2	Establishes good interpersonal relationship with members of health team/supervisors/teachers						
	<b>Total marks</b>						

Comment/Remarks by Teacher/Supervisor:

Total marks 100

Total marks obtained

Signature of teacher

Date:

Evaluation is seen and discuss by the student

Signature of student

Date of Sign

## COMMUNICATION AND EDUCATION TECHNOLOGY

**Placement: Fourth Semester**  
(Theory 60 Hrs + Lab 30 Hrs)

**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 counseling, principles of education, teaching individuals and groups in clinical, community and health educational settings.

### **SPECIFIC OBJECTIVES:**

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

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

Unit	Learning Objectives Theory	Content Teaching		Learning Activities	Assessment Method
I	05	Describe the communication process, identifies the techniques of effective communication	<b>Review of communication</b> process Processes elements and channels barriers and method of overcoming techniques	Lecture Discussion Role play Exercise with audio video tapes	Respond to critical incidents Long/short answer Objective type Anecdotal records
II	05	Establish effective interpersonal relations with patients, families and co-workers	<b>Interpersonal relations</b> Purpose and type Phases Barriers to interpersonal relations Methods of overcoming barriers Johari window	Lecture Discussion Sociometry group Games Psychometric exercises	Long/short answer Objective type
III	05	Describe effective human relations in context of nursing	<b>Human relations</b> Understanding self Social behavior Social attitudes Individual and group and group and individual human relations in context of nursing Group dynamics Teamwork	Lecture Discussion group Games Psychometric exercises Following by discussion	Long/short answer Objective type Respond to test based on critical incidents Anecdotal records
IV	10 P-5	Describe the basic skills of counseling and guidance	<b>Guidance and counseling</b> Definition Meaning Purpose and scope and need	Lecture Discussion group Games Psychometric exercises Following by discussion	Long/short answer Objective type Assess performance in role play situation
V	5	Describe the	Principles of education and	Lecture Discussion	Long / short

Unit	Learning Objectives Theory	Content Teaching		Learning Activities	Assessment Method
		philosophy and principles of education Explain teaching learning process	teaching learning process Education meaning Philosophy, aims, function and principles, nature and characteristics of learning Principles and maxims of learning Domains of objectives and formulation of general and specific objectives and formulation of general and specific objectives Lesson planning Classroom management	Exercise on writing objectives Prepare lesson plan Microteaching	answer Objective type Assess lesson plans Assess teaching sessions
VI	10 P - 10	Demonstrate teaching skills in various teaching methods in clinical classroom and community settings.	Methods of teaching Lectures Demonstration Group discussion Seminar Symposium Panel discussion Role play Project method Field trip Workshop exhibition	Lecture Discussion Conduct 5 teaching sessions using different methods and media	Long / short answer Objective type Assess lesson plans Assess teaching sessions
			Computer assisted learning Programmed instructions Micro-teaching Evidences based learning self instructional		

Unit	Learning Objectives Theory	Content Teaching		Learning Activities	Assessment Method
			module Simulation, etc. Clinical teaching method : Bedside clinics Case method Nursing rounds Morning and afternoon reports Conferences : Individual and group, field visits, process recording		
VII	10 P-8	Prepare and use different types of educational media effectively	Educational and media Purpose and types of audiovisual and principles and sources etc. Graphic aids: Chalk boards Chart graph Poster flash cards fennel graph bulletin board cartoon three dimensional aids : objects specimen models and puppets printed aids: pamphlets and leaflets projected aids : slides over head project or transparency preparation films T.V / VCR / VCD Camera Microscope LCD, DVD Audio aids : Tale recorder	Lecture Discussion Demonstration Prepare different teaching aids Projected and non-projected Prepare program for the given topic Visit department of communication and education technology,	Long/short answer Objective type Assess teaching aids prepared
VII I	05 P - 7	Prepare different types of	Assessment Purpose and scope of evaluation and	Lecture Discussion Exercise on	Long / short answer

Unit	Learning Objectives Theory	Content Teaching		Learning Activities	Assessment Method
		questions for assessment of knowledge, skills and attitudes	assessment criteria for selection of assessment techniques and methods Assessment of knowledge Essay type question, short answers questions (SAQ) multiple choice questions (MCQ) Assessment of skills : Observation check list, practical exam, viva, objective structured , clinical examination ( OSCE) Assessment of attitudes : Attitude scales	writing different types of assessment of tools	Objective type Assess the strategies used in practice teaching Assess the different tools, Prepared during exercise sessions.
IX	05	Teaching individuals group and communication about health with their active participation	<b>Information equation and communication for health (ICE)</b> Health behavior and health education principles of health education with individuals and group and communities Methods and media for communication, health messages. Using mass media planning health education	Lecture Discussion Plan and conduct health education sessions for individual group and communities	Long/short answer Objective type Planning and conduction of educational sessions

<b>Practicum / Lab :</b>	<b>30 hrs</b>
1. Observation of critical incidents	2
2. Role play on guidance and counselling	5
3. Lesson plan preparation and conduction	8
4. Conducting teaching with using various methods	5
5. Preparation of visual aids	5
6. Preparation of Assessment tools (Question paper, Check list and attitude skills)	5

**BIBLIOGRAPHY:**

1. Bhatia, Kamala and 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 and Shaida, B.D. Educational Theory and Practice, Delhi, Dhanpat Row and Sons, 1974.
4. Bhatia, Hans Raj Elements of Educational Psychology, Bombay, Qnent Conpman, Sthed, 1973.

**SCHEME EVALUATION INTERNAL ASSESSMENT : 25 Marks**

	<b>Communication and Education Technology</b>	<b>Total marks</b>	<b>Average out of</b>
Unit Test -I	25	25	--
Pre-Final	75	75	--
<b>Total</b>		<b>100</b>	<b>15</b>
<b>Assignments</b>			<b>10</b>

(100 Marks to be converted in to 15 Marks for Internal Assessment (Theory))

<b>S.No</b>	<b>Unit</b>		<b>Marks</b>
1	I	Response to Critical Incidents using Anecdotal Record	10
2	III	Response to Critical Incidents using Anecdotal Record	10
3	IV	Response to Critical Incidents using Anecdotal Record	10
4	V	Lesson Plan Preparation and Conduction of 4 Teachings	100
5	VII	Visual Aid Preparation	50
6	VIII	Assessments of Tools-3 (Preparation of Question Paper, Check List, Attitude Scale.	45
<b>Total</b>			<b>225</b>
(225 Marks to be converted in to 10 Marks for Internal Assessment (Practical))			

**EXTERNAL ASSESSMENT: (Theory)**

University examination: 75 Marks

**8) FORMAT FOR ANECDOTAL RECORD**

Name of the College:-

Name of Student observed :-

Class:-

Date :-

Subject:-

Place :-

Marks:-

Objective description of the incident as occurred.

Interpretation /comments of the observer.

**Sign. of the observer**

**Date :**

Note: 03 Incidents, 10 Marks each.

**189) EVALUATION GUIDELINE FOR TEACHING**

Name of the College:-

Name of the Student:-

Class:-

Date:-

Subject: -

Place:-

Topic of lesson:-

Marks:25

S.N.	Particulars	Marks Allotted	Marks Obtained
I.	Lesson Plan. • Objective lesson plan • Adequacy of content /Sequencing • Bibliography	2 2 2	
II	Presentations • Introduction • Speech Clarity/Voice/language • Relevance • Knowledge regarding topic • Co-relation with other subject. • Questioning technique • Group control	2 2 2 2 2 2 2	
III	AV AIDS • Appropriate • Skills in use(including blackboard) • Principles observed	1 1 1	
IV	Time Coverage and Summary and Assignments	2	
		<b>25 Marks</b>	

Strengths:

Weakness:

Sign of the student

Date:

Sign of Evaluators

### 190) EVALUATION GUIDELINE FOR VISUAL AID PREPARATION

Name of the College :-

Name of the Student :-

Class :-

Date:-

Subject :

Place:-

Name of Evaluator :

Marks : 50

SN.	Particulars	1	2	3	4	5
01.	Applicability to the topic.					
02	Appropriateness.					
03	Self prepared/ ready made.					
04	Materials used: economical/costly					
05	Attractive ness.					
06	Principles of visual aid preparation					
07	Display / visibility					
08	Message conveyed					
09	Relevance					
10	Effectiveness					

Strengths:

Weakness :

Suggestions for improvement

Sign.of evaluator

Date:

#### 191. EVALUATION GUIDELINE FOR ASSESSMENT OF TOOL

(Preparation of Question Paper / Check List / Attitude Scale)

Name of the college:-

Name of the student:-

Class:-

Date:-

Subjec:-

Place:-

Name of the Evaluator:-

SN	Particulars	Marks	
		Allotted	Obtained
1	Preparation of blueprint	3	
2	Content coverage	2	
3	Construction of item	2	
4	Principles followed for constructing items	2	
5	Objectivity	2	
6	Organizing and sequencing	2	
7	Marking scheme	2	
	<b>Total</b>	<b>15</b>	

Note: Same format to be used for Preparation of Question Paper / Check List / Attitude Scale.

Strengths:

Weakness :

Sign of the student

Sign of Evaluators

Date:

Date :

## COMMUNITY HEALTH NURSING-I

Placement- Fourth Semester B.Sc.Nursing      Time Theory- 90 hours  
 Practical- 135 hours

### COURSE DESCRIPTION -

This course designed for the students to appreciate the principles of promotion and maintenance of health.

### SPECIFIC OBJECTIVES -

At the end of the course students are able to Understand the concept of community health and community health nursing. Appreciate the various factors influencing the health in the community. Appreciate the concept, scope, uses and methods of epidemiology. Understand the epidemiology and nursing management of common communicable diseases. Appreciate the concept and scope of demography. Understand the impact of population explosion and population control.

Unit	Time (hrs)	Learning objectives	Content	Teaching learning method	Assessment method
I	2	Describe the 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>	Lecture Discussion	Short answers
II	20	Describe determinants of health and environment	<b>Determinants of health</b> <ul style="list-style-type: none"> <li>• Eugenics</li> <li>• Physical : air, light,</li> <li>• Environmental factors contributing health, ventilation, water, housing</li> <li>• Sanitation ; disposal of waste, disposal of dead bodies</li> <li>• Forestation, noise, climate</li> <li>• Bacterial and viral agents, host carriers and immunity arthropods and rodents</li> <li>• Communication ; infrastructure facilities</li> </ul>	Lecture Discussion Explain using charts, graphs, models, flim, slides Visit to water supply, sewage disposal, milk plants, slaughter	Essay type Short answers Objective types

Unit	Time (hrs)	Learning objectives	Content	Teaching learning method	Assessment method
			and linkage • Insect, rodent and parasite control, noise control	house etc.	
			<ul style="list-style-type: none"> <li>• Disposal of refuse/ sewage</li> <li>• Disposal of human excreta</li> <li>• Disposal of dead</li> <li>• Involvement of governmental and non-governmental organizations in environmental health</li> <li>• Act regulation the environment: national pollution control board</li> <li>• Public health laws related to environment and health</li> <li>• Food hygiene : production, preservation, purchase, preparation, consumption</li> <li>• Acts regulating food hygiene- prevention of food adulteration acts</li> <li>• Drugs and cosmetic act</li> <li>• Socio cultural aspects of nutrition in food hygiene</li> <li>• Sociocultural</li> <li>• Customs, taboos</li> <li>• Marriage system</li> <li>• Family structure</li> <li>• Status of special group : females, children, elderly, challenged groups and sick persons</li> <li>• Lifestyle</li> <li>• Hygiene</li> <li>• Physical activity</li> <li>• Recreation and sleep</li> </ul>		

Unit	Time (hrs)	Learning objectives	Content	Teaching learning method	Assessment method
			<ul style="list-style-type: none"> <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>• Budget</li> <li>• Purchasing power</li> <li>• Security</li> </ul>		
III	10	Describe the concept, aims scope, uses, method and approach of epidemiology	<b>Epidemiology</b> <ul style="list-style-type: none"> <li>• Definition, concept, aims scope and uses and</li> <li>• Terminology used in epidemiology</li> <li>• Dynamics of disease transmission</li> <li>• Epidemiological triad</li> <li>• Morbidity and mortality measurements</li> <li>• Levels of prevention</li> <li>• Methods of epidemiology of descriptive analytical : epidemic investigations</li> <li>• experimental</li> </ul>	Lecture Discussion Explain using charts, graphs, models, film, slides	Essay type Short answers
IV	25	Describe the epidemiology and nursing management	<b>Epidemiology and nursing management of common communicable diseases</b> Respiratory infections <ul style="list-style-type: none"> <li>• Smallpox</li> <li>• Chicken pox</li> <li>• Measles</li> <li>• Influenza</li> <li>• Rubella</li> <li>• ARIs and Pneumonia</li> <li>• Mumps</li> <li>• Diphtheria</li> <li>• Whooping cough</li> <li>• Meningococcal</li> </ul>	Lecture Discussion Explain using charts, graphs, models, film, slides Seminar Supervised field visits Practise health	Essay type Short answers Objective type

Unit	Time (hrs)	Learning objectives	Content	Teaching learning method	Assessment method
			meningitis • Tuberculosis • SARS Intestinal infections • Poliomyelitis • Viral hepatitis • Cholera • Diarrhoeal diseases • Typhoid fever • Food poisoning • Amoebiasis • Dracunculiasis Anthropoid infections • Dengue • Malaria • Filariasis • Zoonoses Viral • Rabies • Yellow fever • Japanese encephalitis • Kyasnur forest diseases Bacterial • Brucellosis • Plague • Human salmonellosis • Antrax • Leptospirosis Rickettsial diseases • Rickettsial zoonoses • Scrub typhus • Murine typhus • Tick typhus • Q fever Parasitic zoonoses • Taeniasis • Hydatid diseases • Leishmaniasis Surface infection • Trachoma • Tetanus • Leprosy	centers, clinics, and homes Group projects/ health education	

Unit	Time (hrs)	Learning objectives	Content	Teaching learning method	Assessment method
			<ul style="list-style-type: none"> <li>• STD and RTI</li> <li>• Yaws HIV</li> </ul> Any other		
V	10	Describe the epidemiology and nursing management of common non communicable diseases	<b>Epidemiology and nursing management common non communicable diseases</b> <ul style="list-style-type: none"> <li>• Malnutrition, under nutrition, over nutrition, nutritional deficiencies</li> <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> <li>• Asthma</li> <li>• Arthritis</li> </ul>	Lecture Discussion Explain using charts, graphs, models, films, slides Seminar Supervised field visits Practise health centers, clinics, and homes Group projects/health education	Essay type Short answers Objective type
VI	6	Describe the concept and scope of demography Describe the methods of data collection, analysis and interpretation of demographic data	<b>Demography</b> <ul style="list-style-type: none"> <li>• Definition, concept, and scope</li> <li>• Demography cycle, methods of data collection, analysis and interpretation of demographic data</li> <li>• Demographic rates and ratios</li> </ul>	Lecture Discussion Community identification survey	Essay type Short answers Objective type Assessment of survey reports
VII	17	Identify the impact of population	<ul style="list-style-type: none"> <li>• <b>Population and its control</b></li> </ul>	Lecture Discussion	Essay type Short

<b>Unit</b>	<b>Time (hrs)</b>	<b>Learning objectives</b>	<b>Content</b>	<b>Teaching learning method</b>	<b>Assessment method</b>
		explosion in India. describe the method of population control.	<ul style="list-style-type: none"> <li>• Population explosion</li> <li>• and its impact on social, economic, development of individual society and country.</li> <li>• population control               <ul style="list-style-type: none"> <li>- overall development:</li> <li>- women empowerment, social, economic and educational development</li> </ul> </li> </ul>	Community identification survey	answers Objective type Assessment of survey reports



Areas	Duration (in week)	Objective	Skills	Assignments	Assessment method
Community health nursing	2 weeks in urban and 2 weeks in rural	<ul style="list-style-type: none"> <li>• Built and maintain rapport</li> <li>• Identify demographic characteristics, health determinants and community health resources</li> <li>• Diagnose health needs of individuals and families</li> <li>• Provide primary care in health center</li> <li>• Counsel and educate individual family and community</li> </ul>	<ul style="list-style-type: none"> <li>• Use techniques of interpersonal relationship</li> <li>• Identification of health determinants of community</li> <li>• History taking</li> <li>• Physical examination</li> <li>• Collect specimens- sputum, malarial smear</li> <li>• Perform simple lab tests at center- blood for haemoglobin and sugar</li> <li>• Administer vaccines and medications to adults</li> <li>• Counsel and teach individual, family and community</li> <li>• Nutrition</li> <li>• Hygiene</li> <li>• Self health monitoring</li> <li>• Seeking health services</li> <li>• Elath life style</li> <li>• Family welfare methods</li> <li>• Health promotions</li> </ul>	<ul style="list-style-type: none"> <li>• To work with 2 assigned families each in urban and rural</li> <li>• Family study-1</li> <li>• Observation on report of community-1</li> <li>• Health talk-2</li> <li>• (1 in urban and 1 in rural)</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of family study, observation report, health talk</li> <li>• Completion of activity record</li> </ul>

## BIBLIOGRAPHY

- 1) K. Park, Textbook of preventive and social medicine- current edition
- 2) K. Park, essential of community health nursing
- 3) Rao Kasturi, An introduction to community health nursing, Ipublications
- 4) Freeman Ruth, community health nursing practice
- 5) Stanthope Lancaster, community health nursing process and practice publication
- 6) Basavanthappa B.T, community health nursing
- 7) Sathe, Epidemiology and management of health care, popular publication
- 8) Lancaster , community health nursing process and practice for promotion health, Mosby publication

## EVALUATION SCHEME

Internal Assessment

Maximum Marks-25

### THEORY

Examination	Marks
Unit Test -I	25
Pre -Final	75
<b>Total</b>	<b>100</b>

Out of 15 send to university

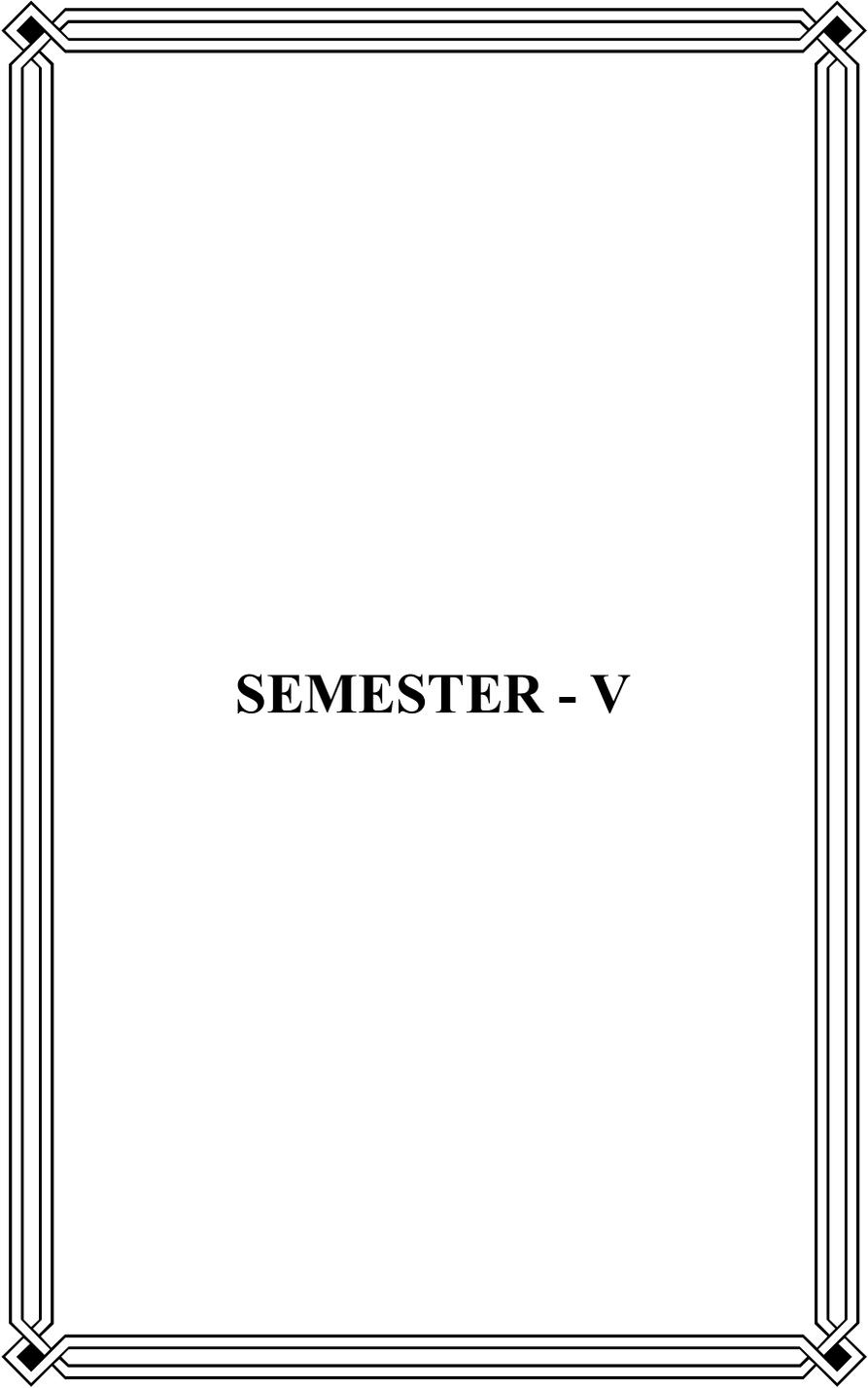
### PRACTICUM

Assignments	No.	Marks
Family care study	1	50
Community visit observation report	1	25
Health teaching	2	50 (25 each)
Clinical evaluation-community health nursing practice	1	100
<b>Total</b>		<b>225</b>

Out of 10 send to university

### EXTERNAL ASSESSMENT

University Examination : Theory (Marks-75)

A decorative rectangular border with a double-line design and diamond-shaped corner ornaments.

**SEMESTER - V**

**MEDICAL SURGICAL NURSING – II  
(ADULT INCLUDING GERIATRICS) – II**

**PLACEMENT: V SEMESTER  
(Classroom 103 + Lab 17)**

**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.

**SPECIFIC OBJECTIVES:**

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

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

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
I	T15 P02	<input type="checkbox"/> Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients with disorders of Ear Nose and Throat	<input type="checkbox"/> <b>Nursing management of patient with disorders of Ear Nose and Throat</b> <input type="checkbox"/> Review of anatomy and physiology of the Ear Nose and Throat. <input type="checkbox"/> Nursing Assessment - History and Physical assessment <input type="checkbox"/> Etiology, pathophysiology, <input type="checkbox"/> clinical Manifestations, diagnosis <input type="checkbox"/> Treatment modalities and medical and <input type="checkbox"/> Surgical nursing management of Ear Nose and Throat disorders: <input type="checkbox"/> <b>External ear:</b> deformities otalgia, foreign bodies, and tumours <input type="checkbox"/> <b>Middle Ear-</b> Impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours	<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> Models, films, slides <input type="checkbox"/> Demonstration <input type="checkbox"/> Practice Session and discussions / seminar <input type="checkbox"/> Health education <input type="checkbox"/> Supervised clinical practice <input type="checkbox"/> Drug book / presentation <input type="checkbox"/> Demonstration of procedures	<input type="checkbox"/> Essay type <input type="checkbox"/> Short answers <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of skills of patient and management of problems .
			<input type="checkbox"/> <b>Inner ear-</b> Meniere's Disease, labyrinthitis, ototoxicity, tumours <input type="checkbox"/> <b>Upper airway infections.</b> Common cold, sinusitis, ethinitis, Rhinitis, Pharyngitis, Tonsillitis and		

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			Adenoiditis, Peritonsillar abscess, Laryngitis <input type="checkbox"/> Upper respiratory airway- Epistaxis, Nasal obstruction, laryngeal obstruction, Cancer of the larynx <input type="checkbox"/> Cancer of the oral cavity <input type="checkbox"/> Speech defects and speech therapy of ear nose and throat <input type="checkbox"/> Deafness- Prevention, control and rehabilitation <input type="checkbox"/> Hearing aids, implanted hearing Devices <input type="checkbox"/> Special therapies <input type="checkbox"/> Drugs used in treatment of disorders of ear nose and throat <input type="checkbox"/> Role of nurse Communicating with hearing impaired and mute. <input type="checkbox"/> Nursing procedures Oesophostomy, Tracheostomy		
II	T 15 P 02	<input type="checkbox"/> Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management	<b>Nursing management of patient with disorders of eye</b> <input type="checkbox"/> Review of anatomy and physiology of the eye- <input type="checkbox"/> Nursing assessment – history and Physical assessment <input type="checkbox"/> Etiology, pathophysiology, clinical	<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Explain using Charts, using Models, films, slides <input type="checkbox"/> Demonstration Practice session <input type="checkbox"/> Case discussion/ seminar <input type="checkbox"/> Health	<input type="checkbox"/> Essay type <input type="checkbox"/> Short answers <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of skills with check

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
		management of patients with disorders of eye.	manifestations, diagnosis, treatment nursing management of eye disorders: <ul style="list-style-type: none"> <li><input type="checkbox"/> Refractive errors</li> <li><input type="checkbox"/> <b>Eyelids-</b> inflammation and</li> <li><input type="checkbox"/> Infection and bleeding</li> <li><input type="checkbox"/> <b>Cornea-</b> inflammation and Infection</li> <li><input type="checkbox"/> <b>Lens-</b> Cataracts</li> <li><input type="checkbox"/> Glaucoma</li> <li><input type="checkbox"/> Disorder of the uveal tract,</li> <li><input type="checkbox"/> Ocular tumours</li> <li><input type="checkbox"/> <b>Disorders of posterior chamber and retina :</b> retinal and vitreous problems</li> <li><input type="checkbox"/> Retinal detachment</li> <li><input type="checkbox"/> Ocular emergencies and their prevention.</li> <li><input type="checkbox"/> Drugs used in treatment of disorders of eye</li> <li><input type="checkbox"/> Blindness</li> <li><input type="checkbox"/> National blindness Control program</li> <li><input type="checkbox"/> Eye Banking</li> <li><input type="checkbox"/> Eye prostheses and rehabilitation</li> <li><input type="checkbox"/> Role of a nurse- Communication with visually impaired patient, Eye camps</li> <li><input type="checkbox"/> Special therapies</li> <li><input type="checkbox"/> Nursing procedures: eye irrigation, assisting</li> </ul>	education <ul style="list-style-type: none"> <li><input type="checkbox"/> Supervised Clinical practice</li> <li><input type="checkbox"/> Drug book /presentation</li> <li><input type="checkbox"/> Visit to eye bank</li> <li><input type="checkbox"/> Participation in eye-camps</li> </ul>	list <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment of patient management problem</li> </ul>

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			with removal of foreign body.		
III	T 17 P 02	<input type="checkbox"/> Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye.	<b>Nursing management of patient with neurological disorders</b> <input type="checkbox"/> Review of anatomy and physiology of the neurological system <input type="checkbox"/> Nursing Assessment - History and physical and neurological assessment and Glasgow coma scale <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of neurological disorders <input type="checkbox"/> Congenital malformations <input type="checkbox"/> Headache <input type="checkbox"/> Head Injuries <input type="checkbox"/> Spinal injuries <input type="checkbox"/> Paraplegia <input type="checkbox"/> Hemiplegia <input type="checkbox"/> Quadraplegia <input type="checkbox"/> Spinal cord compression <input type="checkbox"/> Herniation of Intervertebral disc <input type="checkbox"/> Tumors of the brain and spinal cord <input type="checkbox"/> Intra cranial and cerebral aneurysms	<input type="checkbox"/> Lecture discussion <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> Models, films, slides <input type="checkbox"/> Demonstration <input type="checkbox"/> Practice session <input type="checkbox"/> Case discussions Seminar <input type="checkbox"/> Health education <input type="checkbox"/> Supervised Clinical practice <input type="checkbox"/> Drugbook / presentation <input type="checkbox"/> Visit to rehabilitation drugs used in treatment of disorders of eye center	<input type="checkbox"/> Essay type <input type="checkbox"/> Short answers <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of skills with check list <input type="checkbox"/> Assessment of patient management problem

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Infections :</b> Meningitis, Encephalitis, brainabscess, neurocysticercosis</li> <li><input type="checkbox"/> Movement disorders Chorea Seizures / Epilepsy</li> <li><input type="checkbox"/> Cerebro vascular accidents (CVA)</li> <li><input type="checkbox"/> <b>Cranial / spinal neuropathies-</b> Bell's palsy, trigeminal neuralgia, Peripheral Neuropathies; Guillan-Barr'e Syndrome, Myasthenia gravis Multiple sclerosis, Degenerative diseases, Peripheral neuritis TIA</li> <li><input type="checkbox"/> Delirium Dementia</li> <li><input type="checkbox"/> Alzheimer's disease</li> <li><input type="checkbox"/> Parkinson's disease</li> <li><input type="checkbox"/> Management of unconscious patients and patients with stroke</li> <li><input type="checkbox"/> Drugs used in treatment of Neurological disorders</li> <li><input type="checkbox"/> Role of the nurse in Communication with patient having neurological deficit</li> <li><input type="checkbox"/> Rehabilitation of patients with neurological deficit</li> <li><input type="checkbox"/> Role of nurse in longstay facility</li> </ul>		

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			(institutions) and at home Special therapies Nursing procedures: GCS, assisting with diagnostic procedures and rehabilitation		
IV	T 15 P 02	<input type="checkbox"/> Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures and nursing management of patients with disorders of female reproductive system. <input type="checkbox"/> Describe concepts of reproductive health and family welfare programmes.	<b>Nursing management of patients with disorders of female reproductive system</b> <input type="checkbox"/> Review of anatomy and physiology of the female reproductive system <input type="checkbox"/> Nursing assessment- history and physical assessment <input type="checkbox"/> Breast self examination <input type="checkbox"/> Etiology, pathophysiology, Clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of disorder of female reproductive system Congenital abnormalities of female reproductive system <b>Sexuality and Reproductive Health</b> <input type="checkbox"/> Sexual Health Assessment <input type="checkbox"/> <b>Menstrual Disorders-</b>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs, Models, films, slides</li> <li>• Demonstration / Practice session</li> <li>• Case discussions / Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book / presentation</li> </ul>	<input type="checkbox"/> Essay type <input type="checkbox"/> Short answers <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of skills with checklist <input type="checkbox"/> Assessment of patient management problem

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			Dysmenorrhea, Amenorrhea, Premenstrual Syndrome <input type="checkbox"/> Abnormal Uterine Bleeding; Menorrhagia, Metrorrhagia <input type="checkbox"/> Pelvic inflammatory disease- <input type="checkbox"/> Ovarian and fallopian tube disorders; Infections Cysts, Tumours <input type="checkbox"/> Uterine displacement, Cystocele / urethrocele / rectocele Vaginal disorders; Infections and Discharges, fistulas <input type="checkbox"/> Vulvar disorders; infection, cysts, Tumours <input type="checkbox"/> Diseases of breast Deformities Infections Cysts and Tumours <input type="checkbox"/> Menopause and hormonal replacement therapy <input type="checkbox"/> Infertility <input type="checkbox"/> Contraception; Temporary and Permanent <input type="checkbox"/> Emergency contraception methods <input type="checkbox"/> Abortion - natural, medical and surgical abortion-MTP Act <input type="checkbox"/> Toxic shock Syndrome <input type="checkbox"/> Injuries and trauma;		

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			sexual violence <input type="checkbox"/> Drugs used in treatment of gynaecological disorders Special therapies vaginal douche PAP smear <input type="checkbox"/> Nursing procedures assisting with diagnostic and therapeutic procedures, self examination of breast.		
V	T 08 P 02	<input type="checkbox"/> Describe the etiology, pathophysiology, 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> <input type="checkbox"/> Review of anatomy and physiology of the skin and connective tissues <input type="checkbox"/> Nursing assessment - History and physical examination and assessment of burns <input type="checkbox"/> Etiology, Classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical and surgical and nursing management of Burns with special emphasis of fluid replacement therapy. <input type="checkbox"/> Types of surgeries <input type="checkbox"/> Legal Issues,	<input type="checkbox"/> Lecture discussion <input type="checkbox"/> Explain using <input type="checkbox"/> Charts, graphs models, films, slides <input type="checkbox"/> Demonstration <input type="checkbox"/> Practice session <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> Health education <input type="checkbox"/> Supervised clinical practice <input type="checkbox"/> Drug book / presentation	<input type="checkbox"/> Essay type <input type="checkbox"/> Short answers <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of skills with checklist <input type="checkbox"/> Assessment of patient management problem VII 10. Describe organization of emergency and disaster services <input type="checkbox"/>

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			Rehabilitation <input type="checkbox"/> Special therapies <input type="checkbox"/> Psychosocial aspects		Describe the role of nurse
VI	T 13 P 02	<input type="checkbox"/> Describe the etiology, pathophysiology, clinical manifestations, diagnostic manifestations, diagnostic measures and nursing management of patients with oncology	<b>Nursing management of patients with oncological conditions</b> <input type="checkbox"/> Structure and characteristics of normal and cancer cells <input type="checkbox"/> Nursing Assessment-history and physical assessment <input type="checkbox"/> Prevention, Screening for early detection, warning signs of cancer <input type="checkbox"/> 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. <input type="checkbox"/> Epidemiology, etiology, classifications, pathophysiology, staging, clinical manifestations, diagnosis treatment modalities and medical, surgical and nursing management of malignant	<input type="checkbox"/> Lecture discussion <input type="checkbox"/> Explain using <input type="checkbox"/> Charts, graphs models, films, slides <input type="checkbox"/> Demonstration <input type="checkbox"/> Practice session <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> Health education <input type="checkbox"/> Supervised clinical practice <input type="checkbox"/> Drug book / presentation	<input type="checkbox"/> Essay type <input type="checkbox"/> Short answers <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of skills with checklist <input type="checkbox"/> Assessment of patient management problem

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			diseases <input type="checkbox"/> Treatment Modalities Immunotherapy, Chemotherapy, Gene therapy Stem cell and Bone Marrow transplants. <input type="checkbox"/> Surgical interventions <input type="checkbox"/> Psychosocial aspects of cancer <input type="checkbox"/> Rehabilitation and Palliative care <input type="checkbox"/> Management – nutritional support Home care, Hospice care, Stoma care <input type="checkbox"/> Psychosocial aspects <input type="checkbox"/> Assisting with diagnostic and therapeutic procedures		
VI I	10	<input type="checkbox"/> Describe organization of emergency and disaster care services <input type="checkbox"/> Describe the role of nurse in disaster management <input type="checkbox"/> Describe the role of nurse in management of Emergency	Nursing management of patient in Emergency and disaster Situations <input type="checkbox"/> Concepts and principles of Disaster Nursing <input type="checkbox"/> Causes and types of disaster : Natural and man - made Earthquakes, floods, epidemics, Cyclones fire, Explosion, Accidents Violence, Terrorism; Bio-chemical war <input type="checkbox"/> Policies related to emergency / disaster Management; International, national, state,	<input type="checkbox"/> Lecture discussion <input type="checkbox"/> Explain using <input type="checkbox"/> Charts, graphs <input type="checkbox"/> Models, films, slides <input type="checkbox"/> Demonstration <input type="checkbox"/> Practice session <input type="checkbox"/> Case discussion/ Seminar <input type="checkbox"/> Health education <input type="checkbox"/> Supervised clinical practice <input type="checkbox"/> Disaster management drills <input type="checkbox"/> Drug book / presentation	<input type="checkbox"/> Essay type <input type="checkbox"/> Short answers <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of skills with checklist <input type="checkbox"/> Assessment of patient management problem

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
		ies	institutional <input type="checkbox"/> Disaster preparedness : Team, guidelines, protocols, equipments, resources Coordination and involvement of community, various-government departments, non-government organizations and International agencies <input type="checkbox"/> Role of nurse in disaster management <input type="checkbox"/> Legal aspects of disaster nursing <input type="checkbox"/> Impact on Health and aftereffects ; post Traumatic Stress Disorder <input type="checkbox"/> Rehabilitation; physical, psychosocial Social, Financial, Relocation Emergency Nursing Concept, priorities principle and <input type="checkbox"/> Scope of emergency nursing <input type="checkbox"/> Organization of emergency services : physical setup, staffing, equipment andsupplies, protocols, Concepts of triage androle of triagenurse <input type="checkbox"/> Coordination and involvement of		

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessm ent Method
			<p>different departments and facilities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nursing Assessment - History and physical assessment</li> <li><input type="checkbox"/> Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical Emergency</li> <li><input type="checkbox"/> Principles of emergency management</li> <li><input type="checkbox"/> Common Emergencies;</li> <li><input type="checkbox"/> Respiratory Emergencies</li> <li><input type="checkbox"/> Cardiac Emergencies</li> <li><input type="checkbox"/> Shock and Haemorrhage</li> <li><input type="checkbox"/> Pain</li> <li><input type="checkbox"/> Poly-Trauma, road accidents, crush</li> <li><input type="checkbox"/> Injuries, wound</li> <li><input type="checkbox"/> Bites</li> <li><input type="checkbox"/> Poisoning; Food, Gas, Drugs and chemical poisoning</li> <li><input type="checkbox"/> Seizures</li> <li><input type="checkbox"/> Thermal Emergencies; Heat stroke and Cold injuries</li> <li><input type="checkbox"/> Pediatric Emergencies</li> <li><input type="checkbox"/> Psychiatric</li> </ul>		

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			Emergencies <input type="checkbox"/> Obstetrical Emergences <input type="checkbox"/> Violence, Abuse, Sexual assault <input type="checkbox"/> Cardiopulmonary Resuscitation <input type="checkbox"/> Crisis Intervention <input type="checkbox"/> Role of the nurse; Communication and interpersonal Relation <input type="checkbox"/> Medico-legal Aspects;		
VI II	10	<input type="checkbox"/> Explain the concept and problems of aging <input type="checkbox"/> Describe nursing care of the elderly	<b>Nursing care of the elderly</b> <input type="checkbox"/> Nursing Assessment- History and physical assessment <input type="checkbox"/> Ageing; <input type="checkbox"/> Demography; Myths and realities <input type="checkbox"/> Concepts and theories of ageing <input type="checkbox"/> Cognitive Aspects of Ageing <input type="checkbox"/> Normal biological ageing <input type="checkbox"/> Age related body systems changes <input type="checkbox"/> Psychosocial Aspects of Aging <input type="checkbox"/> Medications and elderly <input type="checkbox"/> Stress and coping in older adults <input type="checkbox"/> Common Health problems and Nursing Management; <input type="checkbox"/> Cardiovascular, Respiratory, Musculoskeletal,	<input type="checkbox"/> Lecture discussion <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> Models, films, slides <input type="checkbox"/> Demonstration <input type="checkbox"/> Practice session <input type="checkbox"/> Case discussion/ Seminar <input type="checkbox"/> Health education <input type="checkbox"/> Supervised clinical practice <input type="checkbox"/> Drug book / presentation Visit to old age home	<input type="checkbox"/> Essay type <input type="checkbox"/> Short answers <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of skills with checklist <input type="checkbox"/> Assessment of patient management problem

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<input type="checkbox"/> Endocrine, genitourinary, gastrointestinal <input type="checkbox"/> Neurological, Skin and other Sensory organs <input type="checkbox"/> Psychosocial and Sexual Abuse of elderly <input type="checkbox"/> Role of nurse for care of elderly : ambulation, nutritional, communicational, psychosocial and spiritual <input type="checkbox"/> Role of nurse for caregivers of elderly <input type="checkbox"/> Role of family and formal and non formal care givers Use of aids and prosthesis (hearing aids, dentures, <input type="checkbox"/> Legal and Ethical Issues <input type="checkbox"/> Provisions and Programmes of elderly; Privileges. Community programs and health services; <input type="checkbox"/> Home and institutional care		
IX	T 10 P 05	<input type="checkbox"/> Describe organization of critical care units <input type="checkbox"/> Management role of nursing	<b>Nursing management of patient in critical care units</b> <input type="checkbox"/> Nursing Assessment- History and <input type="checkbox"/> Physical assessment <input type="checkbox"/> Classification <input type="checkbox"/> Principles of critical	<input type="checkbox"/> Lecture discussion <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> Models, films, slides <input type="checkbox"/> Demonstration <input type="checkbox"/> Role plays <input type="checkbox"/> Counseling <input type="checkbox"/> Practice	<input type="checkbox"/> Essay type <input type="checkbox"/> answers <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of skills with

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
		management of patients critical care units	care nursing <input type="checkbox"/> Organization; physical setup, Policies, staffing norms, <input type="checkbox"/> Protocols, equipment and supplies <input type="checkbox"/> Special equipments; ventilators, cardiac monitors, defibrillators, <input type="checkbox"/> Resuscitation equipments <input type="checkbox"/> Infection Control protocols <input type="checkbox"/> Nursing management of critically ill patient; <input type="checkbox"/> Monitoring of critically ill patient <input type="checkbox"/> CPR-Advance Cardiac life support <input type="checkbox"/> Treatments and procedures. <input type="checkbox"/> Transitional care <input type="checkbox"/> Ethical and Legal Aspects <input type="checkbox"/> Communication with patient and Family <input type="checkbox"/> Intensive care records <input type="checkbox"/> Crisis Intervention <input type="checkbox"/> Death and Dying-coping with <input type="checkbox"/> Drugs used in critical care unit <input type="checkbox"/> Nursing procedures; Monitoring of patients in, assisting in therapeutic and diagnostic procedures, CPR, ACLS	session <input type="checkbox"/> Casediscussion /Seminar <input type="checkbox"/> Health education <input type="checkbox"/> Supervised clinical practice <input type="checkbox"/> Drug book / presentation	checklist <input type="checkbox"/> Assessment of patient management problem

Unit	Time - Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
X	8	<input type="checkbox"/> Describe the etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures and management of patients with occupational and industrial health disorder	<b>Nursing management of patients adults including elderly with occupational and industrial disorders</b> <input type="checkbox"/> Nursing Assessment - History and physical assessment <input type="checkbox"/> Etiology, pathophysiology, clinical manifestations, diagnosis, diagnosis, treatment modalities and medical and surgical nursing management of occupational and industrial health disorders Role of nurse Special therapies, alternative therapies Nursing procedures Drugs used in treatment of occupational and Industrial disorders		

#### **STUDENT 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.

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1. Lewis, Heitkemper and Dirksen (2000) Medical Surgical Nursing Assessment and Management of Clinical Problem (6<sup>th</sup> ed) Mosby.
2. Black J. M. Hawk, J. H. (2005) Medical Surgical Nursing Clinical Management for Positive Outcomes. (7th ed) Elsevier.
3. Brunner S. B., Suddarth D.S. The Lippincott Manual of Nursing practice J.B.Lippincott.Philadelphia.
4. Colmer R.M. (1995) Moroney's Surgery for Nurses (16 th ed) ELBS.
5. Shah N.S. (2003) API textbook of Medicine, The Association of Physicians of India Mumbai.
6. Satoskar R.S., Bhandarkar S.D. and Rege. N.N. (2003) Pharmacology and Pharmacotherapeutics (19 th ed) Popular Prakashan, Mumbai.
7. Phipps W.J., Long C.B. and Wood N.F. (2001) Shaffer's Medical Surgical Nursing B.T.Publication Pvt. Ltd. New Delhi.
8. Haslett C., Chilvers E.R., Hunder J.A.A.and Boon, N.A. (1999) Davidson's Principles and Practice of Medicine (18 th ed) Churchill living stone. Edinburgh.
9. Walsh M. (2002) Watson's Clinical Nursing and Related Sciences (6th ed) Bailliere.

**MEDICAL SURGICAL NURSING**

**PRACTICAL**

**PRACTICAL –270 Hrs.**

<b>Are as</b>	<b>Dura- Tion In wks</b>	<b>Objectives Posting</b>	<b>Skills to be developed</b>	<b>Assignments</b>	<b>Assessment Method</b>
ENT	1	<input type="checkbox"/> Provide care to Patients with ENT disorders <input type="checkbox"/> Counsel and Educate patient and families	<input type="checkbox"/> Perform examination of ear, nose and throat <input type="checkbox"/> Assist with diagnostic procedures <input type="checkbox"/> Assist with therapeutic procedures <input type="checkbox"/> Instillation of drops <input type="checkbox"/> Perform/assist with irrigations. <input type="checkbox"/> Apply ear bandage <input type="checkbox"/> Perform tracheotomy care <input type="checkbox"/> Teach patients and Families	<input type="checkbox"/> Provide care to 2-3 assigned patients <input type="checkbox"/> Nursing care plan-1 <input type="checkbox"/> Observation reports of OPD <input type="checkbox"/> Maintain drug book	<input type="checkbox"/> Assess each skill with check list <input type="checkbox"/> Assess performance with rating scale <input type="checkbox"/> Evaluation of observation report of OPD <input type="checkbox"/> Completion of activity record
Opht ham olog y	1	<input type="checkbox"/> Provide Care to patients with Eye disorders <input type="checkbox"/> Counsel and Educate patient and families	<input type="checkbox"/> Perform examination of eye <input type="checkbox"/> Assist with diagnostic procedures <input type="checkbox"/> Assist with therapeutic procedures <input type="checkbox"/> Perform/assist with Irrigations. <input type="checkbox"/> Apply eye bandage <input type="checkbox"/> Apply eye drops/ointments <input type="checkbox"/> Assist with foreign body	<input type="checkbox"/> Provide care to 2-3 assigned patients <input type="checkbox"/> Nursing care plan-1 <input type="checkbox"/> Observation reports of OPD and Eye bank <input type="checkbox"/> Maintain drug book	<input type="checkbox"/> Assess each skill with checklist <input type="checkbox"/> Assess performance with rating scale <input type="checkbox"/> Evaluation of observation report of OPD/Eye bank <input type="checkbox"/> Completion of activity record

Areas	Duration In wks	Objectives Posting	Skills to be developed	Assignments	Assessment Method
			removal. <input type="checkbox"/> Teach patients and Families		
Neurology	2	<input type="checkbox"/> Provide care to patients with neurological disorder <input type="checkbox"/> Counsel and educate patient and families	<input type="checkbox"/> Perform Neurological Examination <input type="checkbox"/> Use Glasgow coma scale <input type="checkbox"/> Assist with diagnostic procedures <input type="checkbox"/> Assist with therapeutic procedures <input type="checkbox"/> Teach patient and families <input type="checkbox"/> Participate in Rehabilitation Program	<input type="checkbox"/> Provide care to assigned 2-3 patients with neurological disorders. <input type="checkbox"/> Case study /Case presentation -1 <input type="checkbox"/> Maintains drug book <input type="checkbox"/> Health Teaching-1	<input type="checkbox"/> Assess each skill with checklist <input type="checkbox"/> Assess performance with rating scale <input type="checkbox"/> Evaluation of case study and health <input type="checkbox"/> Completion of activity record
Gynecology ward	1	<input type="checkbox"/> Provide care to Patients with gynecological disorders <input type="checkbox"/> Counsel and Educate patient and families	<input type="checkbox"/> Assist with gynecological Examination <input type="checkbox"/> Assist with diagnostic procedures <input type="checkbox"/> Assist with therapeutic procedures <input type="checkbox"/> Teach patients families <input type="checkbox"/> Teaching self Breast Examination <input type="checkbox"/> Assist with PAP <input type="checkbox"/> Smear collection	<input type="checkbox"/> Provide care to 2-3 assigned patients <input type="checkbox"/> Nursing care plan-1 <input type="checkbox"/> Maintain drug book	<input type="checkbox"/> Assess each skill with checklist <input type="checkbox"/> Assess performance with rating scale Evaluation of observation report of OPD / Eye bank <input type="checkbox"/> Completion of activity record
Burns Unit	1	Provide care	<input type="checkbox"/> Assessment of the burns patient Percentage of burns <input type="checkbox"/> Degree of burns.	<input type="checkbox"/> Provide care to 1-2 assigned patients <input type="checkbox"/> Nursing care plan-1 <input type="checkbox"/> Observation	Activity record

Areas	Duration In wks	Objectives Posting	Skills to be developed	Assignments	Assessment Method
			<input type="checkbox"/> Fluid and electrolyte replacement therapy <input type="checkbox"/> Assess <input type="checkbox"/> Calculate <input type="checkbox"/> Replace <input type="checkbox"/> Record intake/output <input type="checkbox"/> Care of Burn wounds <input type="checkbox"/> Bathing <input type="checkbox"/> Dressing <input type="checkbox"/> Perform active and passive exercises <input type="checkbox"/> Practice asepsis surgical asepsis <input type="checkbox"/> Counsel and Teach patients and families <input type="checkbox"/> Participate in rehabilitation program	report of Burns unit	
Oncology	1	<input type="checkbox"/> Provide care to Patients with cancer counsel and educate patient and families	<input type="checkbox"/> Screen for common cancers – TNM classification <input type="checkbox"/> Assist with diagnostic procedures <input type="checkbox"/> Biopsies <input type="checkbox"/> Pap smear <input type="checkbox"/> Bone-marrow aspiration <input type="checkbox"/> Breast examination <input type="checkbox"/> Assist with <input type="checkbox"/> Therapeutic <input type="checkbox"/> Participates in various modalities of	<input type="checkbox"/> Provide care to 2-3 assigned patients <input type="checkbox"/> Nursing care Plan – 1 <input type="checkbox"/> Observation report of cancer unit	<input type="checkbox"/> Assess each skill with checklist <input type="checkbox"/> Assess performance with rating scale <input type="checkbox"/> Evaluation of Care plan and observation report Completion of activity record

Areas	Duration In wks	Objectives Posting	Skills to be developed	Assignments	Assessment Method
			treatment <input type="checkbox"/> Chemotherapy <input type="checkbox"/> Radiotherapy <input type="checkbox"/> Pain management <input type="checkbox"/> Stomal therapy <input type="checkbox"/> Hormonal therapy <input type="checkbox"/> Immuno therapy <input type="checkbox"/> Gene therapy <input type="checkbox"/> Alternative therapy <input type="checkbox"/> Participate in palliative care <input type="checkbox"/> Counsel and teach patients families		
Critical Care Unit	2	<input type="checkbox"/> Provide care to critically ill patients <input type="checkbox"/> Counsel and families for grief and bereavement	<input type="checkbox"/> Monitoring of patients in ICU <input type="checkbox"/> Maintain flow sheet <input type="checkbox"/> Care of patient on ventilators <input type="checkbox"/> Perform Endotracheal suction <input type="checkbox"/> Demonstrates use of ventilators, cardiac monitors etc. <input type="checkbox"/> Collects specimens and interprets ABG analysis <input type="checkbox"/> Assist with arterial puncture <input type="checkbox"/> Maintain CV Line <input type="checkbox"/> Pulse oximetry <input type="checkbox"/> CPR-ALS	<input type="checkbox"/> Provide care to I assigned patient <input type="checkbox"/> Observation report of Critical care unit <input type="checkbox"/> Drugs book.	<input type="checkbox"/> Assess each skill with checklist <input type="checkbox"/> Assess per for mance with rating scale <input type="checkbox"/> Evaluation of observation report <input type="checkbox"/> Completion of activity record.

Areas	Duration In wks	Objectives Posting	Skills to be developed	Assignments	Assessment Method
			<input type="checkbox"/> Defibrillators <input type="checkbox"/> Pacemakers <input type="checkbox"/> Bag-mask ventilation <input type="checkbox"/> Emergency tray / trolley-Crash Cart <input type="checkbox"/> Administration of drugs infusion pump <input type="checkbox"/> Epidural <input type="checkbox"/> Intra thecal <input type="checkbox"/> Intracardiac <input type="checkbox"/> Total parenteral therapy <input type="checkbox"/> Chest physiotherapy <input type="checkbox"/> Perform active and passive exercise <input type="checkbox"/> Counsel the patient and family in dealing with grieving and bereavement		
Causality / emergency	1	<input type="checkbox"/> Provide care to patients in emergency and disaster situation <input type="checkbox"/> Counsel patient and families for grief and bereavement	<input type="checkbox"/> Practice 'triage'. <input type="checkbox"/> Assist with assessment, examination, investigations and their interpretations, in emergency and disaster situations <input type="checkbox"/> Assist in documentation <input type="checkbox"/> Assist in legal procedures in emergency unit <input type="checkbox"/> Participate in	<input type="checkbox"/> Observation <input type="checkbox"/> Report of Emergency Unit	<input type="checkbox"/> Assess Performance with rating scale <input type="checkbox"/> Evaluation of observation report <input type="checkbox"/> Completion of activity record

Areas	Duration In wks	Objectives Posting	Skills to be developed	Assignments	Assessment Method
			managing crowd <input type="checkbox"/> Counsel patient and Families in grief and Bereavement		

### EVALUATION

#### **INTERNAL ASSESSMENT**

<b>Theory</b>	(Maximum Marks 25)
<i>Periodical</i>	25
<i>Prefinal</i>	75
<i>Seminar</i>	100
<b>Total</b>	<b>200</b> (Send University Out of 25)

#### **PRACTICAL**

(Maximum Marks 50)

Nursing care plan ( ENT, Ophthalmology, Gynaec, Burns, Oncology)	5 x 25	125
Case presentation / case study- neuro	1 x 50	50
Health teaching	1 x 25	25
Clinical Evaluation ( Neurology and critical care unit)	2 x 100	200
<b>Total Marks</b>	<b>400</b>	

(Send University Out of 50)

#### **PRACTICAL EXAMINATION**

University Examination	
Theory Marks	75
Practical Marks	50

### FORMAT FOR NURSING CARE PLAN

1. **Patients Biodata:** Name, address, age, sex, religion, marital status, occupation, source of health care, date of admission, provisional diagnosis, date of surgery if any.
2. **Presenting complaints:** Describe the complaints with which the patient has come to hospital
3. **History of illness:** History of present illness – onset, symptoms, duration, precipitating /alleviating factors. History of past illness – illnesses, surgeries, allergies, immunizations, medications. Family history – family tree, history of illness in family members, risk factors, congenital problems, psychological problems.
4. **Economic status:** Monthly income and expenditure on health ,marital assets(ownpacca housecar, two wheeler, phone, TV etc...)
5. **Psychological status:** Ethnic background, (geographical information, culturalinformation) support system available
6. **Personal habits:** consumption of alcohol, smoking, tobacco chewing, sleep, exercise, and work elimination, nutrition.
7. **Physical examination with date and time**

#### 8. Investigations

Date	Investigation sdone	Normal value	Patient value	Inference

#### 9.Treatment

Sr.no	Drug (pharmacological name)	Dose	Frequency/ time	action	Side effects and drug interaction	Nurses responsibility

#### 10.Nursing process:

Patients name Date -

Date	Assessment	Nursing diagnosis	Objec tivity	Plan of care	Imple mentat ion	Rationale	Evaluation

**11. Discharge planning:**

It should include health education and discharge planning given to patient

**12. Evaluation of care**

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion

**CARE PLAN EVALUATION**

	<b>Mark</b>
1. History taking	03
2. Assessment and nursing diagnosis	05
3. Planning of care	05
4. Implementation and evaluation	08
5. Follow up care	02
6. Bibliography	02
<b>Total</b>	<b>25</b>

**FORMAT FOR CASE PRESENTATION**

1. **Patients Biodata:** Name, address, age, sex, religion, marital status, occupation, source of health care, date of admission, provisional diagnosis, date of surgery if any
2. **Presenting complaints:** Describe the complaints with which the patient has come to hospital
3. **History of illness -**  
History of present illness – onset, symptoms, duration, precipitating /alleviating factors  
History of past illness – illnesses, surgeries, allergies, immunizations, medications  
Family history – family tree, history of illness in family members, risk factors, congenital problems, psychological problems.
4. **Economic status:** Monthly income and expenditure on health, marital assets (own house, car, two wheeler, phone, TV etc...)
5. **Psychological status:** Ethnic background, (geographical information, cultural information) support system available
6. **Personal habits:** Consumption of alcohol, smoking, tobacco chewing, sleep, exercise, and
7. **Physical examination with date and time**
8. **Investigations**

Date	Investigation done	Normal value	Patient value	Inference

**9. Treatment**

Sr.no	Drug (pharmacological name)	Dose	Frequency / time	action	Side effects and drug interaction	Nurses responsibility

**10. Description of disease**

**11. Definition, related anatomy physiology, etiology, risk factors, clinical features, management and nursing care.**

**12. Clinical features of the disease condition**

Clinical features present in the book	Description of clinical features of patient	pathophysiology

**13. Nursing process:**

Patients name Date –

Date	Assessment	Nursing diagnosis	Objectivity	Plan of care	Implementation	Rationale	Evaluation

**14. Discharge planning:**

It should include health education and discharge planning given to patient

**15. Evaluation of care**

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion

**EVALUATION FORMAT FOR CASE PRESENTATION**

	<b>Mark</b>
1. Assessment/introduction	05
2. Knowledge and understanding of disease	10
3. Nursing care plan	15
4. Presentation skill	10
5. A.V. aids	05
6. Overall	
Summary and conclusion	03
Bibliography	02
<b>Total</b>	<b>50</b>

**FORMAT FOR CASE STUDY**

Format is similar to case presentation but should be in detail The nursing care given to the patient should be at least for 5 continuous days

**EVALUATION FORMAT FOR CASE STUDY**

	<b>Mark</b>
1. Assessment/introduction	05
2. Knowledge and understanding of disease	15
3. Nursing care plan	20
4. Discharge plan	05
5. Summary and conclusion	02
6. Bibliography	03
<b>Total</b>	<b>50</b>

**EVALUATION FORMAT FOR HEALTH TALK**

Name of the student: \_\_\_\_\_  
 Area of experience: \_\_\_\_\_  
 Period of experience: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No	Particular	1	2	3	4	5	Score
	<b>I) Planning and organization</b>						
	a) Formulation of attainable objectives						
	b) Adequacy of content						
	c) Organization of subject matter						
	d) Current knowledge related to subject Matter						
	e) Suitable A.V.Aids						
	<b>II) Presentation:</b>						
	a) Interesting						
	b) Clear Audible						
	c) Adequate explanation						
	d) Effective use of A.V. Aids						
	e) Group Involvement						
	f) Time Limit						
	<b>III) Personal qualities:</b>						
	a) Self confidence						
	b) Personal appearance						
	c) Language						
	d) Mannerism						
	e) Self awareness of strong and weak points						

Sr. No	Particular	1	2	3	4	5	Score
	<b>IV) Feed back:</b>						
	a) Recapitulation						
	b) Effectiveness						
	c) Group response						
	<b>V) Submits assignment on time</b>						

**Total 100 Mark** 100 Marks will be converted into 25

Signature of Teacher

Signature Of Student

### CLINICAL EVALUATION FORMAT

Name of the student -

Year -

Area of clinical experience -

Duration of posting in week -

Name of the supervisor -

Scores:- 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Evaluation Criteria	Grades				
		5	4	3	2	1
<b>I</b>	<b>Personal and Professional behavior</b>					
1	Wears clean and neat uniform and well groomed.					
2	Arrives and leaves punctually					
3	Demonstrates understanding of the need for quietness in speech and manner and protects the patient from undue notice.					
4	Is notably poised and effective even in situations of stress					
5	Influential and displaced persuasive assertive leadership behaviour					
<b>II</b>	<b>Attitude to Co-workers and patients</b>					
6	Works well as member of nursing team					
7	Gives assistance to other in clinical situations					
8	Understands the patient as an individual					
9	Shows skills in gaining the confidence and co-operation of patients and relatives, tactful and considerate.					
<b>III</b>	<b>Application of knowledge</b>					
10	Possess sound knowledge of medical surgical conditions.					
11	Has sound knowledge of scientific principles					

Sr. No.	Evaluation Criteria	Grades			
12	Able to correlate theory with practice				
13	Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.				
14	Takes interest in new learning from current literature and seeks help from resourceful people.				
IV	<b>Quality of clinical skill</b>				
15	Identifies problems and sets priorities and grasps essentials while performing duties				
16	Applies principles in carrying out procedures and carries out duties promptly.				
18	Resourceful and practices economy of time material and energy.				
19	Observes carefully, reports and records signs and symptoms and other relevant information.				
20	Uses opportunities to give health education to patients and relatives				
		<b>Total</b>			

**GRADE**

Excellent = 80–100 %

Very good = 70 –79 %

Good = 60 – 69 %

Satisfactory = 50–59%

Poor = Below 50%

Remarks for improvement:

Student's Remark:

Signature of the student:

**V SEMESTER B.SC NURSING MEDICAL SURGICAL NURSING**

**EVALUATION OF SEMINAR**

Date: \_\_\_\_\_

Name of the Student Nurse: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Subject: \_\_\_\_\_

Topic: \_\_\_\_\_

Grade Given: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

Sr No.	Criteria	1	2	3	4	5	Remarks
1.	Knowledge of subject matter a) Organization of subject matter. b) Classification of ideas with appropriate and interesting ideas. c) Depth and mastery of subject. d) Anticipated question and has prepared for answer. e) Selection and organization of A.V. aids f) Integration and correlation with other subject matters g) Submitted in time for correction						
2.	<b>Organization and management of classes</b> a) Budgeting of time b) Asked questions for classification c) Class participation						
3.	<b>Effectiveness of seminar</b> a) Introduction of Topic b) Ability to hold student attention c) Stimulate student participation						
4.	<b>Effectiveness of seminar</b> a) Questioning clear and stimulating b) Maintaining learning atmosphere c) Use of Black Board						
5.	<b>Personal Appearance</b> a) Neatness and professional appearance b) Degree of self confidence c) Language (Appropriate correct, clear, tone, mannerism) d) Punctuality (Starting lesson, completing lesson)						
	<b>Total marks out of 100</b>						

## **MENTAL HEALTH NURSING**

### **PLACEMENT- V SEMESTER**

**TIME: THEORY- 90 HRS.**

**PRACTICAL – 270 HRS.**

#### **COURSE DESCRIPTION:**

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

#### **SPECIFIC OBJECTIVES:**

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

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

**MENTAL HEALTH NURSING**

<b>U nit</b>	<b>Time Hrs</b>	<b>Learning Objective</b>	<b>Content</b>	<b>Teaching Learning Activity</b>	<b>Assess ment Method</b>
1	5	<ul style="list-style-type: none"> <li>• Describes the historical development and current trends in mental health nursing</li> <li>• Describe the epidemiology of mental health problems</li> <li>• Describe the National Mental Health Act, programmes and mental health policy.</li> <li>• Discusses the scope of mental health nursing</li> <li>• Describe the concept of normal and abnormal behaviour.</li> </ul>	<p><b>Introduction</b></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 Act</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>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Short answer</li> <li>• Assessment of the field visit reports</li> </ul>
2	5	<ul style="list-style-type: none"> <li>• Defines the various</li> </ul>	<p><b>Principles and Concepts of Mental Health Nursing</b></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> </ul>

		<p>terms used in mental health Nursing.</p> <ul style="list-style-type: none"> <li>• Explains the classification of mental disorders.</li> <li>• Explain psychodynamics of maladaptive behaviour.</li> <li>• Discuss the etiological factors, psychopathology of mental disorders.</li> <li>• Explain the Principles and standards of Mental Health Nursing.</li> <li>• Describe the Conceptual models of mental health nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Definition : mental health nursing and terminology used</li> <li>• Classification of mental disorders: ICD.</li> <li>• Review of personality development, defense mechanisms.</li> <li>• Maladaptive behaviour of individuals and groups: stress, crises and disaster(s).</li> <li>• Etiology: bio-psycho-social factors.</li> <li>• Psychopathology of mental disorders: review of structure and function 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 : <ol style="list-style-type: none"> <li>1. Existential Model.</li> <li>2. Psycho-analytical models.</li> <li>3. Behavioral; models.</li> <li>4. Interpersonal model.</li> </ol> </li> </ul>	<p>n</p> <ul style="list-style-type: none"> <li>• Explain using Charts.</li> <li>• Review of personality development.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer.</li> <li>• Objective type</li> </ul>
3	8	<ul style="list-style-type: none"> <li>• Describe nature, purpose and process of assessment of mental health status</li> </ul>	<p><b>Assessment of mental health status.</b></p> <ul style="list-style-type: none"> <li>• History taking.</li> <li>• Mental status examination.</li> <li>• Mini mental status examination.</li> <li>• Neurological examination: Review.</li> <li>• Investigations : Related</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>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills</li> </ul>

			Bloodchemistry, EEG, CT and MRI. ● Psychological tests Role and responsibilities of nurse.	session ● Clinical practice	with check list.
4	6	<ul style="list-style-type: none"> <li>● Identify therapeutic communication techniques</li> <li>● Describe Therapeutic relationship.</li> <li>● Describe Therapeutic impasse and its intervention.</li> </ul>	<b>Therapeutic communication and nurse-patient relationship</b> <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 patientcontract</li> <li>● Review of technique of IPR-Johari Window</li> <li>□ Goals, phases, tasks, therapeutic techniques.</li> <li>● Therapeutic impasse and its intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Demonstration</li> <li>● Role play</li> <li>● Process recording</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Objective type</li> </ul>
5	14	<ul style="list-style-type: none"> <li>● Explain treatment modalities and therapies used in mental disorders and role of the nurse.</li> </ul>	<b>Treatment modalities and therapies used in mental disorders.</b> <ul style="list-style-type: none"> <li>● Psycho Pharmacology</li> <li>● Psychological therapies : Therapeutic community, psychotherapy – Individual: psycho - analytical, cognitive and 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>● Psychosocial rehabilitation process</li> <li>● Occupational therapy.</li> <li>● Physical Therapy: electro convulsive therapy.</li> <li>● Geriatric considerations Role of nurse in above therapies.</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● discussion</li> <li>● Demonstration</li> <li>● Group work.</li> <li>● Practice session</li> <li>● Clinical practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Essay type</li> <li>● Short answers</li> <li>● Objective type</li> </ul>

6	5	<ul style="list-style-type: none"> <li>• Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation.</li> </ul>	<p><b>Nursing management of patient with Schizophrenia, and other psychotic disorders</b></p> <ul style="list-style-type: none"> <li>• Classification : ICD</li> <li>• Etiology, psycho-athology, types, clinical manifestations, diagnosis</li> <li>• Nursing Assessment- History, Physical and mental assessment.</li> <li>• Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders</li> <li>• Geriatric considerations</li> <li>• Follow – up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient management problems</li> </ul>
7	5	<ul style="list-style-type: none"> <li>• Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with mood disorders.</li> </ul>	<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-athology, clinical manifestations, diagnosis.</li> <li>• Nursing Assessment - istory, Physical and mental assessment.</li> <li>• Treatment modalities and nursing management of patients with mood disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient management problems</li> </ul>

8	8	<ul style="list-style-type: none"> <li>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders.</li> </ul>	<p><b>Nursing management of patient with neurotic, stress related and somatization disorders</b></p> <ul style="list-style-type: none"> <li>Anxiety disorder, Phobias, Dissociation and Conversion disorder, Obsessive compulsive disorder, somatoform disorders, Posttraumatic stress disorder.</li> <li>Etiology, psychopathology, clinical manifestations, diagnosis</li> <li>Nursing Assessment-history, Physical and mental assessment</li> <li>Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders.</li> <li>Geriatric considerations</li> <li>Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assessment of patient management problems</li> </ul>
9	5	<ul style="list-style-type: none"> <li>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorders</li> </ul>	<p>Nursing management of patient with substance use disorders</p> <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 and physical dependence, withdrawal syndrome, diagnosis.</li> <li>Nursing Assessment-History, Physical, mental assessment and drug assay</li> <li>Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction) and nursing management of</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assessment of patient management problems</li> </ul>

			<p>patients with substance usedisorders.</p> <ul style="list-style-type: none"> <li>•Geriatric considerations</li> <li>•Follow - up and home careand rehabilitation.</li> </ul>		
10	4	<ul style="list-style-type: none"> <li>• Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with personality , Sexual and Eating disorders</li> </ul>	<p><b>Nursing management of patient with Personality, Sexual and Eating disorders</b></p> <ul style="list-style-type: none"> <li>•Classification of disorders</li> <li>• Etiology, psychopathology, characteristics, diagnosis.</li> <li>• Nursing Assessment – History, Physical and mental assessment.</li> <li>• Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home careand rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient management problems</li> </ul>
11	6	<ul style="list-style-type: none"> <li>• Describe the etiology ,psychopathology,clinical manifestations, diagnostic criteria and management of childhood and adolescent including mental deficiency</li> </ul>	<p><b>Nursing management of childhood and adolescent disorders including mental deficiency</b></p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Etiology, psychopathology, characteristics, diagnosis</li> <li>• Nursing Assessment- History, Physical, mentaland IQ assessment</li> <li>• Treatment modalities andnursing management of childhood disorders including mental deficiency</li> <li>• Follow-up and home careand rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient management problems</li> </ul>
12	5	<ul style="list-style-type: none"> <li>• Describe the etiology psychopathology, clinical</li> </ul>	<p><b>Nursing management of organic brain disorders</b></p> <ul style="list-style-type: none"> <li>• Classification : ICD?</li> <li>• Etiology, psychopathology,clinical features,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

		manifestations, diagnostic criteria and management of organic brain disorders	diagnosis and Differential diagnosis (parkinsons and alzheimers) <ul style="list-style-type: none"> <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>	discussion <ul style="list-style-type: none"> <li>• Case presentation</li> <li>□ □ Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of patient management problems</li> </ul>
13	6	<ul style="list-style-type: none"> <li>• Identify psychiatric emergencies and carry out crisis intervention</li> </ul>	<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 practice</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
14	4	<ul style="list-style-type: none"> <li>• Explain legal aspects applied in mental health settings and role of the nurse</li> </ul>	<b>Legal issues in Mental Health Nursing</b> <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> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

			• Role and responsibilities of nurse		
15	4	<ul style="list-style-type: none"> <li>• Describe the model of preventive psychiatry</li> <li>• Describe Community Mental health services and role of the nurse</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community Mental Health Nursing</b></li> <li>• Development of Community Mental Health Services:</li> <li>• National Mental Health Programme</li> <li>• Institutionalization Versus De institutionalization</li> <li>• Model of Preventive psychiatry : Levels of Prevention</li> <li>• Mental Health Services available at the primary, secondary, tertiary levels 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>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Clinical /field practice</li> <li>• Field visits to mental health service agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objectivetype</li> <li>• Assessment of the field visits reports</li> </ul>

#### REFERENCES (Bibliography:)

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- 3) M.S. Bhatia, A concised text Book of Psychiatric Nursing, CBS publishers and distributors, Delhi 2nd ed. 1999.
- 4) M.S. Bhatia, Essentials of Psychiatry, CBS publishers and distributors, Delhi
- 5) Mary C Townsend. "Psychiatric Mental Health Nursing". Concept of care, 4th edition. F.A.Davis Co. Philadelphia 2003.
- 6) Bimla Kapoor, Psychiatric nursing , Vol. I and II Kumar publishing house Delhi, 2001
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- 8) The ICD10, Classification of mental and behavioural disorders, WHO, A.I.T.B.S. publishers, Delhi 2002
- 9) De Souza Alan, De Souza Dhanlaxmi, De Souza A, "National series – Child psychiatry" 1st ed, Mumbai, The National Book Depot, 2004
- 10) Patricia, Kennedy, Ballard, "Psychiatric Nursing Integration of Theory and Practice", USA, Mc Graw Hill 1999.
- 11) Kathernic M. Fort in ash, Psychiatric Nursing Care plans, , Mossby Year book. Toronto
- 12) Sheila M. Sparks, CynthiaM. Jalor, Nursing Diagnosis reference manual 5th edition, , Spring house, Corporation Pennsychiram's
- 13) R. Sreevani, A guide to mental health and psychiatric nursing, Jaypee brothers, Medical Publishers p (ltd)\_,New Delhi 1st edition.
- 14) R. Baby, Psychiatric Nursing N.R. Brothers, Indore, 1st edition 2001.
- 15) Varghese Mary, Essential of psychiatric and mental health nursing,
- 16) Foundations Journals of mental health nursing
- 17) American Journal of Psychiatry
- 18) Deborah AntaiOtoing. "Psychiatric Nursing" Biological and behavioral concepts. Thomson. Singapore 2003
- 19) Mary Ann Boyd. "Psychiatric Nursing". Contemporary practice. Lippincott. Williams and Wilkins. Tokyo.

## **INTERNET RESOURCES –**

1. Internet Gateway : Psychology  
<http://www.lib.uiowa.edu/gw/psych/index.html>
2. Psychoanalytic studies  
<http://www.shef.ac.uk~psysc/psastud/index.html>
3. Psychiatric Times  
<http://www.mhsource.com.psychiatrictimes.html>
4. Self-help Group sourcebook online  
<http://www.cmhe.com/selfhelp>
5. National Rehabilitation Information center  
<http://www.nariic.com/naric>
6. Centre for Mental Health Services  
<http://www.samhsaa.gov/cmhs.htm>
7. Knowledge Exchange Network  
<http://www.mentalhealth.org/>
8. Communication skills  
<http://www.personal.u-net.com/osl/m263.htm>
9. Life skills Resource center  
<http://www.rpeurifooy.com>
10. Mental Health Net  
<http://www.cmhe.com>

### MENTAL HEALTH NURSING – PRACTICAL

**Placement:** V Semester

**Time:** Practical – 270 Hours (9 Weeks)

Areas	Duration in weeks	Objectives	Skills	Assignments	Assessment methods
Psychiatric OPD	1	<ul style="list-style-type: none"> <li>• Assess patients with mental health problems</li> <li>• Observe and assist in therapies</li> <li>• Counsel and Educate patient, and families</li> </ul>	<ul style="list-style-type: none"> <li>• History taking</li> <li>• Perform mental status examination (MSE)</li> <li>• Assist in Psychometric assessment</li> <li>• Perform Neurological examination</li> <li>• Observe and assist in therapies</li> <li>• Teach patients and family members</li> </ul>	<ul style="list-style-type: none"> <li>• History taking and Mental status examination-2</li> <li>• Health education-1</li> <li>• Observation report of OPD</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of health education</li> <li>• Assessment of observation report</li> <li>• Completion of activity record.</li> </ul>
Child Guidance clinic	1	<ul style="list-style-type: none"> <li>• Assessment of children with various mental health problems</li> <li>• Counsel and educate children, families and significant others</li> </ul>	<ul style="list-style-type: none"> <li>• History taking</li> <li>• Assist in psychometric assessment</li> <li>• Observe and assist in various therapies</li> <li>• Teach family and significant others</li> </ul>	<ul style="list-style-type: none"> <li>• Casework-1</li> <li>• Observation report of different therapies -1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of the observation report</li> </ul>
Inpatient ward	6	<ul style="list-style-type: none"> <li>• Assess patients with mental health problems</li> </ul>	<ul style="list-style-type: none"> <li>• History taking</li> <li>• Perform mental status examination (MSE)</li> </ul>	<ul style="list-style-type: none"> <li>• Give care to 2-3 patients with</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> </ul>

Areas	Duration in weeks	Objectives	Skills	Assignments	Assessment methods
		<ul style="list-style-type: none"> <li>To provide nursing care for patients with various mental health problems</li> <li>Assist in various therapies</li> <li>Counsel and Educate patients, families and significant others</li> </ul>	<ul style="list-style-type: none"> <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> </ul>	various mental disorders <ul style="list-style-type: none"> <li>Case study 1</li> <li>Care plan-2 (based on nursing process)</li> <li>Clinical Presentation I</li> <li>Process recording 1</li> <li>Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>Assess each skill with checklist</li> <li>Evaluation of the case study care plan, clinical presentation, process recording</li> <li>Completion of activity record.</li> </ul>
			<ul style="list-style-type: none"> <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>		
Community psychiatry	1	<ul style="list-style-type: none"> <li>To identify patients with various mental disorders</li> <li>To motivate patients for</li> </ul>	<ul style="list-style-type: none"> <li>Conduct case work</li> <li>Identify individuals with mental health problems</li> <li>Assists in</li> </ul>	<ul style="list-style-type: none"> <li>Case work- 1</li> <li>Observation report on field visits</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Evaluation</li> </ul>

Areas	Duration in weeks	Objectives	Skills	Assignments	Assessment methods
		early treatment and followup • To assist in follow up clinic • Counsel and educate patient, family and community	mental health camps and clinics • Counsel and Teach family members, patients and community		of case work and observation report • Completion of activity record

***EVALUATION (Internal Assessment)***

<b><i>Theory</i></b>	<b><i>Maximum Marks</i></b>	<b><i>25</i></b>
<i>Periodical</i>		<i>25</i>
<i>Prefinal</i>		<i>75</i>
<i>Seminar</i>		<i>100</i>
<b><i>Total 200 (Sent to University out of 25)</i></b>		
<b><i>Practical</i></b>	<b><i>Maximum Marks</i></b>	<b><i>50</i></b>
<i>Nursing care plan</i>	<i>2 x 25</i>	<i>50</i>
<i>Case presentation</i>	<i>1x 50</i>	<i>50</i>
<i>Case study</i>	<i>1x 50</i>	<i>50</i>
<i>Health teaching</i>	<i>1 x 25</i>	<i>25</i>
<i>History taking and mental status examination</i>	<i>2 x 50</i>	<i>100 and process recording</i>
<i>Observation report of various therapies in psychiatry</i>	<i>1x 25</i>	<i>25</i>
<i>Clinical Evaluation</i>	<i>2 x 100</i>	<i>200</i>
<b><i>Total marks</i></b>		<b><i>450</i></b>
<b><i>Practical examination</i></b>		
<i>Periodic viva</i>		<i>25</i>
<i>Midterm</i>		<i>50</i>
<i>Prefinal</i>		<i>50</i>
<b><i>Total marks</i></b>		<b><i>125</i></b>
<b><i>Final total 575 (Sent to University out of 50) University examination</i></b>		
Theory	75	
Practical	50	

## NURSING CARE PLAN

1. **Patients Biodata:** Name, sex, bed No., hosp Reg. No, marital status, religion, literacy, language, nationality, identification mark, address, date of admission, method of admission, date of discharge, duration of hospitalization, final diagnosis, informant.

**Presenting complaints:** Describe the complaints with which the patient has come to hospital

2. **History of illness:** This includes the following data such as presenting complaints with duration, history of presenting complaints, past history of illness, personal history, legal history, family history, personality (Personality prior to illness)
3. **History of present illness** – onset, symptoms, duration, precipitating/ alleviating factors nature of problem, associated problems ( disturbance in sleep, appetite, wt), effect of present illness on ADL, patients understanding regarding present problem

**History of past illness** – illnesses, surgeries, allergies, immunizations, medications, history of past hospitalization for psychiatric illness, any complication e.g. suicidal attempt, completeness of recovery.

**Personal history:** Birth, early development, educational, occupational, menstrual, sexual, marital, religious, social activity, interests and hobbies.

**Legal history:** any arrest imprisonment ,divorce etc...

**Family history** – family tree, type of family, parental history, occupation, history of illness in family members, risk factors, congenital problems, psychological problems, family dynamics, family events (initiating and exacerbating illness)

**Personality history:** personality traits, habits, hobbies, interest, belief, attitudes, social relationship, coping resources, alcohol or drug use, any criminal record.

#### 4 Mental status examination with conclusion.

#### 5. Investigations

Date	Investigations done	Normal value	Patient value	Inference

**6. Treatment**

Sr. No.	Drug (pharmacological name)	Dose	Frequency / Time	Action	Side effects and drug interaction	Nursing responsibility

**7. Nursing process:**

Patients name :                      Date :                      Ward :

Date	Assessment	Nursing Diagnosis	Objective	Plan of care	Implementation	Rationale	Evaluation

**Discharge planning:**

It should include health education and discharge planning given to patient

**8. Evaluation of care**

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion.

## CARE PLAN EVALUATION

Evaluation Criteria For Nursing Care Plan –

<b>Sr. Topic</b>	<b>Max Marks</b>
1. History	05
2. M.S.E. and Diagnosis	05
3. Management and Nursing. Process	10
4. Discharge planning and evaluation	03
5. Bibliography	02
<b>Total</b>	<b>25</b>

### FORMAT FOR CASE PRESENTATION

- 1. Patients Biodata:** Name, sex, bed No., hosp Reg. No, marital status, religion, literacy, language, nationality, identification mark, address, date of admission, method of admission, date of discharge, duration of hospitalization, final diagnosis, informant.
- 2. Presenting complaints:** Describe the complaints with which the patient has come to hospital
- 3. History of illness:** This includes the following data such as presenting complaints with duration, history of presenting complaints, past history of illness, personal history, legal history, family history, personality (Personality prior to illness)
  - a. History of present illness** – onset, symptoms, duration, precipitating / alleviating factors, nature of problem, associated problems ( disturbance in sleep, appetite, wt ), effect of present illness on ADL, patients understanding regarding present problem
  - b. History of past illness** – illnesses, surgeries, allergies, immunizations, medications, history of past hospitalization for psychiatric illness, any complication e.g. suicidal attempt, completeness of recovery.
  - c. Personal history:** Birth, early development, educational, occupational, menstrual, sexual, marital, religious, social activity, interests and hobbies.
  - d. Legal history:** any arrest imprisonment, divorce etc...
  - e. Family history** – family tree, type of family, parental history, occupation, history of illness in family members, risk factors, congenital problems, psychological problems, family dynamics, family events (initiating and exacerbating illness)
  - f. Personality history:** personality traits, habits, hobbies, interest, belief, attitudes, social relationship, coping resources, alcohol or drug use, any criminal record.

**4. Mental status examination with conclusion**

**5. Description of disease**

Definition, etiology, risk factors, clinical features, management and nursing care  
Clinical features of the disease condition

Clinical features present in the book	Description of clinical features of patient	Pathophysiology

**6. Investigations**

Date	Investigations done	Normal value	Patient value	Inference

**7. Treatment**

Sr. No.	Drug (pharmacological name)	Dose	Frequency / Time	Action	Side effects and drug interaction	Nursing Responsibility

**Other modalities of treatment in detail**

**8. Nursing process:**

Patients name                      Date                                      Ward

Date	Assessment	Nursing Diagnosis	Objective	Plan of care	Implementation	Rationale	Evaluation

**Discharge planning:**

It should include health education and discharge planning given to patient

**9. Evaluation of care**

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion.

### EVALUATION CRITERIA FOR CASE PRESENTATION

<b>Sn. Topic</b>	<b>Max Marks</b>
1. Orientation of History	10
2. M.S.E.	10
3. Summarization and Formulation of diagnosis	10
4. Management and evaluation of care	10
5. Style of presentation	05
6. Bibliography	05
<b>Total</b>	<b>50</b>

### FORMAT FOR CASE STUDY

Format is similar to case presentation but should be in detail. The nursing care given to the patient should be at least for 5 continuous days

### EVALUATION FORMAT FOR CASE STUDY

<b>Sn Content</b>	<b>Marks</b>
1 History and MSE	10
2 Knowledge and understanding of disease	15
3 Nursing care plan	20
4 Discharge plan and evaluation	02
5 Bibliography	03
<b>Total</b>	<b>50</b>

### EVALUATION FORMAT FOR HEALTH TALK

Name of the student: \_\_\_\_\_

Area of experience:  
\_\_\_\_\_

Period of experience:  
\_\_\_\_\_

Supervisor:  
\_\_\_\_\_

Total 100 marks

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5	Score
1.	<p><b>I) Planning and organization</b></p> <ul style="list-style-type: none"> <li>a) Formulation of attainable objectives</li> <li>b) Adequacy of content</li> <li>c) Organization of subject matter</li> <li>d) Current knowledge related to subject Matter</li> <li>e) Suitable A.V. Aids</li> </ul> <p><b>II) Presentation:</b></p> <ul style="list-style-type: none"> <li>a) Interesting</li> <li>b) Clear Audible</li> <li>c) Adequate explanation</li> <li>d) Effective use of A.V. Aids</li> <li>e) Group Involvement</li> <li>f) Time Limit</li> </ul> <p><b>III) Personal qualities:</b></p> <ul style="list-style-type: none"> <li>a) Self confidence</li> <li>b) Personal appearance</li> <li>c) Language</li> <li>d) Mannerism</li> <li>e) Self awareness of strong and weak points</li> </ul> <p><b>IV) Feed back:</b></p> <ul style="list-style-type: none"> <li>a) Recapitulation</li> <li>b) Effectiveness</li> <li>c) Group response</li> </ul> <p><b>V) Submits assignment on time</b></p>						

\* 100 marks will be converted into 25

**FORMAT FOR PSYCHIATRIC CASE HISTORY MENTAL STATUS  
EXAMINATION AND PROCESS RECORDING**

**PSYCHIATRIC CASE HISTORY**

- Biodata of the Patient
- Informant
- Reability
- Reason for referral
- Chief complaints with duration
- History of present illness
- History of past illness
- Family history of illness
  - a. Family history  
(Draw family tree, write about each family members and relations with patient mention any history of mental illness, epilepsy renouncing the world.)
  - b. Socio-economic data
- Personal History
  1. Prenatal and perinatal
  2. Early Childhood
  3. Middle Childhood
  4. Late childhood
  5. Adulthood
    - b. Education History
    - c. Occupational History
    - d. Marital History
    - e. Sexual History
    - f. Religion
    - g. Social activity, interests and hobbies.
- Pre-morbid personality
- Physical examination
- Diagnosis and identification of psychosocial stressors

**EVALUATION CRITERIA FOR PSYCLATRIC CASE HISTORY**

<b>SN</b>	<b>Topic</b>	<b>Max Marks</b>
1.	Format	02
2.	Organization of history of present illness	05
3.	Past History of illness	03
4.	Family history of illness	03
5.	Pre morbid personality	03
6.	Examination	02
7.	Diagnosis	02
	<b>Total</b>	<b>20</b>

## MENTAL STATUS EXAMINATION

### 1. General Appearance and behaviour and grooming:

LOC- Conscious/ semiconscious/ unconscious

Body Built- Thin  
Moderate  
Obese  
Hygiene- Good  
Fair.  
Poor

Dress- Proper/clean  
According to the season  
Poor-Untidy, Eccentric, Inappropriate.

Hair- Good Combined in position.  
Fair  
Poor  
Disheveled

Facial expression-  
Anxious  
Depressed  
Not interested  
Sad looking  
Calm  
Quiet  
Happy  
Healthy/Sickly  
Maintains eye contact  
Young / Old  
Any other

### 2. Attitude:-

Cooperative	Seductive
Friendly (mania)	1. Attention seeking
Trustful (mania)	2. Dramatic
Attentive	3. Emotional
Interested	Evasive
Negativistic	Defensive
Resistive Guarded	Paranoia
Non-caring	
Any other	

### 3. Posture:-

Good – Straight/proper  
Relaxed  
Rigid/Tense/Unsteady  
Bizarre Position  
Improper – Explain

4. Gait, Carriage and Psychomotor activities:-

Walks straight / coordinated movements  
Uncoordinated movements  
Mannerism / Stereotypes / Echolalia  
Purposeless/hyperactivity/aimless/purposeless activity  
Hypo activity/Tremors/Dystonia  
Any other

5. Mood and affect:-

Mood- Pervasive and sustained emotions that colour the person's perception of the world.  
Range of mood: Adequate  
Inadequate  
Constricted  
Blunt (sp)  
Labile  
(Frequent changes)  
Affect: Emotional state of mind, person's present emotional response.  
Congruent / Incongruent  
Relevance/Irrelevant  
Appropriateness-according to situations  
Inappropriate- Excited  
Not responding  
Sad  
Withdrawn  
Depressed  
Any other

6. Stability and range of mood:

Extreme  
Normal  
Any other

7. Voice and speech / stream of talk:

Language- Written  
Spoken  
Intensity- Above normal  
Normal  
Below normal  
Quantity- Above normal  
Normal  
Below normal  
Quality- Appropriate  
Inappropriate

Rate of production:- Appropriate / Inappropriate

Relevance- Relevant / Irrelevant

Reaction time-Immediate / Delayed

Vocabulary - Good / Fair /Poor.

Rate, quality, amount and form:- under pressure, retarded, blocked, relevant, logical, coherent, concise, illogical, disorganized, flight of ideas, neologisms, word salad. Circumstantialities. Rhyming, punning, loud. Whispered. Screaming etc.

#### 8. Perception:-

The way, we perceive our environment with senses.

Normal / Abnormal

A) Illusion:- misinterpretation of perception

B) Hallucination:- False perception in absence of stimuli.

1. Visual-not in psychiatric – Organic Brain Disorder.

2. Auditory

a. Single      b. Conversation      c. Command

3. Kinaesthetic hallucinations: Feeling movement when none occurs.

C) Depersonalization and derealization

D) Other abnormal perceptions

Déjà vu/Deja pense/Deja entendu/Deja raconte/Deja eprouve/

Deja fait/Jamais

#### 9. Thought process / thinking

At formation level-

At content – continuity / lack of continuity

I. At progress level / stream

a. Disorders of Tempo

\* Schizophrenia talking-Epilepsy

- Loose association

- Thought block

- Flight of ideas

\* Circumstantial talking – Epilepsy

\* Tangential-taking with out any conclusion

\* Neologism – New words invented by patients.

\* Incoherence

b. Disorders of continuity

\* Perseveration:- Repetition of the same words over and over again.

\* Blocking:- Thinking process stops altogether.

\* Echolalia: - Repetition of the interviewer's word like a parrot.

II. Possession and control

- \* Obsessions: - Persistent occurrence of ideas, thoughts, images, impulses or phobias.
- \* Phobias: - Persistent, excessive, irrational fear about a real or an imaginary object, place or a situation.
- \* Thought alienation:- The patient thinks that others are participating in his thinking. \* Suicidal/homicidal thoughts.

III. Content:-

- \* Primary Delusion:- Fixed unshakable false beliefs, and they cannot be explained on the basis of reality.
- \* Delusional mood
- \* Delusional perception
- \* Sudden delusional ideas
- \* Secondary delusion

Content of Delusions:-

- Persecution.
- Self reference
- Innocence
- Grandiosity
- Ill health or Somatic function
- Guilt
- Nihilism
- Poverty
- Love or erotomania
- Jealousy or infidelity

10. Judgment:-

According to the situation e.g. (If one inmate accidentally falls in well & you do)

11. Insight:-

Awareness

Reason for hospitalization

Accepts / Not accepts / Accepts fees treatment not required

Types - Intellectual-awareness at mental level

Emotional – aware and accepts Duration

12. Orientation:

Oriented to – time

Place

Person

13. Memory:-

Fairs / Festival

Surrounding environment

PM of country

CM of state

15. Attention:-

Normal  
Moderate  
Poor attention  
Any other

16. Concentration:-

Good  
Fair  
Poor  
Any other

17. Special points:-

Bowel and bladder habits  
Appetite  
Sleep  
Libido  
Any other

Instructions for filling the MSE format:

1. Tick wherever relevant
2. Write brief observations wherever relevant
3. Based on the observations make the final conclusion

#### EVALUATION CRITERIA FOR M.S.E.

SN. Topic	Max Marks
1. Format	02
2. Content (Administration of test and inference)	12
3. Examination skill	04
4. Bibliography	02
<b>Total</b>	<b>20</b>

#### FORMAT PROCESS RECORDING

1. Identification data of the patient.
2. Presenting Complaints
  - a. According to patient
  - b. According to relative
3. History of presenting complaints
4. Aims and objectives of interview
  - a. Patients point of view
  - b. Students point of view
5. 1st Interview
  - Date
  - Time
  - Duration

**Specific objective**

SN	Participants	Conversation	Inference	Technique used

6. Summary

Summary of inferences

Introspection

Interview techniques used: Therapeutic/ Non therapeutic

7. over all presentation and understanding.

8. Termination.

**EVALUATION FORMAT OF PROCESS RECORDING**

History taking	02
Interview technique	03
Inferences drawn from interview	03
Overall understanding	02
<b>Total Marks</b>	<b>10</b>

**OBSERVATION REPORT OF VARIOUS THERAPIES**

**ECT CARE STUDY**

Select a patient who has to get electro convulsive therapy  
Preparation of articles for ECT  
Preparation of physical set up

- Waiting room
- ECT room
- Recovery room

Preparation of patient prior to ECT

Helping the patient to undergo ECT

Care of patient after ECT

Recording of care of patient after ECT

**ECT Chart –**

Name –

Diagnosis –

Age –

Sex –

Bed No. –

TPR/BP –

Time of ECT –

Patient received back at –

Time	Pulse	Respiration	Blood pressure	Level of Consciousness	Remarks

**OBSERVATION REPORT – GROUP THERAPY**  
(can be written in the form of report)

1. Name of the Hospital –
2. Ward No. –
3. No. of patients in the ward –
4. No. of male patients in the ward –
5. No. of female patients in the ward –
6. No. of patients for group therapy
7. Objectives of group therapy –
8. Size of the group –
9. Diagnosis of patients in the group –
10. Heterogeneous group –
11. Homogenous group –
12. Procedure followed –
  - a. Introduction
  - b. Physical set up
  - c. Maintenance of confidentiality and privacy
13. Content of group therapy –
14. Summary of group therapy –
15. Remarks –

**EVALUATION CRITERIA FOR GROUP THERAPY**

Introduction to therapy	02
Purposes of therapy	03
Preparation for therapy	05
Care during therapy	05
Care after therapy	05
Recording	05
<b>Total</b>	<b>25</b>

### CLINICAL POSTING EVALUATION

Name of the student \_\_\_\_\_

Year \_\_\_\_\_

Area of clinical experience \_\_\_\_\_

Duration of posting in weeks \_\_\_\_\_

Name of the supervisor \_\_\_\_\_

Total Marks :- 100

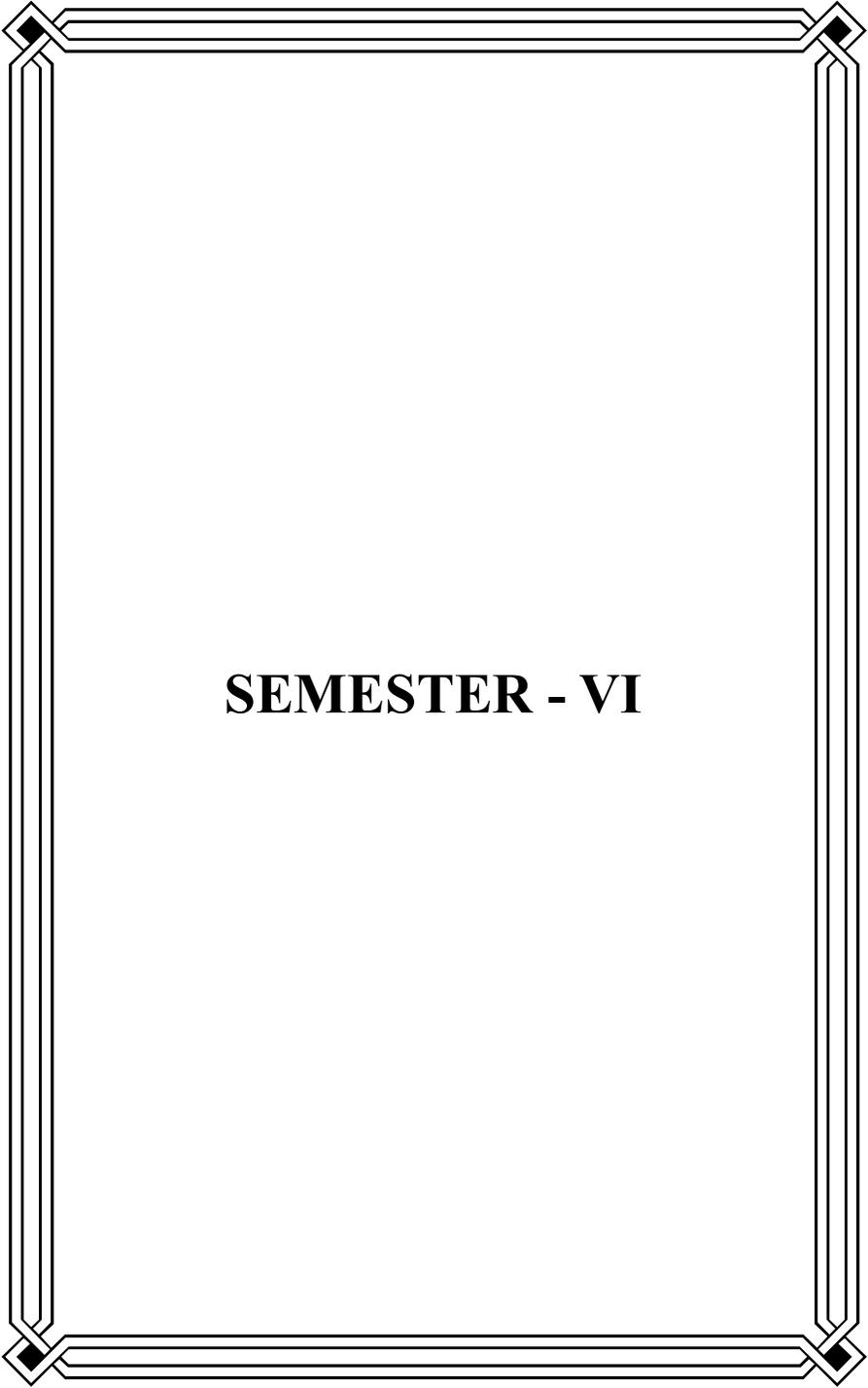
Scores:- 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Evaluation Criteria	Grades				
		5	4	3	2	1
<b>I</b>	<b>Understanding of patient as a person</b> A] Approach 1] Rapport with patient (family)relatives 2] Has she collected all information regarding the patient/family. B] Understanding patients health problems 1] Knowledge about the disease of patient 2] Knowledge about investigations done for disease. 3] Knowledge about treatment given to patient 4] Knowledge about progress of patients					
<b>II</b>	<b>Planning care.</b> 1] Correct observation of patient 2] Assessment of the condition of patient 3] Identification of the patients needs 4] Individualization of planning to meet specific health needs of the patient. 5] Identification of priorities					
<b>III</b>	<b>Teaching skill.</b> 1] Economical and safe adaptation to the situation available facilities 2] Implements the procedure with skill/speed, completeness. 3] Scientific knowledge about the procedure.					
<b>IV</b>	<b>Health talk</b> 1] Incidental/planned teaching (Implements teaching principles)					
<b>V</b>	<b>Personality</b> 1]Professional appearance (Uniform, dignity, helpfulness, interpersonal relationship, punctuality, etc.) 2] Sincerity, honesty, sense of responsibility					

Remarks of supervision in terms of professional strength and weakness.

Sign of the student

Sign of the Supervisor

A decorative rectangular border with a double-line design and diamond-shaped corner ornaments.

**SEMESTER - VI**

## CHILD HEALTH NURSING

**PLACEMENT : VI-SEMESTER**  
(Class 80 + Lab 10 hrs)

**THEORY - 90 HRS.**  
**PRACTICAL - 270 HRS**

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

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

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

Unit	Time (Hr)	Learning objectives	Content	Teaching Learning Activity	Assessment Method
I	15	<ul style="list-style-type: none"> <li>• Explain the modern concept of child care and principles of child health nursing. Describe national policy programs and legislations in relation to child health and welfare.</li> </ul>	<p><b>Introduction : Modern concept of childcare.</b></p> <ul style="list-style-type: none"> <li>• Introduction to modern concept of childcare and history, principles and scope of child health nursing.</li> <li>• Internationally accepted rights of the Child</li> <li>• National policy and legislations in relation to child health and welfare.</li> <li>• National programs related to child health and welfare</li> <li>• Agencies related to welfare services to the children</li> <li>• Changing trends in hospital care, preventive, promotive and curative</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration of common paediatric procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Time (Hr)	Learning objectives	Content	Teaching Learning Activity	Assessment Method
II	20	<p>fare. List major causes of death during infancy, early and late childhood.</p> <ul style="list-style-type: none"> <li>Describe the major functions and role of the pediatric nurse incaring for a hospitalized child.</li> <li>Describe the principles of child health nursing.</li> <li>Describe the normal growth and development of children at different ages</li> <li>Identify the needs of children</li> </ul>	<p>aspects of child health.</p> <ul style="list-style-type: none"> <li>Child morbidity and mortality rates.</li> <li>Differences between an adult and child.</li> <li>Hospital environment for a sick child</li> <li>Impact of hospitalization on the child and family</li> <li>Grief and bereavement</li> <li>The role of a child health nurse in caring for a hospitalized child</li> <li>Principles of pre and post operative care of infants and children.</li> <li>Child health nursing procedures</li> </ul> <p><b>The Healthy child</b></p> <ul style="list-style-type: none"> <li>Principles of growth and development</li> <li>Factors affecting growth and development</li> <li>Growth and development from birth to adolescence.</li> <li>The needs of normal children through the stages of developmental and parental guidance.</li> <li>Nutritional needs of children and infants:</li> <li>Breast feeding, supplementary and artificial feeding and weaning.</li> <li>Baby friendly hospital concept</li> <li>Accidents : causes and prevention</li> <li>Value of play and selection of play material</li> <li>Preventive immunization,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Developmental study of infant and children</li> <li>Observation study of normal and sick child</li> <li>Field visit to anganwadi, child guidance clinic</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective Type</li> <li>Assessment of field visits and developmental study reports</li> </ul>

Unit	Time (Hr)	Learning objectives	Content	Teaching Learning Activity	Assessment Method
III	15	<p>at different ages and provide parental guidance.</p> <ul style="list-style-type: none"> <li>Identify the nutritional needs of children at different ages and ways of meeting the needs.</li> <li>Appreciate the role of play for normal and sick children</li> <li>Appreciate the preventive measures and strategies for children. Provide care to normal and high risk neonates.</li> <li>Perform neonatal resuscitation.</li> </ul> <p>Recogniz</p>	<p>immunization</p> <ul style="list-style-type: none"> <li>Programme and cold chain.</li> <li>Preventive pediatrics</li> <li>Care of under five and under five clinics /well baby clinic</li> </ul> <p><b>Nursing care of a neonate.</b></p> <ul style="list-style-type: none"> <li>Nursing care of normal newborn / essential newborn care.</li> <li>Neonatal resuscitation</li> <li>Nursing management of low birth weight baby and high risk babies.</li> <li>Kangaroo mother care</li> <li>Organization of neonatal unit</li> <li>Identification and nursing management of common neonatal problems</li> <li>Nursing management of babies with common congenital malformations.</li> <li>Control and prevention of infection in NICU</li> </ul> <p><b>Integrated management of neonatal and childhood illnesses (IMNCI).</b> HEALTH STRATEGIES: national population policy</p> <ul style="list-style-type: none"> <li>RCH camps and RCH outreach schemes</li> <li>Operationalization of district newborn care, home based neonatal care.</li> <li>Border district cluster strategy.</li> </ul> <p>Integrated management of infants and children</p>	<ul style="list-style-type: none"> <li>Film show on breast feeding</li> <li>Clinical practice /Field</li> <li>Lecture Discussion</li> <li>Workshop on neonatal resuscitation</li> <li>Demonstration</li> <li>Practice Session</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective Type</li> <li>Assessment of skills with check list</li> </ul>
IV	10				

Unit	Time (Hr)	Learning objectives	Content	Teaching Learning Activity	Assessment Method
V	20	<p>and common neonatal problems</p> <p>explain the concept of IMNCI and other health strategies initiated by National population policy 2000.</p> <ul style="list-style-type: none"> <li>• Provide nursing care in common childhood diseases.</li> <li>• Identify measures to prevent common childhood diseases including immunization.</li> </ul>	<p>with illnesses like diarrhea, A.R.I., malaria, measles and Malnutrition.</p> <ul style="list-style-type: none"> <li>• Nurses' role: IMNCI.</li> </ul> <p><b>Nursing management in common childhood diseases</b></p> <ul style="list-style-type: none"> <li>• Nutritional deficiency disorders</li> <li>• Respiratory disorders and infections</li> <li>• Gastrointestinal infections, infestations and congenital disorders</li> <li>• Cardio-vascular problems: congenital defects and rheumatic fever, rheumatic heart disease.</li> <li>• GENITO URINARY problems: acute glomerulo nephritis, nephrotic syndrome, Wilm's tumour, infections, calculi, and congenital disorders</li> <li>• Neurological disorders and infections: convulsions, epilepsy, meningitis, hydrocephalus, head</li> <li>• Injury, spina bifida.</li> <li>• Hematological disorders: anemias, thalassemias, ITP, leukemia, hemophilia</li> <li>• Endocrine disorders: juvenile diabetes mellitus and other diseases</li> <li>• Orthopedic disorders: club feet, hip dislocation and fracture</li> <li>• Disorders of the skin, eye</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice Session</li> <li>• Clinical practice</li> <li>• Lecture Discussion</li> <li>• Field visits to child guidance clinics, school for mentally and physically, socially challenged</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective Type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Time (Hr)	Learning objectives	Content	Teaching Learning Activity	Assessment Method
VI	10	<ul style="list-style-type: none"> <li>• Manage the child with behavioural and social problems</li> <li>• Identify the social and welfare services for challenged children.</li> </ul>	and ears <ul style="list-style-type: none"> <li>• Common communicable diseases in children, their identification, nursing care in hospital and home and prevention.</li> <li>• Child health emergencies : poisoning, haemorrhage, burns and drowning.</li> <li>• Nursing care of infant and children with HIV / AIDS</li> </ul> <b>Management of behavioural and social Problems in children.</b> <ul style="list-style-type: none"> <li>• Management of common behavioural disorders.</li> <li>• Management of common psychiatric problems.</li> <li>• Management of challenged children:               <ul style="list-style-type: none"> <li>• Mentally, physically and socially challenged.</li> <li>• Welfare services for challenged children in India</li> </ul> </li> <li>• Child guidance clinic</li> </ul>		<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective Type</li> <li>• Assessment of field reports</li> </ul>

#### References-

1. Ghai O. p. etal. (2000) Ghai's Essentials of Paediatrics. 1<sup>st</sup>edn. Mehta off set works. New Delhi.
2. Marlow Dorothy and Redding. (2001) textbook of Paed. Nsg. 6<sup>th</sup> edn. Harbarcourt India ltd. New Delhi.
3. Parthasarathy etal. (2000) IAPT ext book of Paediatric Nsg. Jaypee bros., 2<sup>nd</sup>ed. New Delhi.
4. Vishwanathan and Desai. (1999) Achar's Textbook of Paediatrics. 3<sup>rd</sup>ed. Orient Longman. Chennai.
5. Wong Donaet. al. Whaley and Wong's Nursing care of infants and children. 6<sup>th</sup>edn. Mosbyco, Philadelphia.
6. Dr. C. S. Waghale, Principles and Practice of Clinical Pediatrics, Vora publication 1996.

**CHILD HEALTH NURSING (PRACTICAL)**

**Time: 270 hrs (10 weeks)**

<b>Areas</b>	<b>Durati on (in weeks)</b>	<b>Objectives</b>	<b>skills</b>	<b>Assign ments</b>	<b>Assessmen t methods</b>
Pediatric medicine ward	3	<ul style="list-style-type: none"> <li>• Provide nursing care to children with various medical disorders</li> <li>• Counsel and educate parents</li> </ul>	<ul style="list-style-type: none"> <li>• Taking pediatric history</li> <li>• Physical examination and assessment of children</li> <li>• Administer of oral IM/ IV medicine and fluids</li> <li>• Calculate fluid requirements</li> <li>• Prepare different strengths of IV fluids</li> <li>• Apply restraints</li> <li>• Administer oxygen 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 procedure</li> <li>• Teach mothers /parents</li> </ul>	<ul style="list-style-type: none"> <li>• Give care to three assigned pediatric patients</li> <li>• Nursing care plan-1</li> <li>• Case study /presentation-1</li> <li>• Health Talk-1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale.</li> <li>• Assess each skill with checklist OSCE/O SPE</li> <li>• Evaluation of case study /case presentation and health education session</li> <li>• Completion of activity record</li> </ul>
Pediatric surgery ward	3	<ul style="list-style-type: none"> <li>• Recognize different pediatric conditions / malformations</li> <li>• Provide</li> </ul>	<ul style="list-style-type: none"> <li>➤ Malnutrition</li> <li>➤ Oral rehydration therapy</li> <li>➤ Feeding and weaning</li> <li>➤ Immunization</li> </ul>		

Areas	Duration (in weeks)	Objectives	skills	Assignments	Assessment methods
Pediatric OPD/immunization room	1	<p>pre and post operative care to children with common pediatric surgical conditions/malformation</p> <ul style="list-style-type: none"> <li>• Counsel and educate Parents</li> <li>• Perform assessment of children: Health, developmental and anthropometric</li> <li>• Perform immunization</li> <li>• Give health education/nutritional education</li> </ul>	<p>schedule</p> <ul style="list-style-type: none"> <li>➤ Play therapy</li> <li>➤ Specific disease conditions</li> <li>• Calculate , prepare and administer IV fluids</li> <li>• Do bowel wash</li> <li>• Care for ostomies</li> <li>➤ Colostomy irrigation</li> <li>➤ Ureterostomy</li> <li>➤ Gastrostomy</li> <li>➤ Enterostomy</li> <li>• Urinary catheterization and drainage</li> <li>• Feeding</li> <li>➤ Nasogastric</li> <li>➤ Gastrostomy</li> <li>➤ Jejunostomy</li> <li>• Care of surgical wounds</li> <li>• Dressing</li> <li>• Suture removal</li> <li>• Assessment of children</li> <li>➤ Health assessment</li> <li>➤ Developmental assessment</li> <li>➤ Anthropometric assessment</li> <li>• Immunization</li> <li>• Health / nutritional education</li> <li>• Care of a baby in incubator/warmer</li> </ul>	<ul style="list-style-type: none"> <li>• Give care to three assigned pediatric patients</li> <li>• Nursing care plan-1</li> <li>• Case study/presentation-1</li> </ul>	<p>Clinical performance with rating scales.</p> <ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale.</li> <li>• Assess each skill with checklist OSCE/OSPE</li> <li>• Evaluation of case study/case presentation and health education session completion of activity record</li> <li>• Assess clinical performance with rating scale.</li> <li>• Completion of activity</li> </ul>
Pediatric medicine and surgery ICU	3	<p>Provide nursing care to critically ill children</p>	<p>Health assessment</p> <ul style="list-style-type: none"> <li>➤ Developmental assessment</li> <li>➤ Anthropometric assessment</li> </ul>	<p>Developmental study -1</p> <p>Nursing care</p>	<p>Completion of activity</p>

Areas	Durati on (in weeks)	Objectives	skills	Assign ments	Assessmen t methods
			<ul style="list-style-type: none"> <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>• Cardiopulmonary resuscitation</li> </ul>	plan 1 Observa tion report 1	record <ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale.</li> <li>• Completion of activity record</li> <li>• Evaluation of observation report</li> </ul>

#### FORMAT FOR CASE PRESENTATIONS

**Patients biodata:** name, age, sex, religion, occupation of patient, source of health care, date of admission, provisional diagnosis, date of surgery if any Presenting complaints : describe the complaints with which the patient has come to hospital

**History of illness :**

History of present illness- onset, symptoms, duration, precipitating / all eviating factors History of past illness – illnesses, surgeries, allergies, immunizations, medications Family history – family tree, history of illness in family members, risk factors, congenital problems, psychological problems.

**Childs personal data:**

Obstetric history of – prenatal and natal history of mother, growth and development (compare with normal), immunization status, dietary pattern, including weaning, play habits, toilet training, sleep pattern schooling.

**Economic status of the family:** monthly income and expenditure on health, food and educational material assets (own pucca house car, two wheeler, phone tv etc.)

**Psychological status:** ethnic background (geographical information, cultural information) support system available.

**Physical examination with date and time Investigations**

Date	Investigation done	Normal value	Patient value	Inference

**Treatment**

Sr no	Drug (pharmacological name)	Dose	Frequency/time	Action	Side effects and drug interaction	Nursing responsibility

**Description of disease :**

Definition, related anatomy and physiology, etiology, risk factors, clinical features, management and nursing care. Clinical features of the disease condition

Clinical features present in book	Description of clinical features of patient	Pathophysiology

**Nursing process:**

Patients name                      date                                      ward

Date	Assessment	Nursing diagnosis	Objective	plan of care	implementation	Rationale	evaluation

**Discharge planning:**

It should include health education and discharge planning given to patients

**Evaluation of care**

Overall evaluation, problem faced while providing care, prognosis of the patient and conclusion.

**EVALUATION FORMAT FOR CASE PRESENTATION**

Sr.no	Particular	Marks	Marks obtained
1.	Assessment / Introduction	05	
2.	Knowledge and understanding of disease	10	
3.	Nursing care plan	15	
4.	Presentation skill	10	
5.	A. V. Aid	05	
6.	Overall – Time	01	
7.	Summary and conclusion	02	
8.	Bibliography	02	
	<b>Total</b>	<b>50</b>	

### FORMAT FOR CASE STUDY

Format is similar to case presentation but it should be in detail  
The nursing care given to patient should be atleast for 5 continuous days

### EVALUATION FORMAT FOR CASE STUDY

Sr. No.	Particular	Marks	Marks Obtained
1.	Assessment / Introduction	05	
2.	Knowledge and understanding of disease	15	
3.	Nursing care plan	20	
4.	Discharge plan	05	
5.	Summary and Evaluation	02	
6.	Bibliography	03	
	<b>Total</b>	<b>50</b>	

### NURSING CARE PLAN

- 1. Patients biodata:** name, age, sex, religion, occupation of patient, source of health care, date of admission, provisional diagnosis, date of surgery if any
- 2. Presenting complaints:** Describe the complaints with which the patient has come to hospital
- 3. History of illness :**  
History of present illness- onset , symptoms, duration, precipitating / all eviating factors.  
History of past illness – illnesses, surgeries, allergies, immunizations, medications  
Family history – family tree, history of illness in family members, risk factors, congenital problems, psychological problems.
- 4. Childs personal data:**  
Obstetric history of –prenatal and natal history of mother, growth and development (compare with normal), immunization status, dietary pattern, including weaning, play habits, toilet training, sleep pattern schooling.
- 5. Economic status of the family:** monthly income and expenditure on health, food and educational material assets (own pucca house car, two wheeler, phone tv etc.)
- 6. Psychological status:** ethnic background (geographical information, cultural information) support system available.
- 7. Personal habits:** consumption of alcohol, smoking, tobacco chewing, sleep, exercise work elimination, nutrition.
- 8. Physical examination with date and time**

**9. Investigations.**

Date	Investigation done	Normal value	Patient value	Inference

**10. Treatment**

Sr no	Drug (pharmacological name)	dose	Frequency / time	Action	Side effects and drug interaction	Nursing responsibility

**11. Nursing process:**

Patients name                      date    ward

Date	Assessment	Nursing diagnosis	Objective	plan of care	Implementation	Rationale	evaluation

**Discharge planning:**

It should include health education and discharge planning given to patients

**12. Evaluation of care**

Overall evaluation , problem faced while providing care, prognosis of the patient and conclusion.

**NURSING CARE PLAN EVALUATION**

Sr. No	Particular	Marks	Marks obtained
1.	History taking	03	
2.	Assessment and nursing diagnosis	05	
3.	Planning of care	05	
4.	Implementation and evaluation	08	
5.	Follow up care	02	
6.	Bibliography	02	
	<b>Total</b>	<b>25</b>	

### EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT: \_\_\_\_\_

AREA OF EXPERIENCE: \_\_\_\_\_

PERIOD OF EXPERIENCE: \_\_\_\_\_

SUPERVISOR: \_\_\_\_\_

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No	Particular	1	2	3	4	5	Score
	<b>I) Planning and organization</b>						
	f) Formulation of attainable objectives						
	g) Adequacy of content						
	h) Organization of subject matter						
	i) Current knowledge related to subject Matter						
	j) Suitable A.V.Aids						
	<b>II) Presentation:</b>						
	g) Interesting						
	h) Clear Audible						
	i) Adequate explanation						
	j) Effective use of A.V. Aids						
	k) Group Involvement						
	l) Time Limit						
	<b>III) Personal qualities:</b>						
	f) Self confidence						
	g) Personal appearance						
	h) Language						
	i) Mannerism						
	j) Self awareness of strong and weak points						
	<b>IV) Feed back:</b>						
	d) Recapitulation						
	e) Effectiveness						
	f) Group response						
	<b>V) Submits assignment on time</b>						

Total 100 Mark

100 marks to be converted into 25

### CLINICAL EVALUATION CRITERIA

Name of the student: - \_\_\_\_\_

Year \_\_\_\_\_ Area of clinical experience \_\_\_\_\_

Duration of posting in week's \_\_\_\_\_ Name of the supervisor \_\_\_\_\_

**Total Marks :- 100**

Scores:- 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Criteria	Grades			
		4	3	2	1
<b>I</b>	<b>Personal and professional behavior</b>				
	1. Wears clean and neat uniform and well groomed.				
	2. Arrives and leaves punctually.				
	3. Demonstrates understanding of the need for quietness in speech and manner and protects the patient from undue notice.				
	4. Is notably poised and effective even in situations of stress.				
<b>II</b>	<b>Attitude to Co-workers and patients</b>				
	1. Works well as member of nursing				
	2. Gives assistance to other in clinical situations.				
	3. Understands the patient as an individual.				
	4. Shows skills in gaining the confidence and co-operation of child and relatives, tactful and considerate.				
<b>III</b>	<b>Application of knowledge</b>				
	1. Possess sound knowledge of paediatric conditions.				
	2. Has sound knowledge of scientific principles.				
	3. Has knowledge of normal growth and development of children.				
	4. Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.				
<b>IV</b>	<b>Quality of clinical skill</b>				
	1. Able to elicit health history of child and family accurately.				
	2. Skillful in carryng out physical examination, developmental screening and detecting deviations from normal.				

Sr. No.	Criteria	Grades			
		4	3	2	1
	3. Identifies problem and sets priority and grasps essential while performing duties. 4. Able to plan care both preoperatively and postoperatively. 5. Applies principles in carrying out duties promptly. 6. Has technical competence in performing nursing Procedures. 7. Able to calculate and administer medicines accurately. 8. Resourceful and practices economy of time material and energy. 9. Recognizes the role of play in children and facilitates play therapy in hospitalized children. 10. Observes carefully, reports and records signs and symptoms and other relevant information. 11. Uses opportunities to give health education to patients and relatives.				
<b>Total</b>					

**Grade :**

Very good =70% and above

Good =60-69%

Satisfactory =50-59%

Poor =below 50%

Remarks for improvement:

Students remark:

Signature of the student

Signature of the teacher

**PROFORMA FOR ASSESSMENT OF GROWTH and DEVELOPMENT  
(Age Group Birth To 5 Years)**

**I IDENTIFICATION OF DATA**

Name of the child :  
 Age :  
 Sex :  
 Date of admission :  
 Diagnosis :  
 Type of delivery : Normal /instrumental /LSCS  
 Place of delivery : Hospital/home  
 Any problem during birth : Yes /no  
 If yes give details :  
 Order of birth :

**II Growth and Development of Child and Comparison With Normal:**

<b>Anthropometry</b>	<b>In the child</b>	<b>normal</b>
Weight		
Height		
Chest circumference		
Head circumference		
Mid arm circumference		
Dentition		

Development Milestones	IN child	Comparison with normal
1. Responsive smile		
2. Response to sound		
3. Head control		
4. Grasps object		
5. Rolls over		
6. Sits alone		
7. Crawls or creeps		
8. Thumb –finger coordination (prehension)		
9. Stands with support		
10. Stands alone		
11. Walks with support		
12. Walks alone		
13. Climbs steps		
14. Runs		

**IV SOCIAL EMOTIONAL and LANGUAGE DEVELOPMENT**

Social andemotional development	In child	Comparison with normal
Responds to closeness when held smiles in recognition recognized mother coos and gurguls seated before a mirror, regards image discriminates strangers wants more than one to play says mamma, papa responds to name, no or give it to me. Increasingly demanding offers cheek to be kissed can speak single word use pronouns like I, me, you, asks for food, drinks, toilets,plays with doll, gives full name can help put thinks away understands differences between boy and girl washes hands feeds himself/ herself repeats with number understands under, behind, inside, outside dressesand undresses		

**V]Play Habits**

Does he play alone or with other children?

**VI]Toilet training**

Is the child trained for bowel movement and if yes, at what age:

Has the child attained bladder control and if yes, at what age:

Does the child use the toilet?

**VII] nutrition**

- Breast feeding (as relevent to age)
- Weaning has weaning started for the child: YES/NO if yes, at what age and specify the weaning diet. Any problems observed during weaning:

**MEAL PATTERN AT HOME**

Sample of a days meal: daily requirements of chief nutrients:

Breakfast:                      Lunch:                      Dinner:                      Snacks:

**VIII] Immunization Status and Schedule of Completion of Immunization.**

**IX] Sleep Pattern**

How many hours does the child sleep during day and night?

Any sllep problems observed and how it is handled:

**X] Schooling**

Does the child attend school?

If yes, which grade and report of school performance:

**XI] Parent child relationship**

How much time do the parents spend with the child?  
Observation of parent child interaction

**XII] Explain parental reaction to illness and hospitalization**

**XIII] Childs reaction to the illness and hospital team**

**XIV] Identification of needs on priority**

**XV] Conclusion**

**XVI] Bibliography**

**EVALUATION CRITERIA FOR ASSESSMENT  
OF GROWTH AND DEVELOPMENT  
(birth to 5 year)**

Sr. No.	Particular	Marks	Marks Obtained
1.	Adherence to format	02	
2.	Skill in physical examination and assessment	08	
3.	Relevance and accuracy of data recorded	05	
4.	Interpretation and identification of needs	02	
5.	Bibliography	03	
	<b>Total</b>	<b>20</b>	

Note:- same format to be used for assesment of infant, toddler and Preschooler child.

**PROFORMA FOR EXAMINATION AND ASSESSMENT OF NEW BORN**

**I] Biodata of baby and mother :**

Name of the baby (if any) :  
Birth weight :  
Age :  
Present weight :  
Mothers name :  
Period of gestation :  
Date of delivery :  
Identification band applied :  
Type of delivery : Normal/Instruments/Operation  
Place of delivery : Hospital/ Home  
Any problems during birth : Yes/No  
If yes explain :  
Antenatal history :  
Mother's age : Height : Weight:  
Nutritional status of mother :  
Socio-economic background :

### II] Examination of the baby

Characteristics	In the baby	Comparison with the normals
1. Weight		
2. Length		
3. Head circumference		
4. Chest circumference		
5. Mid-arm circumference		
6. Temperature		
7. Heart rate		
8. Respiration		

### III] General behavior and observations

Color :  
 Skin/Lanuga :  
 Vernix caseosa :  
 Jaundice :  
 Cyanosis :  
 Rashes :  
 Mongolian spot :  
 Birth marks :  
 Head :  
     - Anterior fontanel:  
     - Posterior fontanel:  
     - Any cephalhematoma/ caput succedaneum  
     - Forceps marks (if any):  
 Face : Cleft lip/palate:  
 Eyes :  
 Ear cartilage :  
 Trunk :  
     - Breast nodule  
     - Umbilical cord  
     - Hands  
 Feet /sole creases :  
 Legs :  
 Genitalia :  
 Muscle tone :  
 Reflexes :  
     - Clinging  
     - Laughing /sneezing  
     - Sucking  
     - Rooting  
     - Gagging  
     - Grasp  
     - Moro  
     - Tonic neck reflex  
 Cry :good / week :

APGAR scoring at birth :  
 First feed given :  
 Type fo feed given :  
 Total requirement of fluid andcalories :  
 Amount of feed accepted :  
 Special observations made during feed :  
 Care of skin :  
 Care of eyes, nose, ear, mouth :  
 Care of umbilicus and genitalia :  
 Meconium passed/ not passed :  
 Urine passed or not passed :

**IV] Identification of health needs in baby and mother**

**V] Health education to mother about breast feeding  
Care of skin, eyes and umbilicus etc.**

**VI] Bibliograph**

**EVALUATION CRITERIA FOR EXAMINATION  
AND ASSESSMENT OF NEWBORN**

<b>Sr. No.</b>	<b>Particular</b>	<b>Marks</b>	<b>Marks obtained</b>
<b>1.</b>	Adherence to format	02	
<b>2.</b>	Skill in physical examination and assessment	08	
<b>3.</b>	Relevance and accuracy of data recorded	05	
<b>4.</b>	Interpretation priority needs identification of baby andmother	03	
<b>5.</b>	Bibliography	02	
	<b>Total</b>	<b>20</b>	

**VI SEMESTER B.SC NURSING CHILD HEALTH NURSING  
EVALUATION OF SEMINAR**

Date: \_\_\_\_\_

Name of the Student Nurse: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Subject: \_\_\_\_\_

Topic: \_\_\_\_\_

Grade Given: \_\_\_\_\_ Name of Evaluator: \_\_\_\_\_

Sr No.	Criteria	1	2	3	4	5	Remarks
1.	<b>Knowledge of subject matter</b> a) Organization of subject matter. b) Classification of ideas with appropriate and interesting ideas. c) Depth and mastery of subject. d) Anticipated question and has prepared for answer. e) Selection and organization of A.V. aids f) Integration and correlation with other subject matters g) Submitted in time for correction						
2.	<b>Organization and management of classes</b> a) Budgeting of time b) Asked questions for classification c) Class participation						
3.	<b>Effectiveness of seminar</b> a) Introduction of Topic b) Ability to hold student attention c) Stimulate student participation						
4.	<b>Effectiveness of seminar</b> a) Questioning clear and stimulating b) Maintaining learning atmosphere c) Use of Black Board						
5.	<b>Personal Appearance</b> a) Neatness and professional appearance b) Degree of self confidence c) Language (Appropriate correct, clear, tone, mannerism) d) Punctuality (Starting lesson, completing lesson)						
	<b>Total marks out of 100</b>						

## EVALUATION

### I. Internal Assessment :

Theory :	Maximum Marks 25Marks
Periodical	25
Prefinal	75
Seminar	100
Total Marks	200 (send university out of 25)

<b>Practicum :</b>		<b>Maximum marks</b>	<b>50</b>
1. Case presentation - (Paed Medical / Surgical 01)			50
2. Case study - ( Paed. medical. / surgical. 01)			50
3. Nursing care plan 03	3 x 25		75
4. Clinical evaluation of comprehensive. ( paed. Medical / surgical / P.I.C.U./N.I.C.U.)	3 x 100		300
5. Health teaching - 01.			25
6. Assessment of growth and development reports. (20 marks each) (Neonate, infant, toddler, preschoolerand School age)	5 X 20		100
Observation report of NICU surgery/ Medical	1 x 25		25

#### Practical exam :

1. Periodical viva 25
2. Prefinal exam 50

### II External assessment :

#### University exam :

Theory	75.
Practical	50.

## NURSING RESEARCH AND STATISTICS

### PLACEMENT: VI - SEMESTER.

**Total Hours : Theory – 45 Hours**

**Practical – 45 Hours**

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, research process and statistics and to enable them to conduct/participate in need bases to provide quality-nursing care

#### **SPECIFIC OBJECTIVES:**

**At the end of the course, the students will be able to**

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

Unit	Time (Hrs)	Learning objectives	Content	Training learning activities	Assesment Methods
I	4	Describe the concept of research terms need and area of research in nursing Explain the step of research process	Research and Research process Introduction and need for nursing research Definition of research and nursing research Steps of scientific methods Characteristics of research Steps of research process overview	Lecture Discussion Narrate steps of research process Followed from examples of published study	Short answer Objective type
II	3	Identify and State the research problems and objectives	Research Problem /Question Identification of problem area. and problem statement Stating Objectives of the research problem	Lecture Discussion Exercise on writing statement and problems of objectives Each student select a research problem	Short Answer Objective Type
III	3	Review the related literature	Review of Literature Steps in Review of Literature Identification of publication Keeping a record Writing the review of Literature Writing of Bibliography	Lecture Discussion Exercise on reviewing on eresearch report/article for a selected research problem Prepare annotated bibliography (5)	Short answer Objective type
IV	4	Describe the research approaches and designs	Research approaches and design Historical Survey and	Lecture Discussion Explain type of research	Short answer Objective type

Unit	Time (Hrs)	Learning objectives	Content	Training learning activities	Assesment Methods
			Experimental Qualitative and Quantitative design	approaches used for example of published and un published research studies with rational	
V	8.	Explain the Sampling process Describe the methods of data collection Developing and standardizing an instrument	Sampling and data collection Definition of population, Sampling criteria, Factors influencing sampling process, types of sampling technique Data collection methods and instruments 1.Questionare interview, Records and Reports and other technique 2.Validity and reliability of the instruments 3.Pilot study	Lecture discussion Prepare the tool in respect to theresearch problem	Short Answer Objective Type
VI	15.	Explain the use of statictics scale of measurement and graphical presentation of data Describe the measures of central tendency and variability and methods of correlation	Introduction to statistics Definition, Use of Statistics, Scale of measurement. Frequency distribution and graphical presentation of data Mean,Median,Mode Standard deviation Normal probability and test of significance Coefficient of	Lecture Discussion Practice on graphical presentation Practice on computation of measures of Central tendency variability and correlation	Short answer Objective type

Unit	Time (Hrs)	Learning objectives	Content	Training learning activities	Assesment Methods
			correlation Inferential statistics and types Statistical Packages and its application		
VII	4.	Analyze, interpret and summarize the research data	Analysis of data Compilation Tabulation Classification summarization, Presentation, Interpretation of data	Lecture Discussion Prepration of Sample table	Short answer Objective type
VIII	4.	Communicate and utilize the research findings	Communication and utilization of research Communication of research findings -verbal report -writing research report -writing scientific article/paper critical review of published research -Utilization of research findings	Lecture Discussion Writing group Research project and presentation	Short answer Objective type

**References:-**

1. Polit, D. F. and Beck CT, Nursing Research, Principles and Methods, 7<sup>th</sup>ed, Lippincott Williams and Wilkins, Philadelphia, 2003
2. Polit Dennis and Hunglar B P, Nursing research principles and methods, 6<sup>th</sup> edition Lippincott, Philadelphia, 1999
3. Laura A.Talbot, Principles and practice of nursing research, Mosby St. Louis 1995
4. Dorothy Y B and Marie TH, Fundamentals of research in Nursing, 3<sup>rd</sup>ed, Jones and Bartlet. Publishers, Boston, 2003
5. Rao TB, Methods in Medical Research, 1<sup>st</sup>ed, Radha Rani Publishers, Guntur AP, 2002.
6. Smith, P Research Mindedness for Practice> An interactive approach for nursing and health care, Churchill livingstone, New York, 1997
7. American Psychological Association publication manual. 2001
8. Mahajan Methods in Bio statistics
9. Trece E. W. and Treece JW: Elements of Research in Nursing, 3rd ed The CV Mosby Company St, Louis 1986

**EVALUATION**

<b>Internal assessment</b>	<b>Maximum marks</b>
<b>Theory:</b>	
<i>Unit test</i>	25
<i>Prefinal</i>	75
<b>Total marks</b>	<b>100 (Send university Out of 25)</b>

Assignment:Group project	50
Total marks	50 (Send university Out of 25)
Final examination	75 marks

**INTRODUCTION TO NURSING RESEARCH AND STATISTICS  
PRACTICAL EXPERIENCE GUIDELINE AND EVALUATION FORMAT  
NURSING RESEARCH: "PROJECT"**

Time Allotted Practical- 45 hrs.

**GUIDELINE FOR RESEARCH PROJECT :**

- I Aim: Student will identify the role of nurse in conducting research, writing research proposal based on scientific steps and will analyze the data using simple statistical methods. While conducting research project.
- II Objectives: Preparing nursing research proposal
  - 1) To get an opportunity to select topic or problem to formulate research proposal.
  - 2) To follow the steps in research while writing research proposal and conducting project.
  - 3) To differentiate and plan specific design in nursing research i.e. experimental and non-experimental including methodology.
  - 4) To get an opportunity to frame/construct simple tool or questionnaire to collect data.
  - 5) To follow the basic principles of data analysis including simple tables and statistical methods for proceedings and interpretation of data.
  - 6) To be familiar to write research report to communicate the findings including bibliography, foot notes and future recommendations.
  - 7) To present nursing research proposal as group activity.
  - 8) Learns to use computers.
- III Guideline / check list to prepare / Nursing research proposal and project.
  - 1) Selection of research problem : Select your interest area of research, based on felt need, issues, social concern in nursing field.
    - a) State the problem, brief concise, clear.
    - b) State the purpose of selected study and topic
    - c) State objective of study/proposal/project.
    - d) State the hypothesis if necessary (optional).
    - e) Prepare conceptual framework based on operational definition (optional).
    - f) Write scope and delimitation of Research Proposal.

- 2) Organizing for Review of Literature.
  - a) It adapts to needs to conduct Research project.
  - b) To study related and relevant literature which helps to decide conceptual framework and research design to be selected for your study.
  - c) To add specific books, bulletins, periodicals, reports, published and unpublished dissertations, encyclopedia, textbooks.
  - d) Organize literature as per operational definition.
  - e) To prepare summary table for review of literature. (Optional)
- 3) Research Methodology: To determine logical structure and methodology for research project
  - a) Decide and state approach of study i.e. experimental or non-experimental.
  - b) To define/find out variables to observe effects on decided items and procedure (optional)
  - c) To prepare simple tool or questionnaire or observational check list to collect data.
  - d) To determine sample and sampling method.
    - i) mode of selection ii) Criteria iii) Size of sample
    - iv) Plan when, where and how data will be collected
  - e) To test validity of constructed tool (To check content in tool in relation to stated objectives) with experts / teachers opinion.
  - f) To check reliability by implementing tool before pilot study (10% of sample size)
  - g) To conduct pilot study by using constructed tool for 10% selected sample size.
- 4) Data Collection: To implement prepared tool
  - a) To implement constructed tool
  - b) Decide location
  - c) Time
  - d) Write additional information in separate exercise book to support inferences and) Write additional information in separate exercise book to support inferences and interpretation.

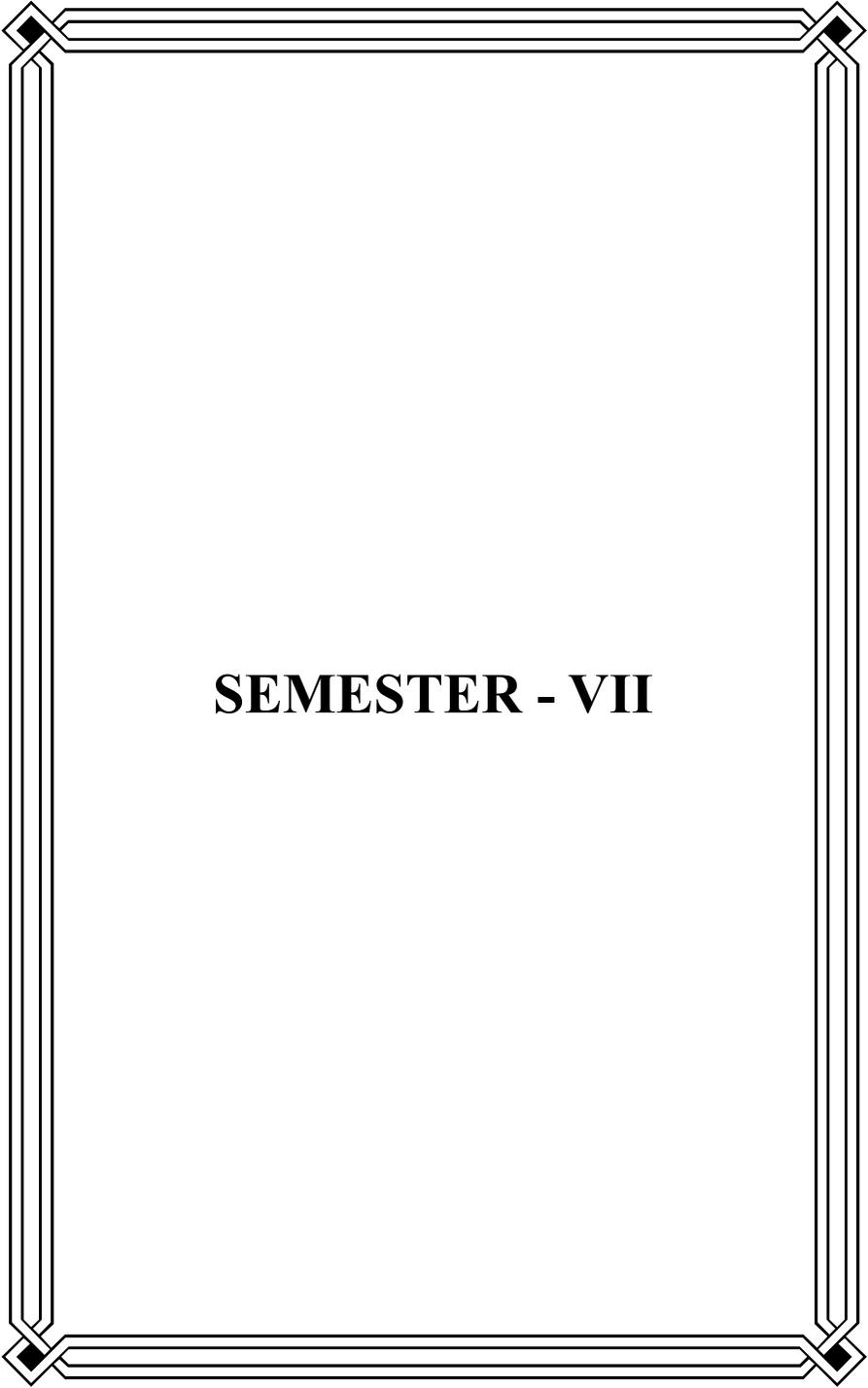
- 5) Data analysis and processing presentation
  - a) Use appropriate method of statistical analysis i.e. frequency and percentage.
  - b) Use clear frequency tables, appropriate tables, graphs and figures.
  - c) Interpretation of data:
    - i) In relation to objectives
    - ii) Hypothesis (optional)
    - iii) Variable of study or project (optional)
    - iv) Writing concise report.
- 6) Writing Research report
  - a) Aims:
    - i) To organize materials to write project report
    - ii) To make comprehensive full factual information
    - iii) To use appropriate language and style of writing
    - iv) To make authoritative documentation by checking footnotes, references and bibliography.
    - v) To use computers.
  - b) Points to remember
    - a) Develop thinking to write research report.
    - b) Divide narration of nursing research report.
    - c) Use present tense and active voice
    - d) Minimize use of technical language
    - f) Use simple, straight forward, clear, concise language
    - g) Use visual aids in form of table, graphs, figures
    - h) Treat data confidentially
      - i) Review, rewrite if necessary

**EVALUATION CRITEREA FOR PROJECT REPORTS**

Sr. No.	Criteria	Rating					Remarks
		1	2	3	4	5	
1	Statement of the Problem						
	1 Significance of the problem selected						
	2 Framing of title and objectives						
	2 Literature Review						
	3 Inclusion of related studies on the topic and its relevance						
	4 Operational definition						
	3 Research design						
	5 Use of appropriate research design						
	6 Usefulness of the research design to drawn the inferences among stud variables / conclusion						
	4 Sampling design						
	7 Identification and description of the target population						
	8 Specification of the inclusion and exclusion criteria						
	9 Adequate sample size justifying he study design to draw conclusion						
	5 Data collection procedure						
	10 Preparation for appropriate tool						
	11 Pilot study including validity and reliability						
	12 Use for appropriate procedure and draw use of method of for data collection						
6	Analysis of Data and Interpretation						
	13 Clear and logical organization of the findings						
	14 Clear presentation of the tables (Title, table and						
	15 Column heading) Selection of appropriate statistical tests						
7	Ethical Aspects						
	16 Use of appropriate consent process						
	17 Use appropriate steps to maintain ethical aspects and principles (physical harm etc.)						
8	Interpretation of the findings						
	18 Consistent and appropriate discussion of the Results						

Sr. No.	Criteria	Rating					Remarks
		1	2	3	4	5	
9	Conclusion						
	19	Summary and recommendations for to Nursing Practice / Education / Administration					
10	Presentation / Report writing						
	20	Organization of the project work including Language and style of presentation					
		Maximum mark					100
		Marks obtained					
		Marks sent to University					25

Remarks by the Supervisor / Guide Date and Signature Signature of the student



**SEMESTER - VII**

**MIDWIFERY AND OBSTETRICAL NURSING  
PLACEMENT: FOURTH YEAR SEMESTER VII**

**Time: Theory -90 Hours**

**Practical: 360 Hours**

**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 postnatal periods in hospital and community settings. It also helps to develop skills in managing normal and high-risk neonates and participate in family welfare programme.

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

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

<b>Unit</b>	<b>Time Hrs</b>	<b>Learning Objective</b>	<b>Content</b>	<b>Teaching Learning Activities</b>	<b>Assessment Method</b>
I	5	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>• <b>Introduction to concepts of midwifery and obstetrical nursing</b></li> <li>• Trends in Midwifery and obstetrical nursing</li> <li>• Historical perspectives and current 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 nurse.</li> <li>• National policy and legislation in relation to</li> </ul>	* Lecture discussion  *Explain using charts and graphs	* Short answer  *Objective type

Unit	Time Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Method
			maternal health and welfare. <ul style="list-style-type: none"> <li>• Maternal, morbidity, mortality rates.</li> <li>• Perinatal , morbidity and mortality rates.</li> </ul>		
II	8	Describe the anatomy and physiology of female reproductive system	Review of anatomy and physiology of female reproductive system and fetal development. <ul style="list-style-type: none"> <li>• Female pelvis-general description of the bones, joints ,ligaments, planes of pelvis, diameters of the true pelvis important landmarks, variations in pelvis shape</li> <li>• Female organs of reproductive external genitalia, internal genital organs and their anatomical relations, musculature-blood-supply, nerves lymphatic, pelvic cellular tissue, pelvic peritoneum.</li> <li>• Physiology of menstrual cycle</li> <li>• Human sexuality</li> <li>• Fetal development</li> <li>• Conception</li> <li>• Review of Fertilization, implantation, development of the embryo and the placenta at a term- function, abnormalities the foetal sac , amniotic fluid , the umbilical cord.</li> <li>• Foetal circulation, foetal skull, bones, sutures, and measurements</li> <li>• Review of Genetics</li> </ul>	*Lecture discussion  * Review with charts and models	*Short Answer  *Objective type

Unit	Time Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Method
III	8	Describe the diagnosis and management of women during antenatal period	<p><b>Assessment and management of pregnancy ( ante-natal)</b></p> <ul style="list-style-type: none"> <li>• Normal pregnancy</li> <li>• Psychological changes during pregnancy</li> <li>• Reproductive system</li> <li>• Cardiovascular 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> <li>• Diagnosis of pregnancy</li> <li>• Signs</li> <li>• Differential diagnosis</li> <li>• Confirmatory tests</li> <li>• Ante-natal test</li> <li>• Objectives</li> <li>• Assessment</li> </ul> <p><b>History and Physical examination.</b></p> <ul style="list-style-type: none"> <li>• Antenatal examination</li> <li>• Signs of previous child birth</li> <li>• Relationships of foetus to uterus and pelvis Lie, Attitude, Presentation Position</li> <li>• Per vaginal examination</li> <li>• Screening and assessment for high risk</li> <li>• Risk approach</li> <li>• History and physical examination</li> </ul> <p>Modalities of diagnosis:</p>	<p>*Lecture discussion</p> <p>*Demonstration</p> <p>*Case discussion /presentation</p> <p>*Health talk</p> <p>Practice session</p> <p>*Supervised clinical practice.</p>	<p>*Short Answer</p> <p>*Objective type</p> <p>*Assessment of skills with check lists</p> <p>*Assessment patient management problems</p>

Unit	Time Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Method
			Invasive and non-invasive and Ultrasonic, cardiotomography, NST, CST Antenatal preparation <ul style="list-style-type: none"> <li>• Antenatal counseling</li> <li>• Antenatal exercises</li> <li>• Diet</li> <li>• Substances use Education for child-birth</li> <li>• Husband and families</li> <li>• Preparation for safe-confinement</li> <li>• Prevention from radiation</li> <li>• Psycho-social and cultural aspects of pregnancy</li> <li>• Adjustment of pregnancy</li> <li>• Unwed mothers</li> <li>• Single Parent</li> <li>• Teenage Pregnancy</li> <li>• Sexual violence</li> <li>• Adoption</li> </ul>		
IV	12	*Describe the physiology and stages of labour *Describe management during intranatal period	<b>Assessment management of intra-natal period</b> <ul style="list-style-type: none"> <li>• Physiology of labour, mechanism of labour</li> <li>• Management of labour</li> </ul> <b>FIRST STAGE</b> <ul style="list-style-type: none"> <li>• Signs and symptoms of onset of labour</li> <li>• Labour Room</li> <li>• Woman-assessment and observation in labour, partogram – monitoring</li> <li>• Active management of Labour, Induction of labour</li> <li>• Pain Relief and comfort</li> </ul> <b>SECOND STAGE</b> <ul style="list-style-type: none"> <li>• Signs and Symptoms, normal and abnormal</li> </ul>	*Lecture discussion *Demonstration *Practice session Supervised clinical practice	*Essay Type *Short Answer *Objective type *Assessment of skills with check lists *Assessment patient management problems

Unit	Time Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Method
			<ul style="list-style-type: none"> <li>• Duration</li> <li>• Conduct of delivery, Principles and Techniques</li> <li>• Episiotomy[only if required]</li> </ul> Receiving the New-Born <ul style="list-style-type: none"> <li>• Neonatal Resuscitation initial steps and 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>• Initial Feeding</li> <li>• Screening and Transportation of neonates</li> </ul> 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 Premium</li> <li>• Maintaining records and reports</li> </ul>		
V	5	*Describe the physiology of puerperium *Describe the management of *women during	<b>Assessment and management of women during post natal period</b> <ul style="list-style-type: none"> <li>• <b>Normal puerperium</b></li> </ul> Physiology Duration <ul style="list-style-type: none"> <li>• Postnatal assessment and management</li> <li>• Promoting physical and emotional well being</li> <li>• Lactation management</li> <li>• Immunization</li> </ul>	*Lecture discussion *Demonstration *Health talk *Practice session *Supervised clinical practice	*Essay Type *Short Answer *Objective type *Assessment of skills with check lists

Unit	Time Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Method
		post natal period.	<ul style="list-style-type: none"> <li>Family dynamics after child-birth</li> <li>Family welfare services; methods Counseling</li> <li>Follow-up</li> <li>Records and reports</li> </ul>		*Assessment patient management problems
VI	6	*Describe the assessment and management of normal neonates.	<b>Assessment and management of normal neonates</b> <ul style="list-style-type: none"> <li>Normal neonates</li> <li>Physiological adaptation Initial and Daily assessment Essential newborn care; Thermal control Breast feeding prevention of infection</li> <li>Immunization</li> <li>Minor disorder new-born and its management</li> <li>Level of neonatal care(level-I, II and III)</li> <li>At primary, secondary and tertiary level</li> </ul> Maintenance of Reports and Records	*Lecture discussion *Demonstration *Practice session *Supervised Clinical practice	*Essay Type *Short Answer *Objective type *Assessment of skills with check lists *Assessment patient management problems
VII	10	*Describe the identification and management of women with high risk pregnancy	<b>High risk pregnancy assessment and management</b> <ul style="list-style-type: none"> <li>Screening and assessment Ultrasonic; Cardiotomography NST, CST, non-invasive invasive, Newer modalities of diagnosis</li> <li>High risk approach</li> <li>Levels of care; primary secondary and tertiary levels</li> <li>Disorders of pregnancy Hyperemesis Gravidarum, Bleeding in early pregnancy, abortion,</li> </ul>	*Lecture discussion *Demonstration *Practice session *Supervised Clinical practice	*Essay Type *Short Answer *Objective type *Assessment of skills with check lists *Assessment patient management

Unit	Time Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Method
			ectopic Pregnancy, vesicular mole Antepartum haemorrhage <ul style="list-style-type: none"> <li>• Uterine abnormality and displacement</li> <li>• Diseases complicating pregnancy</li> <li>• Medical and Surgical condition</li> <li>• Infections, RTI (STD, UTI, HIV, TORCH)</li> </ul> Gynecological diseases complicating pregnancy Pregnancy induced hypertension and diabetes, Toxemia of pregnancy, Hydraminos Rh incompetability Mental disorders <ul style="list-style-type: none"> <li>• Adolescent pregnancy , Elderly primi and grand multi para</li> <li>• Multiple pregnancy</li> <li>• Abnormalities of placenta and cord</li> <li>• Intra-uterine growth retardation</li> <li>• Nursing management mothers with high-risk pregnancy</li> <li>• Maintenance of Records and Reports</li> </ul>		problems
VII I	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 CPD and contracted pelvis</li> <li>• Malpositions and malpresentations</li> <li>• Premature Labour, disorders of uterine action-precipitate labour</li> <li>• prolonged labour</li> </ul>	*Lecture Discussion *Demonstration *Practice Session *Supervised Clinical Practice	*Essay Type *Short Answer *Objective type *Assessment of skills with check

Unit	Time Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Method
			<p>Complications of third stage: injuries to birth canal</p> <ul style="list-style-type: none"> <li>• Obstetrical emergencies and their management; Presentation and prolapse of cord, vasa praevia, amniotic fluid embolism, rupture of uterus, shoulder dystocia, obstetrical shock</li> <li>• Obstetrical procedure and Operations Induction of labour, forceps, vacuum version, manual removal of placenta, caesarean section destructive operation</li> <li>• Nursing management of women undergoing obstetrical operations and procedures</li> </ul>		<p>lists</p> <p>*Assessment patient management problems</p>
IX	4	*Describe management of postnatal complications.	<p><b>Abnormalities during post natal periods</b></p> <ul style="list-style-type: none"> <li>• Assessment and management of women with postnatal complications</li> <li>• Puerperial infections, breast engorgement and infections, UTI, thrombotic disorders, post partum haemorrhage, Eclampsia and subinvolution</li> </ul> <p>Psychological complications:</p> <ul style="list-style-type: none"> <li>- Post partum blues</li> <li>- Post partum Depression</li> <li>- Post partum psychosis</li> </ul>	<p>*Lecture</p> <p>Discussion</p> <p>*Demonstration</p> <p>*Practice Session</p> <p>*Supervised Clinical Practice</p>	<p>*Essay Type</p> <p>*Short Answer</p> <p>*Objective type</p> <p>*Assessment of skills with check lists</p> <p>*Assessment patient management problems</p>
X	8	Identify the high risk neonates	<p><b>Assessment and Management of high risk newborn:</b></p>	<p>*Lecture</p> <p>Discussion</p> <p>*Demonstration</p>	<p>*Essay Type</p> <p>*Short Answer</p>

Unit	Time Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Method
		and their nursing management.	<ul style="list-style-type: none"> <li>Admission of neonatal neonates in the neonatal intensive care unit protocols.</li> <li>Nursing management of low birth weight babies <ul style="list-style-type: none"> <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 and management of neonatal intensive care unit</li> <li>Maintenance of reports and records</li> </ul>	ration *Practice Session *Supervised Clinical Practice	*Objective type *Assessment of skills with check lists *Assessment patient management problems
XI	4	*Describe indications doses, actions, side effects and nurses responsibilities in the administration of drugs used for mothers.	<b>Pharmacotherapeutics in obstetrics</b> <ul style="list-style-type: none"> <li>Indication dosage, action contra indication and side effects of drugs</li> <li>Effects of drugs on pregnancy, labour and puerperium.</li> <li>Nursing responsibilities in the administration of drug in Obstetrics-            Oxytocins            Antihypertensives            Diuretics tocolytic agents anti-convulsants</li> <li>Analgesics and anesthetics in obstetrics</li> <li>Effects of maternal medication on foetus and neonates</li> </ul>	*Lecture Discussion *Demonstration *Practice Session *Supervised Clinical practice	*Essay Type *Short Answer *Objective type *Assessment of skills with check lists *Assessment patient management problems
XII	10	*Appreciate the importance	<b>Family Welfare Programme-</b> <ul style="list-style-type: none"> <li>Population trends and problems in India</li> </ul>	*Lecture Discussion	*Essay Type *Short

Unit	Time Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Method
		<p>e of family welfare program</p> <p>*Describe the methods of contraception and role of nurse in family welfare programme</p>	<ul style="list-style-type: none"> <li>• Concepts aims, importance and history of family welfare programme</li> <li>• National Population: Dynamics, policy and education</li> <li>• National Family Welfare Programme, RCH, ICDS, MCH, Safe motherhood</li> <li>• Organization and administration; at national state, district, block and village level</li> <li>• Methods of contraception spacing temporary and permanent, Emergency contraception</li> <li>• Infertility and Its Management</li> <li>• Counselling 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 nurse in family welfare programme</li> <li>• Training / Supervision / Collaboration with other functionaries in community like ANMs. LHV's, Anganwadi workers, TBAs (Traditional birth attendant - Dai)</li> </ul>	<p>*Demonstration</p> <p>*Practice Session</p> <p>*Supervised Practice</p> <p>*Group Project</p>	<p>Answer</p> <p>*Objective type</p> <p>*Assessment of skills with check lists</p> <p>*Assessment patient management problems</p>

**MIDWIFERY AND OBSTETRICAL NURSING  
PLACEMENT: VII SEMESTER**

**TIME: PRACTICAL -360 HRS.**

<b>Unit</b>	<b>Time Hrs</b>	<b>Learning Objectives</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>	<b>Assessment Methods</b>
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 and B.P</li> <li>• Hb and Urine testing for sugar and albumin</li> <li>• Antenatal examination-abdomen and breast</li> <li>• Immunisation</li> <li>• Assessment of risk status</li> <li>• Teaching antenatal mothers</li> <li>• Maintenance of antenatal records</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct antenatal examinations 30</li> <li>• Health talk 1</li> <li>• Case book recordings</li> </ul>	<ul style="list-style-type: none"> <li>• Verification of findings of antenatal examinations</li> <li>• Completion of case book recordings</li> </ul>
Labour room O.T.	4	<ul style="list-style-type: none"> <li>• Assess woman in labour</li> <li>• Carry out per vaginal examinations</li> <li>• Conduct normal deliveries</li> <li>• Perform episiotomy and suture it</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of woman in labour</li> <li>• Per vaginal examination and interpretation</li> <li>• Monitoring and caring of woman in labour</li> <li>• Maintenance of partograph</li> <li>• Conduct normal delivery</li> <li>• Newborn assessment and immediate care</li> <li>• Resuscitation of newborn</li> <li>• Assessment of risk status of newborn</li> <li>• Episiotomy and suturing</li> <li>• Maintenance of labour and birth records</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct normal deliveries-20</li> <li>• Per vaginal examination-5</li> <li>• Perform and suture the episiotomies-5</li> <li>• Resuscitate newborns-5</li> <li>• Assist with caesarean sections-2</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical performance with rating scale</li> <li>• Assessment of each skills with check list</li> <li>• Completion of case book recordings</li> </ul>

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> <li>Resuscitate newborns</li> <li>Assist with caesarean section</li> <li>MTP and other surgical procedures</li> </ul>	<ul style="list-style-type: none"> <li>Arrange for and assist with caesarean section and care for woman and baby during caesarean</li> <li>Arrange for and assist with MTP and other surgical procedures</li> </ul>	<ul style="list-style-type: none"> <li>Witness abnormal deliveries-5</li> <li>Assist with MTP and other surgical procedure-1</li> <li>Case book recordings</li> </ul>	
Post natal ward	4	<ul style="list-style-type: none"> <li>Provide nursing care to post natal mother and baby</li> <li>Counsel and teach mother and family for parenthood</li> </ul>	<ul style="list-style-type: none"> <li>Examination and assessment of mother and baby</li> <li>Identification of deviation</li> <li>Care of post natal mother and baby</li> <li>Perineal care</li> <li>Lactation management</li> <li>Breast feeding</li> <li>Baby bath</li> <li>Immunisation</li> <li>Teaching postnatal mothers</li> <li>Mother craft</li> <li>Post natal care and</li> <li>Exercise</li> <li>immunization</li> </ul>	<ul style="list-style-type: none"> <li>Give care to post natal mother - 20</li> <li>Health talks-1</li> <li>Case study -1</li> <li>Case presentation-1</li> <li>Case book recording</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical performance</li> <li>Assessment of each skill with checklists</li> <li>Completion of case book and recording</li> <li>Evaluation of case study and presentation and health education sessions.</li> </ul>
New born nursery	2	Provide nursing care to newborn at risk	<ul style="list-style-type: none"> <li>Newborn assessment</li> <li>Admission of neonate</li> <li>Feeding of at risk neonate</li> <li>Katori spoons, paladi, tube feeding, total</li> </ul>	Newborn nursery	2

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			parental nutrition. <ul style="list-style-type: none"> <li>• Thermal management of neonates - kangaroo mothers care, care of baby in incubator</li> <li>• Monitoring and care neonates</li> <li>• Administering medications</li> <li>• Intravenous therapy</li> <li>• Assisting with diagnostic procedures</li> <li>• Assisting with exchange transfusion.</li> <li>• Care of baby on ventilator.</li> <li>• Photo therapy.</li> <li>• Infection control protocols in nursery.</li> <li>• Teaching and counselling of parents.</li> <li>• Maintenance of neonatal records.</li> </ul>		
Family planning clinic	Rotation from postnatal ward (1wk.)	Counsel for and provide family welfare services	<ul style="list-style-type: none"> <li>• Counselling technique</li> <li>• Insertion of IUD</li> <li>• Teaching on use of family planning methods.</li> <li>• Arrange for and assist with family planning operation.</li> <li>• Maintenance of records and reports</li> </ul>	<ul style="list-style-type: none"> <li>• IUD insertion-5</li> <li>• Observation study-1</li> <li>• Counselling -2</li> <li>• Simulation exercise on recording and reporting-1.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of each skill with check-lists</li> <li>• Evaluation of and observation study.</li> </ul>

## MIDWIFERY and OBSTETRICAL NURSING

Practical -5 weeks

Areas	Duration (In weeks)	Objective	Skills	Assignment	Assessment
Labour ward	2	Provide comprehensive care to mothers and neonates	Integrated practice	<ul style="list-style-type: none"><li>• Completion of other essential requirements</li><li>• Case book recordings</li></ul>	<ul style="list-style-type: none"><li>• Assess clinical performance with rating scale</li><li>• Completion of case book recordings</li></ul>
Neonate intensive care unit/ NICU	1				
Antenatal	2				

### Essential requirements for registration as midwife

- Antenatal examination
- Conducting normal deliveries in hospital/ home/ health centre
- Vaginal examination
- Episiotomy and suturing
- Neonatal resuscitation
- Assist with caesarean section
- Witness/ Assist abnormal deliveries
- Postnatal cases nursed in hospital/ homes/ health care

**Note:** All casebooks must be certified by teachers on completion of essential requirements.

### MIDWIFERY AND OBSTETRIC PRACTICE

**HOURS:**

Hours Prescribed	VII Semester
Theory	90
Practical	360

**Total Hours: Theory 90+ Practical 360**

**EXAMINATIONS:**

	Theory Marks	Practical Marks
Unit Test	25	25
Pre Final	75	50
Total	100	75

**ASSIGNMENTS:**

Sr.	Assignment	Marks
1	Seminar	50
2	Drug Study	50
	<b>Total</b>	<b>100</b>

No.	Assignment / clinical evaluation	Number	Marks
1	Health talk	1	25
2	Care study: ANC	1	50
	PNC	1	50
	New Born	1	50
3	Case presentation ANC / PNC	1	50
4	Newborn assessment	1	25
5	Case book	1	100
6	Clinical evaluation:		
	ANC	1	100
	PNC	1	100
	Nursery	1	100
	Labour ward	1	100
	<b>Total</b>	<b>7</b>	<b>750</b>

## EVALUATION

**Internal assessment** Maximum Marks 25

**Theory:**

Unit test I	25
Pre final	75
(Out of 15)	100

**Assignments:**

Seminar 01	50
Drug study 01	50
(Out of 10)	100

**Practical**

Case presentation 01		Marks 50
Antenatal ward / Postnatal ward		
Care study 03		Marks 150
Antenatal ward -01	}	(50 Marks each)
Postnatal ward -01		
New born ward -01		
Health education 01		Marks 25
Newborn assessment 01		Marks 25
Case book		Marks 100
Clinical evaluation 04		
ANC ward 01	}	(100 Marks each)
PNC ward 01		
Nursery 01		
Labor room 01		
Unit test	25	
Pre final	75	
Total 900		
Maximum Marks = 50		

<b>External assessment</b>	Internal	External
Marks	50	50

**University examination**

Theory	Marks	75
Practical	Marks	50

**II SEMESTER FOURTH YEAR BSC NURSING  
MIDWIFERY AND OBSTETRICAL NURSING**

**EVALUATION CRITERIA FOR ANTENATAL CASE STUDY**

**Name of the Student:**

**Topic:**

**Date of Submission:** (Maximum Marks – 50)

SN.	Criteria	Marks Allotted	Marks Obtained
1	Assessment	05	
2	Theoretical knowledge about disease	05	
3	Comparative study of the patient's disease and bookpicture.	10	
4	Management: Medical or Surgical.	05	
5	Nursing Process	15	
6	Drug study	03	
7	Summary and conclusion including research evidence	05	
8	Bibliography	02	
	<b>Total</b>	<b>50</b>	

**Remark:**

Signature of Student

Signature of Evaluator

Date:

Date:

**VII SEMESTER FOURTH YEAR BSC NURSING**  
**MIDWIFERY AND OBSTETRICAL NURSING**  
**EVALUATION CRITERIA FOR POSTNATAL CASE STUDY**

**Name of the Student:**

**Topic:**

**Date of Submission:** (Maximum Marks – 50)

SN.	Criteria	Marks Allotted	Marks obtained
1	Assessment	05	
2	Theoretical knowledge about disease	05	
3	Comparative study of the patient's disease and book picture.	10	
4	Management: Medical or Surgical.	05	
5	Nursing Process	15	
6	Drug study	03	
7	Summary and conclusion including research evidence	05	
8	Bibliography	02	
	Total	50	

**Remark:**

Signature of Student

Signature of Evaluator

Date:

Date:

**VII SEMESTER FOURTH YEAR BSC NURSING  
MIDWIFERY AND OBSTETRICAL NURSING**

**EVALUATION CRITERIA FOR NEONATAL CASE STUDY**

**Name of the Student:**

**Topic:**

**Date of Submission:** (Maximum Marks – 50)

SN	Criteria	Marks Allotted	Marks Obtained
1	Assessment	05	
2	Theoretical knowledge about disease	05	
3	Comparative study of the patient's disease and bookpicture.	10	
4	Management: Medical or Surgical.	05	
5	Nursing Process	15	
6	Drug study	03	
7	Summary and conclusion including research evidence	05	
8	Bibliography	02	
	Total	50	

**Remark:**

Signature of Student

Signature of Evaluator

Date:

Date:

**VII SEMESTER FOURTH YEAR BSC NURSING  
MIDWIFERY AND OBSTETRICAL NURSING**

**EVALUATION CRITERIA FOR DRUG STUDY**

**Name of the student:**

**Date of submission:** (Maximum Marks – 50)

Sr No	Topic	Marks Allotted	Marks Obtained
1	Planning and organization	10	
2	Content	20	
3	Nursing responsibility	10	
4	Conclusion and reference	10	
	<b>Total</b>	<b>50</b>	

Remarks:-

Sign of Student

Sign of Evaluator

Date:

Date:

**VII SEMESTER FOURTH YEAR BSC NURSING  
MIDWIFERY AND OBSTETRICAL NURSING**

**EVALUATION CRITERIA FOR NEWBORN ASSESSMENT**

**Name of the student: -**

**Topic: -**

**Date of submission :-** (Maximum Marks – 25)

Sr. No.	Content	Marks allotted	Marks obtained
1	Adherence to format	02	
2	Skill in physical examination and assessment	10	
3	Relevance and accuracy of data recorded	05	
4	Interpretation and identification of need identification of baby and mother	06	
5	Bibliography	02	
	<b>Total</b>	<b>25</b>	

Remarks:-

Sign of Student

Sign of Evaluator

Date:

Date:

**VII SEMESTER FOURTH YEAR BSC NURSING  
MIDWIFERY AND OBSTETRICAL NURSING**

**EVALUATION CRITERIA OF CASE PRESENTATION  
ANC/PNC**

**Name of the Student :-**

**Topic:-**

**Date of submission :-**

(Maximum Marks – 50)

<b>S N</b>	<b>Criteria</b>	<b>Assigned Marks</b>	<b>Obtained Marks</b>
1	Assessment	5	
2	Theoretical knowledge about disease	5	
3	Comparative study of the patient's disease and book picture.	10	
4	Management: Medical or Surgical	5	
5	Nursing process	15	
6	Drug study	3	
7	Summary and conclusion including research evidence	5	
8	Bibliography	2	
	<b>Total</b>	<b>50</b>	

Remarks:-

Sign of Student

Sign of Evaluator

Date:

Date:

**VII SEMESTER FOURTH YEAR BSC NURSING  
MIDWIFERY AND OBSTETRICAL NURSING**

**EVALUATION CRITERIA FOR CASE BOOK**

**Name of the Student :-**

**Date of submission :-**

(Maximum Marks – 100)

<b>Sr. No</b>	<b>Criteria</b>	<b>Marks allotted</b>	<b>Marks obtained</b>
1	Completion of cases	40	
2	Recording and reporting	30	
3	Neatness	15	
4	Submitted in time	15	
	<b>Total</b>	<b>100</b>	

Remarks:-

Sign of Student

Sign of Evaluator

Date:

Date:

**VII SEMESTER FOURTH YEAR BSC NURSING  
MIDWIFERY AND OBSTETRICAL NURSING**

**EVALUATION CRITERIA FOR HEALTH TALK**

**Name of the Student:**

**Topic:**

**Date of Submission:**

(Maximum Marks – 25)

<b>Sr. No</b>	<b>Criteria</b>	<b>Marks Allotted</b>	<b>Marks Obtained</b>
1	Lesson plan	08	
2	Presentation	05	
3	Communication skill	05	
4	Preparation and effective use of A. V. aids	04	
5	Group participation	03	
<b>Total</b>		<b>25</b>	

Remark:

Signature of Student

Signature of Evaluator

Date:

Date:

**VII SEMESTER FOURTH YEAR BSC NURSING  
MIDWIFERY AND OBSTETRICAL NURSING**

**EVALUATION OF SEMINAR**

**Name of the Student Nurse:**

**Date:**

**Time:**

**Topic:**

<b>Sr No</b>	<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Remarks</b>
1.	<b>Knowledge of subject matter</b> a) Organization of subject matter. b) Classification of ideas with appropriate and interesting ideas. c) Depth and mastery of subject. d) Anticipated question and has prepared for answer. e) Selection and organization of A.V. aids f) Integration and correlation with other subject matters g) Submitted in time for correction						
2.	<b>Organization and management of classes</b> a) Budgeting of time b) Asked questions for classification c) Class participation						
3.	<b>Effectiveness of seminar</b> a) Introduction of Topic b) Ability to hold student attention c) Stimulate student participation						
4.	<b>Effectiveness of seminar</b> a) Questioning clear and stimulating b) Maintaining learning atmosphere c) Use of Black Board						
5.	<b>Personal Appearance</b> a) Neatness and professional appearance b) Degree of self confidence c) Language(Appropriate correct, clear, tone, mannerism) d) Punctuality (Starting lesson, completing lesson)						
<b>Total marks out of 100 converts into 50</b>							

Evaluator's Comments:

Signature of the student:

Date:

Signature of the Evaluator

Date:

**ANTENATAL WARD CLINICAL EVALUATION CRITERIA**

Name of the student: -

Date:-

Subject: -

Place:-

Name of the evaluator:-

Sr No	Criteria	GRADES				
		5	4	3	2	1
<b>I</b>	<b>Personal and professional behavior</b>					
	1. Wears clean and neat uniform and well groomed.					
	2. Arrives and leaves punctually.					
	3. Demonstrates understanding of the need for quietness in speech and manner and protects the patient from undue notice.					
	4. Is notably poised and effective even in situations of stress.					
<b>II</b>	<b>Attitude to Co-workers and patients</b>					
	1. Works well as member of nursing					
	2. Gives assistance to other in clinical situations.					
	3. Understands the patient as an individual.					
<b>III</b>	<b>Application of knowledge</b>					
	1. Possess sound knowledge of medical surgical conditions.					
	2. Has sound knowledge of scientific principles.					
	3. Able to correlate theory with practice.					
	4. Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.					
<b>IV</b>	<b>Quality of clinical skill</b>					
	1. Identifies problem and sets priority and grasps essential while performing duties.					
	2. Applies principle in carrying out duties promptly.					
	3. Has technical competence in performing nursing Procedures.					
	4. Resourceful and practices economy of time material and energy.					
	5. Observes carefully, reports and records signs and symptoms and other relevant information.					
	6. Uses opportunities to give health education to patients and relatives.					
<b>Total</b>						

Remarks:

Sign of Student

Sign of Evaluator

Date:

Date:

**VII SEMESTER FOURTH YEAR BSC NURSING  
POSTNATAL WARD CLINICAL EVALUATION CRITERIA**

**Name of the student: -**

**Date:-**

**Subject: -**

**Place:-**

**Name of the evaluator:-**

Sr No	Criteria	Grades				
		5	4	3	2	1
<b>I</b>	<b>Personal and professional behavior</b>					
	1. Wears clean and neat uniform and well groomed.					
	2. Arrives and leaves punctually.					
	3. Demonstrates understanding of the need for quietness in speech and manner and protects the patient from undue notice.					
	4. Is notably poised and effective even in situations of stress.					
<b>II</b>	<b>Attitude to Co-workers and patients</b>					
	1. Works well as member of nursing					
	2. Gives assistance to other in clinical situations.					
	3. Understands the patient as an individual.					
<b>III</b>	<b>Application of knowledge</b>					
	1. Possess sound knowledge of medical surgical conditions.					
	2. Has sound knowledge of scientific principles.					
	3. Able to correlate theory with practice.					
	4. Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.					
<b>IV</b>	<b>Quality of clinical skill</b>					
	1. Identifies problem and sets priority and grasps essential while performing duties.					
	2. Applies principle in carrying out duties promptly.					
	3. Has technical competence in performing nursing Procedures.					
	4. Resourceful and practices economy of time material and energy.					
	5. Observes carefully, reports and records signs and symptoms and other relevant information.					
<b>Total</b>						

Remarks:

Sign of Student

Sign of Evaluator

Date:

Date:

**VII SEMESTER FOURTH YEAR BSC NURSING  
NEONATAL WARD CLINICAL EVALUATION CRITERIA**

**Name of the student: -**

**Date:-**

**Subject: -**

**Place:-**

**Name of the evaluator:-**

Sr No	Criteria	Grades				
		5	4	3	2	1
<b>I</b>	<b>Personal and professional behavior</b>					
	1. Wears clean and neat uniform and well groomed.					
	2. Arrives and leaves punctually.					
	3. Demonstrates understanding of the need for quietness in speech and manner and protects the patient from undue notice.					
	4. Is notably poised and effective even in situations of stress.					
<b>II</b>	5. Influential and displayed persuasive assertive leadership behavior.					
	<b>Attitude to Co-workers and patients</b>					
	1. Works well as member of nursing					
	2. Gives assistance to other in clinical situations.					
<b>III</b>	3. Understands the patient as an individual.					
	4. Shows skills in gaining the confidence and co-operation of patients and relatives, tactful and considerate.					
	<b>Application of knowledge</b>					
<b>IV</b>	1. Possess sound knowledge of medical surgical conditions.					
	2. Has sound knowledge of scientific principles.					
	3. Able to correlate theory with practice.					
	4. Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.					
	5. Take interest in new learning from current literature and seeks help from resourceful people.					
	<b>Quality of clinical skill</b>					
	1. Identifies problem and sets priority and grasps essential while performing duties.					
	2. Applies principle in carrying out duties promptly.					
	3. Has technical competence in performing nursing procedures.					
	4. Resourceful and practices economy of time material and energy.					
	5. Observes carefully, reports and records signs and symptoms and other relevant information.					
	6. Uses opportunities to give health education to patients and relatives.					
<b>Total</b>						

Remarks:

Sign of Student

Sign of Evaluator

Date:

Date:

**VII SEMESTER FOURTH YEAR BSC NURSING  
LABOUR ROOM CLINICAL EVALUATION CRITERIA**

**Name of the student:-**

**Date:-**

**Subject: -**

**Place:-**

**Name of the evaluator:-**

Sr No	Criteria	Grades				
		5	4	3	2	1
<b>I</b>	<b>Personal and professional behavior</b>					
	1. Wears clean and neat uniform and well groomed.					
	2. Arrives and leaves punctually.					
	3. Demonstrates understanding of the need for quietness in speech and manner and protects the patient from undue notice.					
	4. Is notably poised and effective even in situations of stress.					
<b>II</b>	<b>Attitude to Co-workers and patients</b>					
	1. Works well as member of nursing					
	2. Gives assistance to other in clinical situations.					
	3. Understands the patient as an individual.					
<b>III</b>	<b>Application of knowledge</b>					
	1. Possess sound knowledge of medical surgical conditions.					
	2. Has sound knowledge of scientific principles.					
	3. Able to correlate theory with practice.					
	4. Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.					
<b>IV</b>	<b>Quality of clinical skill</b>					
	1. Identifies problem and sets priority and grasps essential while performing duties.					
	2. Applies principle in carrying out duties promptly.					
	3. Has technical competence in performing nursing procedures.					
	4. Resourceful and practices economy of time material and energy.					
	5. Observes carefully, reports and records signs and symptoms and other relevant information.					
	6. Uses opportunities to give health education to patients and relatives.					
<b>Total</b>						

Remarks:

Sign of Student

Sign of Evaluator

Date:

Date:

**COMMUNITY HEALTH NURSING – II  
PLACEMENT- VII SEMESTER**

**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

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

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

<b>Unit</b>	<b>Time Hrs</b>	<b>Learning Objectives</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>	<b>Assessment Methods</b>
I	4	Define Concepts, scope, Principles and historical development of Community Health and Community health Nursing	<b>Introduction</b> - Definition, concept and scope of community health and community health nursing - Historical development of - Community health - Community health Nursing - Pre- Independence - Post – Independence	• Lecture discussion	- Essay type - Short answers
II	6	Describe health plans, policies,	<b>Health planning and policies and problems</b> - National health planning in	• Lecture, discussion	-Essay type

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
		various health committees and health problems in India	India Five year Plan's - Various committees and commissions on health and family welfare - Central council for health and family welfare (CCH and FW) • National Health polices (1983, 2002) • National population policy • Rural health mission • Health problems in India	• Panel discussion	- Short answers
III	15	Describe the system of delivery of community health services in rural and urban areas	<b>Delivery of community health services</b> • Planning, budgeting and material management of SCs, PHC and CHC • <b>Rural:</b> organization, staffing and functions of rural health services provided by government at: ○ Village ○ Subcentre ○ Primary health centre ○ Community health centre/ subdivisional ○ Hospitals ○ District ○ State ○ Centre • <b>Urban:</b> organization, staffing and functions of urban health services provided by government at: ○ Slums ○ Dispensaries ○ Maternal and child health centers ○ Special clinics ○ Hospitals ○ Corporation/	• Lecture, Discussion, • Visit to various health delivery systems • Supervised field practice • Panel discussion	- Essay type - Short answers

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			Municipality/ Board <ul style="list-style-type: none"> <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, post natal, MTP Act, female foeticide act, child adoption act</li> <li>○ Family welfare</li> <li>○ National health programmes</li> <li>○ School health services</li> <li>○ Occupational health</li> <li>○ Defence services</li> <li>○ Institutional services</li> </ul> </li> <li>• Systems of medicine and health care               <ul style="list-style-type: none"> <li>○ Allopathy</li> <li>○ Indian system of medicine and Homeopathy</li> <li>○ Alternative health care system like yoga, meditation, social and spiritual healing etc.</li> </ul> </li> <li>• Referral system</li> </ul>		
IV	25	Describe Community Health Nursing approaches and concepts Describe roles and responsibilities of Community health nursing personnel	<b>Community health nursing approaches, concepts and roles and responsibilities of nursing personnel</b> <ul style="list-style-type: none"> <li>• Approaches               <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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised field practice</li> <li>• Participate in camps</li> <li>• Group</li> </ul>	

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<p>care for themselves</p> <ul style="list-style-type: none"> <li>• Concepts of primary Health Care: <ul style="list-style-type: none"> <li>○ Equitable distribution</li> <li>○ Community participation</li> <li>○ Focus on prevention</li> </ul> </li> <li>Lecture Discussion</li> <li>○ Use of appropriate technology</li> <li>○ Multi sectoral approach</li> <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</li> <li>○ (MIS) : Maintenance of Records and 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>○ Organisation 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</li> </ul>	Project	

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			home visit • Qualities of Community Health Nurse • Job Description of Community health nursing personnel		
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> • Empowerment for self care of individuals, families and groups in. <b>A. Assessment of Self and family</b> <ul style="list-style-type: none"> <li>○ Monitoring growth and development</li> <li>- Mile stones</li> <li>- Weight measurement</li> <li>- Social development               <ul style="list-style-type: none"> <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> </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</b>	• Lecture, discussion, • Demonstration • Practice session • Supervised field practice • Individual/group/family/community health education	- Essay type -Short answers

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<p><b>procedures as prescribed/ required for self and family</b></p> <p><b>F. Waste Management</b></p> <ul style="list-style-type: none"> <li>• Collection and disposal of waste at home and community</li> </ul> <p><b>G. Sensitize and handle social issues affecting health and development for self and family</b></p> <ul style="list-style-type: none"> <li>• Women Empowerment</li> <li>• Women and child abuse</li> <li>• Abuse of elders</li> <li>• Female foeticide</li> <li>• Commercial sex workers</li> <li>• Food adulteration</li> <li>• Substance abuse</li> </ul> <p><b>H. Utilize community resources for self and family</b></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>		
VI	20	<ul style="list-style-type: none"> <li>• Describe national health and family welfare programmes role of a nurse &amp;</li> <li>• various health schemes in India</li> </ul>	<p>National health and family welfare programmes and the role of a nurse</p> <ol style="list-style-type: none"> <li>1) National ARI programme</li> <li>2) Revised National Tuberculosis Control Programme(RNTCP)</li> <li>3) National Anti-Malaria programme</li> <li>4) National Filaria control programme</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Participation in national health programme</li> <li>• Field visits</li> </ul>	<p>Essay type</p> <p>Short answers</p>

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			5) National Guinea worm eradication programme 6) National Leprosy eradication programme 7. National AIDS control programme 8. STD control programme 9. National Programme for Control of blindness 10. Iodine deficiency disorder programme 11. Expanded programme on immunization 12. National Family welfare Programme – RCH programme historical development, organization, administration, research, constraints 13. National water supply and sanitation programme 14. Minimum Need programme 15. National diabetics control programme 16. Polio eradication: pulse polio programme 17. National cancer control programme 18. Yaws eradication programme 19. National Nutritional Anemia. Prophylaxis programme 20. 20 point programme 21. ICDS programme 22. Mid day meal applied nutritional programme 23. National mental health programme Health Schemes - ESI		

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			- CGHS - Health insurance		
VI I	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, UNICERF, DANIDA, European, Commission, 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 (FPAI), Tuberculosis Association of India, Hindu Kusht Nivaranasangh, Central Social Welfare Board, All India Women’s conference, Blind Association of India etc.	- Lecture discussion  - Field visits	- Essay type  - Short answers

#### STUDENT REFERENCES

- 1) Jayawanti, TNAI Nursing Manual, TNAI publication
- 2) K.Park, ‘Textbook Of Preventive and Social Medicine’
- 3) K.Park, Essentials Of Community Health Nursing,
- 4) Rao Kasturi ‘An Introduction to Community Health Nursing’I publications.
- 5) Freeman Ruth, ‘Community Health Nursing Practice’
- 6) Stanthope Lancaster, ‘Community Health Nursing Process and Practice’, Popular publication.
- 7) Basvantappa B.T, ‘Community Health Nursing’
- 8) Anderson, ‘Community as Partner, Theory and Practice’.
- 9) Allender, ‘Community Health Nursing’ B.I. Publications
- 10) Harpson, ‘Handbook of Community Health Nursing’
- 11) Shastr , ‘Preventive and Social Medicine’, National Publications

- 12) Sathe , 'Epidemiology and management of Health Care', Popular Publications
- 13) Vasundhara and Basvantappa, 'Community Health Nursing', Jaypee Publication
- 14) Mc. Evens M. 'Community based Nursing', Sanmdess publication
- 15) Kulkarni and Baride, 'Textbook of Community medicine', Vora Publications.
- 16) Cookfair Joan, 'Nursing Care in Community', Moby Publications
- 17) Maxey Public, 'Health and Preventive Medicine' Applin Colage Publications
- 18) Lippincotts, 'Community Health Nursing', Lrppincotts Publications
- 19) K. Park Textbook of Preventive and Social Medicine'
- 20) Saunder 'Essentials of Community based Nursing' Jones and Balet Publications
- 21) Mahajan Gupta, 'Textbook of Preventive and Social Medicine', Jaypee Publications
- 22) Walton 'Community Concepts and Practice' Scuzt Foresmen Publications
- 23) Ghai Gupta 'Essential Preventive Medicine' Vikas Publications
- 24) Babu Sheshu, 'Review in Community Medicine' Paras Publication
- 25) Lancaster 'Community Health Nursing Process and Practice for Promoting Health, Morby Publications
- 26) Bhalerao 'Synopsis in Preventive and Social Medicine' National Publications
- 27) Fromer Margareg, 'Community Health care and the Nursing Process' CV Mosby and Company Publications
- 28) Clarke 'Preventive and Community Medicine' Boston Little Brown Company.

**COMMUNITY HEALTH NURSING – II PRACITCAL  
PLACEMENT: VII SEMESTER**

Time: Practical – 135 Hours

Areas	Durati on in weeks	Objectives	Skills	Assignme nts	Assessmen t Methods
Communi ty Health Nursing	1 wk for Urban 4 wk for Rural	Identify Community profile • Identify prevalent communicable and non-communicable diseases • Diagnose health needs of individual , families and community • Plan, provide and evaluate care • Participate in national health programs • Organize group for self help and involve clients in their own health activities • Provide	Community health survey - Community diagnosis - Family Care: Home adaptation of common rocedures Home visit: Bag technique Organize and conduct clinics antenatal, postnatal, well baby clinic, camps,etc. • Screen manage and referrals for: • High risk mothers and neonates • Accidents and emergencies • Illness: Physical and mental disabilities • Conduct delivery at centre/home, episiotomy and suturing • Resuscitate newborn • School Health programme • Screen, Manage refer children • Collaborate with health and	• Communi ty survey reports • Family care study -1 • Project-1 • Health talk • Case book recordin g	• Assess clinical performan ce with rating scale • Evaluatio n of Communi ty survey reports Family care study Project, Health talk • Completio n of activity records • Completio n of Case Book Recording

		family welfare services • Counsel and educate individual, family and community • Collect vital health statistics • Maintain records and reports	allied agencies • Train and supervise health workers Provide family welfare services: • Insertion of IUD • Counsel and teach individual, family and community about: HIV, TB, Diabetes, Hypertension, Mental Health, Adolescents, elderly's health, physically and mentally challenged individual etc. • Collect and calculate vital health statistics • Document and maintain Individual, family and Administrative records • Write reports center, disease, and national health programme/ projects.		
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**COMMUNITY HEALTH NURSING II** Practical - 4 weeks (195 Hours)

Area	Duration	Objectives	Skills	Assesment
Urban	4 weeks	<ul style="list-style-type: none"> <li>• Provide comprehensive care to individual family and community</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated practice and group project/research project 1 in urban</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Evaluation of project</li> </ul>

## EVALUATION

### INTERNAL ASSESSMENT COMMUNITY HEALTH NURSING -II SEVENTH SEMESTER

**Internal assessment** Maximum Marks 25

**Theory**

Unit test I– 25 Marks  
 Prefinals – 75 Marks

**Theory Assignment**

Seminar – 50 Marks  
**Total – 150 Marks** (Convert to 25)

**Practical Assignment**

Family Care Study (2) 100Marks  
 Health Talk – (3) 75 Marks  
 Procedure evaluation – (2) 100 Marks  
 Family Folders (5x10) – (2) 50 Marks  
 Clinical evaluation – Rural and Urban 200 Marks

**Practical examination**

Unit test I– 25 Marks  
 Prefinal – 50 Marks  
**Total – 600 Marks** (Convert out of 50)

**External assessment**

University examination  
 Theory Marks 75  
 Practical Marks 50

### FAMILY CARE STUDY (FORMAT)

**I Initial Data**

1. Name of head of family
2. Address
3. Date of visit commenced
4. Date of visit conducted

**II BIO-DATA**

Name of Family Members		Relation With Head of Family		Socio Economic Health							
				Age	Sex	Edn.	Occupation	Income	Marital status	Health status	Nutritional status

Immunization						Remark				
BCG	DPT			POLIO			Measles	Booster	Any other	
	1	2	3	1	2		3			

### III Resources

#### A. Community Resource used by Family Members

- a. Regular
- b. In emergencies

#### B. Financial

- a. Monthly family income
- b. Possessions
- c. Cattle and pets
- d. Numbers of dependents
- e. Monthly pattern of family expenditure
  - i. Food
  - ii. Education
  - iii. Medical
  - iv. Electricity bill
  - v. Clothing and entertainment

### IV Environment

#### A. Community

- Socio economic Status
- Cleanliness
- Water Facility
- Toilet
- Location of Slum area

#### B. Family

- Environmental hygiene
- Toilets
- Sewage Sullage
- Water disposal

#### C. Physical Environment

1. Housing location
2. Type of floor
3. Lighting
4. Ventillation
5. Water supply
6. Attitude towards Drinking
7. Waste disposal
  - Garbage
  - Latrines
  - Liquid Waste
  - Mosquitoes and fly breeds

## **V. Social Environment**

1. Type of community
2. Socio economic background
3. Relationship among family members
4. Relationship with neighbors
5. Relationship with others
6. Common Health Habits
  - a. In community
  - b. In family
7. Family concept about health
8. family concept about disease
  - a. In community
  - b. In Family
9. Festival celebration
  - a. In community
  - b. In family
10. Number of working mothers
  - a. In community
  - b. In family
11. Care during pregnancy
  - a. In community
  - b. In family
12. Care of infant
  - a. In community
  - b. In family
13. Concept about education
  - a. In community
  - b. In family
14. Concept about girls education
  - a. In community
  - b. In family
15. Knowledge and attitudes of people towards health
  - a. In community
  - b. In family

## **VI. Family Health**

1. Health of family – past and present
2. GynaecandObst. history of female adults

## **VII. Nutrition**

## **VIII. Family Life Style**

- a. Basic life style of family
- b. Family decision-making pattern
- c. Family relationship and communication
- d. Family response in crisis situation
- e. Family attitude towardshealth

Nursing Care Plan, Summary and Conclusion

**FAMILY CARE STUDY (Evaluation Format)**

**50 Marks**

Sr. No.	Particular	Total Marks	Marks Obtained	Total
I	<b>Personal and professional Qualities</b>			
	1. Grooming	1		
	2. Mannerisms	1		
	3. Language	1		
	4. Voice	1		
II	<b>Identification of Family</b>			
	1. Type of family	1		
	2. Initial data	1		
	3. Basic information	1		
	4. Resources used	1		
III	<b>Family Health</b>			
	5. Environment	6		
	1. Health of each member	2		
	2. Gynae and Obstetric health	2		
	3. Nutritional data	2		
	4. Rest and sleep	2		
	5. Use of health resources	2		
	6. Family planning status	2		
IV	<b>Nursing Care</b>			
	7. Health practices for each member	2		
	8. Family life style	2		
	Identification of needs and problems	2		
	2. Aims and Objectives	2		
	3. Nursing interventions	8		
	4. Evaluation of care given	4		
	5. Self-Assessment	3		

**COMMUNITY HEALTH NURSING (HEALTH TALK FORMAT)**

Name of the Student:

Topic:

Group to be taught:

A.V. Aids:

Area:

Date and Time:

Method of Teaching:

Language:

Aim:

Specific Objectives:

Introduction-

Sr. No.	Time	Specific Objectives	Subject matter	T/L Activity	A-V Aids	Evaluation

Summary:

Bibliography:

### EVALUATION FORMAT FOR HEALTH TALK

Name of the student: \_\_\_\_\_  
 Area of experience: \_\_\_\_\_  
 Period of experience: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_

**Total - 100 Marks**

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5
1.	<p><b>D) Planning and Organization</b></p> <p>a) Formulation of attainable objectives                      b) Adequacy of content                      c) Organization of subject matter                      d) Current knowledge related to subject Matter                      e) Suitable A.V.Aids</p> <p><b>II) Presentation:</b></p> <p>a) Interesting                      b) Clear Audible                      c) Adequate explanation                      d) Effective use of A.V. Aids                      e) Group Involvement                      f) Time Limit</p> <p><b>III) Personal Qualities:</b></p> <p>a) Self confidence                      b) Personal appearance                      c) Language                      d) Mannerism                      e) Self awareness of strong and weak points</p> <p><b>IV) Feed Back:</b></p> <p>a) Recapitulation                      b) Effectiveness                      c) Group response</p> <p><b>V) Submits Assignment on Time</b></p>					

Signature of the Student

Signature of the Teacher

**EVALUATION CRITERIA FOR PROCEDURE  
EVALUATION USING BAG TECHNIQUE**

Name of the student: \_\_\_\_\_

Area of experience: \_\_\_\_\_

Period of experience: \_\_\_\_\_

Supervisor: \_\_\_\_\_

**Total – 50**

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5
1.	Approach to the family					
2.	Selection of procedures based on family needs					
3.	Preparation of the bag for the procedure					
4.	Caring out all the steps of procedure correctly					
5.	Scientific principles followed while doing procedure					
6.	Involvement of family while doing procedure					
7.	Post care of bag and equipment					
8.	Health education while during and the procedure					
9.	Disposal of waste					
10.	Recording and reporting					

**FAMILY FOLDER FORMAT**

Learners Name :

Family Name :

Address :

Date of Service:

Directions:

**1. BASIC INFORMATION**

Name	Age	Sex	Position in family	Occupation	Income

Education	Language spoken	Nutritional status	Health status	Health problems

**2. RESOURCES (Community Resources In Emergency)**

Resources Provided	Location	Member Using	Reason	Frequency

**3. PHYSICAL and SOCIAL ENVIRONMENT**

a) Community

b) Family

#### 4. FAMILY HEALTH

Name	Age	Height	Weight	Immunization	Habits / addictions	Developmental stage	Summary of Health History	Current Status including Medications

#### 5. Family Health Practice

- Nutritional status – diet, meal pattern, shopping habits, knowledge of good nutrition.
- Recreation and exercise
- Sleeping pattern.
- Family use of health resource, person responsible for health care decision-making
- Any other attitudes, which significantly relate to health status.
- Family strengths and limitations related to their health practice

#### 6. Family Life Style

- Basic life style
- Inter family relationship and communication pattern
- Family decision-making
- Family response in crisis
- Dominant values of family
- Family attitude towards health care and health care providers

#### 7. Nursing Care Plan

#### 8. Student Remarks

- How did family perceive overall expenses of your visit (give supportive data)
- Discuss achievement of goals and nursing interventions
- In what aspect of nursing practice did your experience most growth and in what area would you like to improve ?

#### EVALUATION FORMAT

#### FAMILY FOLDERS

Sr. No.	Particular	1	2	3	4	5	Score
1.	Subject Matter						
2.	Nursing care plan						

### CLINICAL EVALUATION

Name of the Student:

Area of Experience:

Period of Experience:

Supervisor:

**Total - 100 Marks**

Scores : 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5	Score
I	<b>Personal and Professional Qualities :</b> a) Leadership b) Punctuality c) Grooming d) Relationship with others e) Attitude Towards suggestions						
II	<b>Assessment In Home and Clinic:</b> a) History taking b) Physical assessment c) Assisting and guiding for investigation d) Home / clinic observation of signs and symptoms e) Identification of needs and problems						
III	<b>Planning</b> a) Selection of priority needs / problems b) Setting objectives c) Planning appropriate interventions d) Resource allocation						
IV	<b>Implementation :</b> a) Approach to family and manner of greeting b) Explaining the purpose of visit to family c) Providing home care d) Doing simple procedure at home/Clinic e) Assisting in clinical services f) Giving health education in home clinic g) Recording and reporting						
V	<b>Evaluation :</b> a) Health teaching b) Family care c) Self assessment d) Submitting assignment on time						

Remarks:

Signature of Student

Signature of the Teacher

## COMMUNITY SURVEY REPORT FORMAT

### INTRODUCTION

#### OBJECTIVES:

- To assess the area and identify health problems of people
- To understand the socioeconomic status of the community
- To identify the sources of health services available in community
- To identify various health practices prevailing in the community
- Community as a place – boundaries, environment, housing
- Community as a social system –recreational facilities, transportation, stores and shops, official health agencies, communication media, education, socioeconomic status, occupational status, social activities related to health.
- Health problems and needs in the area Conclusion

### SURVEY REPORT

Sr. No.	Particular
1	Introduction
2	Community as a place <ul style="list-style-type: none"><li>• Boundary</li><li>• Environment</li><li>• Housing</li></ul>
3	<b>Social System</b> <ul style="list-style-type: none"><li>• Recreational facilities</li><li>• Transportation</li><li>• Stores and Shops</li><li>• Official health Agencies</li><li>• Communication media</li><li>• Education</li><li>• Socioeconomic status</li><li>• Occupational Status</li><li>• Social activities related to health</li></ul>
4	<b>Planning and organization</b> <ul style="list-style-type: none"><li>• Formulation of objectives</li><li>• Selection of method of presentation</li><li>• Adequacy of content</li><li>• Organisation of Subject matter</li><li>• Presentation</li></ul>
5	Individual participation
6	Submission on time

## DAILY DAIRY

Name of the student: \_\_\_\_\_  
Area of experience: \_\_\_\_\_  
Period of experience: \_\_\_\_\_  
Supervisor: \_\_\_\_\_

Sr. No	Particular
1	Activities planned
2	Activities done

### ASSIGNMENT FORMAT FOR GROUP SEMINAR

1. Introduction to the topic
2. Concept, Definition
3. History
4. Subject matter
5. Application in nursing field
6. Summary
7. Conclusion
8. References

### VISITS SUGGESTED

#### I. Community Resources For Self and Family

1. Trauma center
2. Old Age Home
3. Orphanage
4. Home for physically and mentally challenged individuals
5. Home for Destitutes

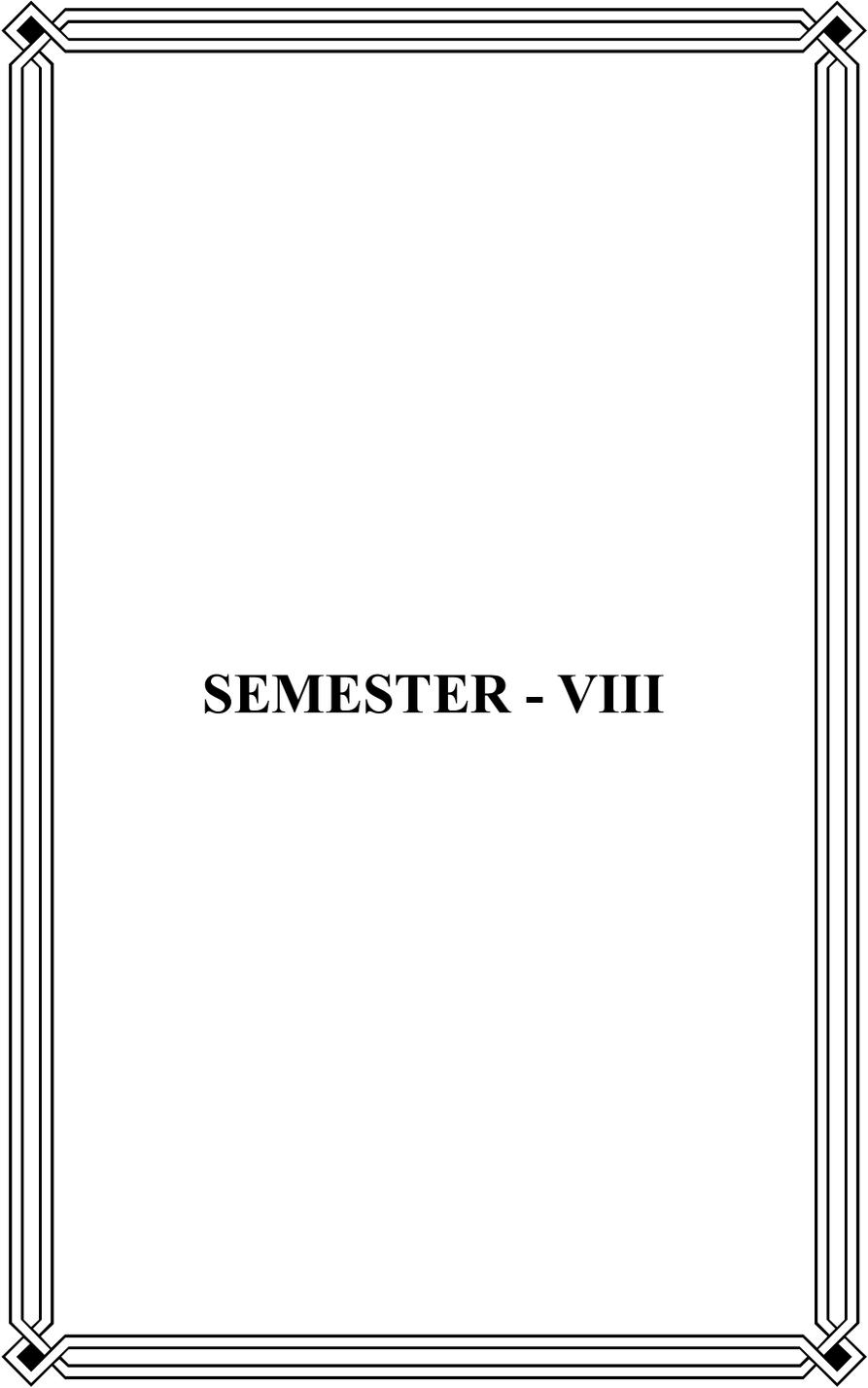
#### II. Social Nurse affecting health

1. Mahila Mandal
2. Food and Adulteration Lab
3. Community Kitchen
4. NARI

#### III. Others

1. Family Welfare Bureau
2. Industrial Visit
3. IEC Bureau
4. B.D.O.
5. Gram Panchayat
6. Zilla Parishad
7. Panchayat Samiti
8. PHC
9. Sub Center
10. Rural Hospital
11. Community Health Center
12. Anganwadi

Above visits should be completed in related subject during 4 years

A decorative border consisting of two parallel lines forming a square frame. Each corner is embellished with a diamond-shaped motif where the lines cross, creating a geometric pattern.

**SEMESTER - VIII**

## MANAGEMENT OF NURSING SERVICES AND EDUCATION

**PLACEMENT: VIII SEMESTER**

**TOTAL HOURS: THEORY: 60+30=90 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.

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

1. Understand the principles and functions of management
2. Understand the elements and process of management
3. Appreciate the management of nursing services in the hospital and community
4. Apply the concepts, theories and techniques of organizational behaviour and human relations.
5. Develop skills in planning and organizing in service education
6. Understand the management of nursing educational institutions
7. Describe the ethical and legal responsibilities of a professional nurse
8. Understand the various opportunities for professional advancement

Unit	Time Hrs		Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
	Th	Pr				
I	4		<ul style="list-style-type: none"> <li>• Explain the principles and functions of management</li> </ul>	<b>Introduction to management in nursing</b> <ul style="list-style-type: none"> <li>• Definition, concepts and theories</li> <li>• Functions of management</li> <li>• Principles of management</li> <li>• Role of nurses as a manager</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using organization charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>
II	6		Describe the 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</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Simulated Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Type</li> <li>• Short answers</li> </ul>

Unit	Time Hrs		Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
	Th	Pr				
				classification system, scheduling • Human resource management recruiting, selecting, deployment, retaining, promoting, superannuation etc. • Budgeting: Concept, principles, types, cost benefit analysis, audit • Material management: equipment and supplies • Directing process (Leading) • Controlling: Quality management • Program Evaluation Review Technique (PERT), Bench marking, Activity Plan (Gantt Chart)	• Case Studies	
III	8	5	To understand the modern concepts, components and changing trends in hospital organization	<b>Hospital Organization</b> • Definition, types and functions of hospital • Governing body- Hospital administration • Control and line of authority • Hospital statistics including hospital utilization indices • Role of hospital in comprehensive health care • Development of new management practices: marketing of hospitals, specialty hospitals	• Lecture Discussion • Preparation of organizational chart of hospital	• Essay Type • Short answers • MCQ
IV	8	20	Describe the management of nursing services in hospital and community	<b>Management of nursing services in the hospital and community</b> o Planning o Hospital and patient care units including ward management o Emergency and disaster	• Lecture • Discussion • Demonstration • Simulated Exercises	• Essay Type • Short answers • Assessment of

Unit	Time Hrs		Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
	Th	Pr				
				<p>management</p> <ul style="list-style-type: none"> <li>○ Human resource management</li> <li>○ Recruiting, selecting deployment, retaining promoting, superannuation</li> <li>○ Categories of nursing personnel including job description of all level</li> <li>○ Patient/ population classification system</li> <li>○ Patient/ population assignment and nursing care responsibilities</li> <li>○ Staff development and welfare</li> </ul> <ul style="list-style-type: none"> <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 and Leading: delegation, participatory management <ul style="list-style-type: none"> <li>○ Assignments, rotations, delegations</li> <li>○ Supervision and guidance</li> <li>○ Implement standards, policies, procedures and practices</li> <li>○ Staff development and</li> </ul> </li> </ul>	<p>es</p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• Supervised practice in ward writing indents, preparing rotation plan and duty roaster, ward supervision</li> <li>• Assignment on duties and responsibilities of ward sister</li> <li>• Writing report</li> <li>• Preparing diet sheets</li> </ul>	<p>problem solving exercises</p> <ul style="list-style-type: none"> <li>• Assessment of the assignments</li> <li>• Performance evaluation by ward sister with rating scale</li> </ul>

Unit	Time Hrs		Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
	Th	Pr				
				<p>welfare</p> <ul style="list-style-type: none"> <li>○ Maintenance of discipline</li> <li>• Controlling/ Evaluation</li> <li>○ Nursing rounds/ visits,</li> <li>○ Nursing protocols, Manuals Quality assurance model documentation</li> <li>○ Records and reports</li> <li>• Performance appraisal</li> </ul>		
V	5		<ul style="list-style-type: none"> <li>• Describe the concepts theories and techniques of Organizational behaviour and human relations</li> </ul>	<p><b>Organizational behaviour and human relations</b></p> <ul style="list-style-type: none"> <li>• Concepts and theories of organizational 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 and</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 employees unions</li> <li>• Collective bargaining</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role Plays</li> <li>• Group Games</li> <li>• Self Assessment</li> <li>• Case Discussion</li> <li>• Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of Problem solving</li> </ul>
VI	5	5	<ul style="list-style-type: none"> <li>• Participate in planning and organizing inservice education program</li> </ul>	<p><b>In service education</b></p> <ul style="list-style-type: none"> <li>• Nature and 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>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Plan and conduct an educational session for in-service nursing personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Short answer</li> <li>• Assess the planning and conduct of education</li> </ul>

Unit	Time Hrs		Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
	Th	Pr				
						onal session
VI I	1	0	Describe management of Nursing educational institutions	<b>Management of Nursing educational institution</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 –</li> <li>○ Philosophy/Objectives, Organization</li> <li>○ Structure</li> <li>○ Committees</li> <li>○ Physical facilities</li> <li>○ College / School</li> <li>○ Hostel Students</li> <li>○ Selection</li> <li>○ Admission procedures</li> <li>○ Guidance and counseling</li> <li>○ Maintaining discipline-</li> <li>○ Faculty and staff</li> <li>○ Selection</li> <li>○ Recruitment</li> <li>○ Job description</li> <li>○ Placement</li> <li>○ Performance appraisal</li> <li>○ Development, welfare</li> </ul> </li> <li>• Budgeting</li> <li>• Equipments &amp; 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>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role Plays</li> <li>• Counselling session</li> <li>- Group exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

Unit	Time Hrs		Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
	Th	Pr				
VI II	1	0	<ul style="list-style-type: none"> <li>• Describe the ethical and legal responsibilities of a professional nurse</li> <li>• Explain the Nursing practice standards.</li> </ul>	<p><b>Nursing as a Profession</b></p> <ul style="list-style-type: none"> <li>• Nursing as a profession. <ul style="list-style-type: none"> <li>○ Philosophy; nursing practice</li> <li>○ Aims and Characteristics</li> <li>○ Characteristics of a professional Nurse.</li> <li>○ Regulatory bodies; INC; SNC Act:-Constitution, functions</li> <li>○ Current Trends and issues in Nursing.</li> </ul> </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>○ Laws related to Nursing practice; Breach and penalties</li> <li>○ Malpractice, Negligence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Case Discussion</li> <li>• Panel Discussion</li> <li>• Role Plays</li> <li>• Critical Incidents</li> <li>• Visit to INC/SN RCS</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Assessment of critical incidents</li> </ul>
IX	4		<ul style="list-style-type: none"> <li>• Explain various opportunities for professional advancement</li> </ul>	<p><b>Professional Advancement</b></p> <ul style="list-style-type: none"> <li>• Continuing education</li> <li>• Career Opportunities</li> <li>• 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>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Review/ Presentation of published articles.</li> <li>• Group work on Maintenance of Bulletin board</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>

## REFERENCES:

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9. Francis, EM and Desouza, Mario. Hospital Administration, 3<sup>rd</sup> edn, Jaypee Brothers. Medical Publishers: New Delhi, 2000.
10. Goddard, HA. Principles of Administration applied to Nursing Practice, WHO: Geneva, 1966.
11. Hersey, P. Blanchard, HK and Johnson, ED. Management of Organizational Behavior Pearson Education Indian Branch: New Delhi, 2002.
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## EVALUATION

### I. Internal Assessment:

Theory: Maximum Marks	25	Marks
Unit Test -I	25	
Pre-final	75	
Seminar	50	
Ward Management Profile	25	
Diet Sheet	25	
Inservice education	25	
Performance Appraisal	25	
Clinical Evaluation	100	
<b>Total Marks</b>	<b>350</b>	<b>(Send University out of 25)</b>

### II. External Assessment:

University Examination Theory Marks: 75

### EVALUATION CRITERIA FOR SEMINAR

Subject:  
Topic:  
Name of the Student:  
Group:

Date:  
Time:  
Total Marks:  
Marks Allotted:

Sr. No.	Criteria	1	2	3	4	5	Remark
<b>I</b>	<b>Subject Matter</b> 1. Introduction 2. Organization of Content 3. Presentation of topic 4. Relevant examples 5. Relevant statistical data 6. Group participation 7. Control of group 8. Conclusion						
<b>II</b>	<b>AV Aids</b> 9. Appropriate to Topic 10. Self Explanatory 11. Useful 12. Attractive 13. Planning and preparation 14. Use of appropriate technology						
<b>III</b>	<b>Physical Facilities</b> 15. Environment 16. Classroom preparation 17. Classroom management						
<b>IV</b>	<b>Personal Qualities</b> 18. Voice and clarity 19. Mannerism 20. References						
	<b>Total - 100</b>						

## **GUIDELINES FOR WARD MANAGEMENT REPORT**

1. Introduction
  - Name of the ward
  - Duration of experience with dates
  - Objective of ward administration experience
2. Organization chart of the ward
  - Draw the organization chart of the ward and hospital depicting staff position along with communication channels and hierarchical lines
3. Ward lay out and physical facilities of the ward
  - Describe the ward layout and physical facilities available and compare the standards of an ideal ward
4. Reports and records
  - Describe the various reports and records maintained in the ward
  - Study these documents critically for completeness and relevance and give your suggestions and recommendations.
5. Procedures and Policies
  - Study the policies and procedures and critically evaluate them
  - Intending drugs, stores, supplies and describe them briefly
  - Admission and discharge and transfer
  
  - Visitors
  - Out pass, absconding
  - Critically ill patient, Death
  - Treatments
  - Emergency care
  - SOP for Anaphylaxis, HIV infection, needle stick injuries, Hospital waste management
  - Security of the ward
  - Fire drills
  - Preparation of diet sheet
6. Classify the various types of drugs, stores, supplies and equipments in the ward Study the procedure for maintenance, store and supplies
7. Enlist the suggestions and recommendations
8. Conclusion

#### EVALUATION CRITERIA- REPORT

Sr No.	Criteria	Marks Allotted	Marks Obtained
1	Comprehensive	5	
2	Clear and Relevant	5	
3	Critical analysis	5	
4	Suggestions and Recommendations	5	
5	Conclusion	5	
	<b>Total</b>	<b>25</b>	

#### GUIDELINES FOR ASSIGNMENT: DIET SHEET

##### Diet Sheet

- a) Daily basis  
Study the different types of hospital diets and their dietary allowances and write a brief report  
Note the prescribed diet for each patient  
Record in the diet sheet
- b) Give references and illustrations (Figure, graphs and picture)
- c) Conclusion ( highlight learning achieved)

#### EVALUATION CRITERIA - DIET

Sr No.	Criteria	Marks Allotted	Marks Obtained
1	Clarity and comprehensiveness	5	
2	Accuracy of diet sheet	5	
3	Preparation of diet sheet	5	
4	Reference and illustration	5	
	<b>Total</b>	<b>20</b>	

### EVALUATION: WARD ADMINISTRATION

Students name:

Total Marks: 100

Placement:

Sr. No.	Criteria	4	3	2	1
<b>I</b>	<b>Professional Appearance</b> 1. Is well groomed and neat uniform 2. Is able to maintain good poise				
<b>II</b>	<b>Knowledge</b> 3. Has knowledge regarding nursing responsibilities in Organization and planning in days work. a. Meeting emergency needs b. Providing comprehensive patient care c. Indenting, maintaining and dispensing of drugs d. Holding of inventories and care of equipments 4. Has knowledge of various records related to patient care? 5. Has knowledge of communication process				
<b>III</b>	<b>Practice</b> 6. Is able to communicate effectively with different health team members 7. Is able to coordinate with healthy member 8. Is able to plan and conduct clinical teaching programmes 9. Is able to conduct incidental teaching at the bed side 10. Is able to render nursing according to identified nursing needs and problems				
<b>IV</b>	<b>Leadership</b> 11. Is able to inspire confidence and has patience in dealing at all times 12. Is enthusiastic and approachable 13. Is willing to accept consequences of decision and action 14. Is able to accept leadership roles voluntarily 15. Co-operative and maintains good IPR 16. Avails opportunities for personal and professional growth 17. Practices democratic approach in all dealings 18. Able to supervise Junior Students				
<b>V</b>	<b>Recording, Reporting and Evaluating</b> 19. Take suggestion positively 20. Able to record and report all relevant facts accurately 21. Evaluate objectively				
<b>Total</b>					

Signature of the Student:

Signature of the Supervisor:

### GUIDELINES FOR LAB/ PRACTICAL EXPERIENCE

- Admission and discharge and transfer of patients
- Assignment of duties
- Preparation of duty roaster
- Supervision of nursing care
- Indenting of drug, stores and supplies
- Maintenance of dangerous drugs- Indenting, storing, accounting, recording
- Diet- Maintenance of diet sheet
- Inventories- Expendable and non expendable
- Repair and replacements
- Ward report
- Supervision and guidance of paramedical staff and domestic staff

### Evaluation formats for Nursing service Administration and Education

1. Duties and responsibilities of ward sister 25 mark
2. Planning and implementation of an in service education programme 25 mark
3. Performance appraisal preparation of format 25mark

### ASSESSMENT OF GROUP ASSIGNMENT

Sr. No.	Particular Objectives	Total
1	<b>Contents</b>	
	Adequacy	2
	Organization	3
	Relevance	3
2	<b>Presentation</b>	
	Clarity	3
	Appropriate use of A.V. aids	2
	Group participation	3
3	<b>Conclusion and summary</b>	3
4	<b>Reference</b>	3
	<b>Total</b>	<b>25</b>

**VIII SEMESTER FOURTH YEAR BSC NURSING  
MANAGEMENT OF NURSING SERVICES and NURSING EDUCATION  
EVALUATION CRITERIA FOR WARD MANAGEMENT**

**REPORT**

**Name of the Student:**

**Date of Submission:** (Maximum Marks: 25)

Sr No.	Criteria	Marks Allotted	Marks Obtained
1	Comprehensive	5	
2	Clear and Relevant	5	
3	Critical analysis	5	
4	Suggestions and Recommendations	5	
5	Conclusion	5	
	<b>Total</b>	<b>25</b>	

Remark:

Signature of Student

Signature of Evaluator

Date:

Date:

**EVALUATION CRITERIA FOR DIET SHEET**

**Name of the Student:**

**Date of Submission:** (Maximum Marks: 25)

Sr No.	Criteria	Marks Allotted	Marks Obtained
1	Clarity and comprehensiveness	5	
2	Accuracy of diet sheet	8	
3	Preparation of diet sheet	7	
4	Reference and illustration	5	
	<b>Total</b>	<b>25</b>	

Remark:

Signature of Student

Signature of Evaluator

Date:

Date:

### CLINICAL EVALUATION FORMAT

Students Name:

Total Marks: 100

Placement:

Sr. No.	Criteria	4	3	2	1
<b>I</b>	<b>Professional Appearance</b> 1. Is well groomed and neat uniform 2. Is able to maintain good poise				
<b>II</b>	<b>Knowledge</b> 3. Has knowledge regarding nursing responsibilities in Organization and planning in days work. a. Meeting emergency needs b. Providing comprehensive patient care c. Indenting, maintaining and dispensing of drugs d. Holding of inventories and care of equipments 4. Has knowledge of various records related to patient care? 5. Has knowledge of communication process				
<b>III</b>	<b>Practice</b> 6. Is able to communicate effectively with different health team members 7. Is able to coordinate with healthy member 8. Is able to plan and conduct clinical teaching programmes 9. Is able to conduct incidental teaching at the bed side 10. Is able to render nursing according to identified nursing needs and problems				
<b>IV</b>	<b>Leadership</b> 11. Is able to inspire confidence and has patience in dealing at all times 12. Is enthusiastic and approachable 13. Is willing to accept consequences of decision and action 14. Is able to accept leadership roles voluntarily 15. Co-operative and maintains good IPR 16. Avails opportunities for personal and professional growth 17. Practices democratic approach in all dealings 18. Able to supervise Junior Students				
<b>V</b>	<b>Recording, Reporting and Evaluating</b> 19. Take suggestion positively 20. Able to record and report all relevant facts accurately 21. Evaluate objectively				
<b>Total</b>					

Signature of the Student

Signature of the Supervisor

### EVALUATION OF SEMINAR

**Name of the Student Nurse:**

**Date:**

**Time:**

**Topic:**

Sr No.	Criteria	1	2	3	4	5	Remarks
1.	<b>Knowledge of subject matter</b> a) Organization of subject matter. b) Classification of ideas with appropriate and interesting ideas. c) Depth and mastery of subject. d) Anticipated question and has prepared for answer. e) Selection and organization of A.V. aids f) Integration and correlation with other subject matters g) Submitted in time for correction						
2.	<b>Organization and management of classes</b> a) Budgeting of time b) Asked questions for classification c) Class participation						
3.	<b>Effectiveness of seminar</b> a) Introduction of Topic b) Ability to hold student attention c) Stimulate student participation						
4.	<b>Effectiveness of seminar</b> a) Questioning clear and stimulating b) Maintaining learning atmosphere c) Use of Black Board						
5.	<b>Personal Appearance</b> a) Neatness and professional appearance b) Degree of self confidence c) Language (Appropriate correct, clear, tone, mannerism) d) Punctuality(Starting lesson, completing lesson)						
<b>Total marks out of 100</b>							

Evaluator's Comments:

Signature of the student:

Signature of the Evaluator

## AYURVEDIC NURSING (ELECTIVE SUBJECT)

### PLACEMENT: VIII SEMESTER

**THEORY: 50 HRS**

**AIM:** The aim of the course is to upgrade the knowledge of ayurvedic nursing graduates to assure the awareness of the roles and responsibilities of nursing professionals in health team and establish co-ordination as well as communication with the nursing personnel in an order to achieve the comprehensive client care.

**SPECIFIC OBJECTIVES:-**

On the completion of course, the ayurvedic graduates will be able to,

1. Identify the nursing needs of the client.
2. Participate as member of the health team in promotive, preventive and restorative health care delivery system of the country.
3. Demonstrate skills in communication and interpersonal relationship.
4. Demonstrate the role of a health team member in ayurvedic centre's

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
I	15	Describe the moolsiddhanta of ayurveda	<p><b>MOOLA SIDDHANTA OF AYURVEDA:</b></p> <p>•<b>DEFINITION:</b> - Ayurveda, Four Goals of life, Origin of Ayurveda, The eight branches of Ayurveda, Pancha – Bhuta tattva, Tridishas – Vata, Pitta and Kapha – Qualities, Actions, Formation, Sthana (location) in the body, Based on day and night, And Age. Nursing standard</p> <p>•<b>SAPTA DHATUS</b> – The Spta dhatus, Rasa, Rakta, Mamsa, Medas, Asti, Majja, Sukra and Sronita – Their formation' Functions. TRI MALAS – Purisha, Mutra, Seda – Formation and Functio</p>	Lecture discussion	Short answer and Objective type

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>•GUNAS – Mahagunas, Gurvdigunas, Shdrasa, Their effects on tridoshas, Virya, Vipaka and Prabhava, desa, baaisaja kala, classification of diseases based on body and mind, Pada – Chatustayam – Bhisak, Dravya, Upastha, and Rogi, Vegas (urges) – 13 types of Vegas – Dharaniya and Adharaniya Vegas, Classification of diseases according to prognosis, Nija and Agantjarogas, Classification of diseases – Seven types – Sahaja, Garbhaja, Jataja, Pidaja, Kalaja, Prabhavaja and Swabhavaja, Causes of diseases –Asatmendriyarta samyoga, Pragnaparada And parinamarogamarga – Bahya, Madhyama and Abhyantara, ama and Nirama, Signs and Symptoms of Ama, Classification of diseases based on Tridosas – 80 types of Vatajaroga, 40 types of pittajaroga, 20 types of Kaphajaroga, Ojys, Bhaishajya – Samshodhana and Samsamana, Bhaishajya kala.</li> </ul>		
<b>II</b>	<b>04</b>	Describe the nursing anatomy and physiology	<b>NURSING ANATOMY and PHYSIOLOGY:</b> <ul style="list-style-type: none"> <li>•A basic knowledge on various systems of the human body – Their anatomy and physiology.</li> </ul>	Lecture discussion	Essay type, Short answer, Objective type

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
II I	08	Describe the SwasthaVritta (Public And Social Hygeine):	<p><b>SWASTHA VRITTA (PUBLIC AND SOCIAL HYGEINE)</b></p> <ul style="list-style-type: none"> <li>• Pada chattustayam, The Gunas of Bhishak, Dravya, Paricharaka, and Rogi, Dina chrya Brahma muhurtha, Passing of urges, Danta – Dhavanam, Anjanakarma, Nasya, Kavala, Gandusha, Dhumapana, Tamboolasevana, Abhyanga, Vyayama, Udvartana, Snana, Bhojana, Ratricharya, Ritucharya – Shadritu and ritucharya, Anna swarupa – Aknowledge of Kritanna – Manda, Peya, Vilepi, Odana, Three Upasthamsa – Ahara, Nidra, Brhamacharya, Janapadodwamsa (Epidemics), Saptaharakalpana – Swabhava, Samyoga, Samswkara, Matra Desha Kala, satmya, Bhojanavidhi, Anupana, Pathya – Apathya, Infections, Infestationa, Infectious diseases and Epidemics / pandemics, Hospital building and location knowledge on social hygiene – Air, Land water light &lt; waste products toilets Industries schools occupational hazards Primary health care Family welfare programmes National progerames Mother and</li> </ul>	Lecture discussion	Essay type, Short answer and Objective type

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			child welfare programme, WHO, Health administration, Health related statistics.		
IV	08	Describe the Basics Of RogaNidana And RogaVinischya:	<p><b>BASICS OF ROGA NIDANA AND ROGA VINISCHYA:</b></p> <ul style="list-style-type: none"> <li>• Introduction: - to rogavignana, Tridoshas, Sapta dhatus, and trimalas, - their role in the causation of diseases, Signs and symptoms of Increase and decrease of doshas, Dhatus and Malas, The Kriya kalas, srotas – Importance of srotas in the production of diseases, Types of srtas, Types of diseaseas</li> <li>• Immunity and Hypersensitivity</li> <li>• A knowledge on the Cause, Signs and Symptoms and prognosis of various diseases mentioned in classical Ayurvedic texts Viz, Jwara, Rakta – Pitta, Kasa, Swasa, Hidma, Rajayakshma, Pramcha, Arsas, Grahani Shola, Vriddhi – Vidradhi, GraqnthiArbuda, SophaKushtoGulmaAtisaraVara – Vyadhi, Vatarakthaapasmara – Unmada, Etc.</li> </ul>	Lecture discussion	Essay type, Short answer and Objective type
V	15	Describe the Basics Of DravyaGuna	<p><b>BASICS OF DRAVYA GUNA:-</b></p> <ul style="list-style-type: none"> <li>• Introduction: Dravyaguna, Definitions – PadarthaSaptapadarta according to Ayurveda.</li> </ul>	Lecture discussion	Essay Type *Short Answer *Objective type

Unit	Time Hrs	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<p>Definition – Dravya its classifications, Gunas – Mahagunas and 40 types of gunasvyavayi and Vikashi, Karma Rasa – Shadrasas, Their effects of tridoshasGuna – Karma of shadrasas, Viryavipala and prabhava Abasic knowledge on the various herbs used in Ayurveda – Identification and study of the regularly used herba like – Triphala Trikatu Yastimathu, Rasna, Balachaturjata Thaleesa Dasamula, etc.</p> <p>• <b>BASICS OF BHAI SAJYA KALPANA:</b> Introduction to Bhaisajyakalpana ,Classification of aushadi – Shodhana and Shamana, Bhaisajya kala – Kshanadi and Vyadhyavastha, Desha – Classification, Clinical observations before administration of medicines Bhaisajya kala – Classification of bhaisajya kala Pathya – Apathyaanupana benefits of Anupana, Various types of Ayurvedic formulations used in the treatment of diseases – Kwatha, Arista - Avaleha, Ghrita, Churna, Gutika, thaila, Etc.</p>		

**Evaluation: Theory:**

Unit Test- I 25  
Final College Examination 75

**Total Marks 100**

**REFERENCE BOOKS:-**

- AyurvediyaKriyasharir - Ranjit Rai Desai
- KayachikitsaParichaya - C. Dwarkanath
- Prakrit Agni Vigyan - C. Dwarkanath
- Sharir Kriya Vigyan - Shiv CharanDhyani
- AbhinavaSharir Kriya Vigyana - Acharya Priyavrata Sharma
- Dosha Dhatu Mala Vigyana - Shankar Gangadhar Vaidya
- PrakritaDoshaVigyana - Acharya Niranjana Dev
- TridoshaVigyana - Shri Upendranath Das
- ShariraTatva Darshana - Hirlekar Shastri
- Prakrita Agni Vigyana- Niranjana Dev
- DehaDhatvagniVigyana - Vd. Pt. Haridatt Shastri
- Sharir Kriya Vigyana (Part 1-2) - Acharya Purnchandra Jain
- Sharir Kriya Vigyana - Shri MoreshwarDutt. Vd.
- Sharira Kriya Vijnana (Part 1 and 2) – Nandini Dhargalkar
- Dosha Dhatu Mala Vigyana - Basant Kumar Shrimal
- AbhinavaSharir Kriya Vigyana - Dr. Shiv Kumar Gaur
- Pragyogik Kriya Sharir - Acharya P.C. Jain
- Kaya ChikitsaParichaya - Dr. C. Dwarkanath
- Concept of Agni - Vd. Bhagwan Das
- PurushVichaya - Acharya V.J. Thakar
- Kriya Sharir - Prof. Yogesh Chandra Mishra
- Sharir Kriya Vigyana - Prof. Jayaram Yadav and Dr. Sunil Verma.
- Basic Principles of Kriya-Sharir (A treatise on Ayurvedic Physiology) by Dr. Srikant Kumar Panda
- Sharir Kriya – Part I and Part II – Dr. Ranade, Dr. Deshpande and Dr. Chobhe
- Human Physiology in Ayurveda - Dr Kishor Patwardhan
- SharirkriyaVignyan Practical Handbook – Dr. Ranade, Dr. Chobhe, Dr. Deshpande
- Sharir Kriya Part 1 – Dr.R.R.Deshapande, Dr. Wavhal
- Sharir Kriya Part 2 – Dr. R.R.Deshapande, Dr. Wavhal
- Ayurveda Kriya Sharira- Yogesh Chandra Mishra
- Textbook of Physiology - Gytonand Hall
- A Textbook of Human Physiology – A.K.Jain
- Essentials of Medical Physiology - Sembulingam, K.
- Concise Medical Physiology - Chaudhari, Sujit K.
- Principals of Anatomy and Physiology - Tortora and Grabowski
- Textbook of Medical Physiology- Indu Khurana

## DIASBILITY NURSING (ELECTIVE SUBJECT)

**PLACEMENT: VIII SEMESTER**

**Theory: 50 hrs**

### **Course description:**

The course is designed to assist students in developing expertise and in depth understanding in the field of disability nursing. It will help students to develop advanced skills in various aspects of disability nursing settings. It will enable students to function as disability nurse practitioner / specialist. It will further enable the student to function as educator, manager and researcher in the field of disability nursing.

**Aims:** Disability nurses currently play a vital role in helping to respond to the healthcare and other needs of people with learning disabilities. This guidance aims to highlight how their contribution can be made even more effective in the future.

### **Objectives:**

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

1. Appreciate trends and issues related to disability nursing
2. Apply the concepts and principles of rehabilitation
3. Perform disability and impairment assessment and plan nursing care
4. Describe the role and responsibilities of disability health nurse in various community welfare programmes
5. Describe the ethical issues in rehabilitation
6. Explain the challenges in rehabilitation
7. Describe National programmes for rehabilitation of persons with disability

**COURSE OUTLINE :**

<b>Unit</b>	<b>Hours</b>	<b>Topic</b>
<b>I</b>	6	<b>Defining Impairment and Disability</b> <ul style="list-style-type: none"> <li>• Introduction to disability</li> <li>• Difference between disability, impairment and handicap</li> <li>• Factors affecting quality of life and coping</li> </ul>
<b>II</b>	18	<b>Community based rehabilitation</b> <ul style="list-style-type: none"> <li>• Introduction: Concept, principles, trends, issues and</li> <li>• Rehabilitation team.</li> <li>• Community based rehabilitation</li> <li>• Ethical issues and Rehabilitation</li> <li>• Council of India Disability and Rehabilitation devices</li> <li>• Rehabilitation of chronic diseases, Restorative rehabilitation and Vocational rehabilitation</li> <li>• Role of voluntary organizations</li> <li>• Guidance and counseling</li> <li>• Welfare measures by Government /Private sector</li> <li>• Roles and responsibilities of disability nurse</li> <li>• Visit to rehabilitation center</li> </ul>
<b>III</b>	12	<b>Preventive and restorative measures</b> <ul style="list-style-type: none"> <li>• Restorative rehabilitation</li> <li>• Challenges in rehabilitation.</li> <li>• Psychosocial Rehabilitation</li> <li>• Role of the nurse in rehabilitation</li> <li>• Visit to physiotherapy unit</li> <li>• Field Visit: Artificial limbs manufacturing corporation, District disability rehabilitation center (DDRC)</li> </ul>
<b>IV</b>	14	<b>National programmes for rehabilitation of persons with disability</b> <ul style="list-style-type: none"> <li>• National Institutes, artificial limbs manufacturing Corporation,</li> <li>• District Disability Rehabilitation Centers and their schemes</li> <li>• Regional rehabilitation centers etc.</li> <li>• Public policy in rehabilitation</li> <li>• Disability benefits and laws</li> <li>• The persons with disabilities act 1995,</li> <li>• Mental rehabilitation and Multiple disabilities act 1992,</li> <li>• Legal and ethical issues in rehabilitation</li> <li>• Rehabilitation Council of India</li> <li>• Rehabilitation health team and different categories of team members.</li> <li>• Visit to School for specially challenged children</li> </ul>

**Visits:**

1. School for specially challenged children's
2. Rehabilitation centre

**Evaluation****Theory:**

Unit Test- I	25
Final College Examination	75
<b>Total Marks</b>	<b>100</b>

**REFERENCES:**

- Kamalam S; "Essentials in Community Health Nursing Practice"; Jaypee Brothers, Medical Publishers (P) Ltd, New Delhi.
- Marcia Stanhope and Lancaster Jeanette; "Community Health Nursing – Process and practice for promoting health"; The C V Mosby Co, St Louis Toronto, 184
- Dianne Watkins; Judy Edwards; Pam Gastrell; "Community Health Nursing" Frameworks for Practice"; Elsevier Health Sciences- 2003
- Jenny little wood; "Current issues in Community Nursing" Primary Health Care in practice"; Elsevier Health Sciences ; 1999.
- Karon Saucier Lundy; Sharyn James; "Caring for the Public Health" Jones andBarlett Publishers –2001.
- Philis E Schubert ; Janice E (EDT)" Community Health Nursing: Caring in action"; Thomson Delmor learning; -2003.
- Lloyd F Novick ; Gleen P Mays; :Public Health Administration ; Principles for population based management" ; Jones and Bartlett Publishers;-2005
- Dianne Watkins; Judy Edwards; Pam Gastrell; "Community Health Nursing" Frameworks for Practice"; Elsevier Health Sciences- 2003.
- [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport)

## INTERNSHIP

### MEDICAL SURGICAL NURSING I AND II

**PRACTICAL – 430 HRS. (9 WEEKS)**

**THEORY - 30 HRS.**

Areas	Duration (in week)	Objectives	Skills	Assignment	Assessment Method
Medical Surgical Ward	4	<ul style="list-style-type: none"> <li>• Learn the skill of nursing management</li> <li>• Provide comprehensive care to patient with medical surgical conditions including emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Making duty roaster, diet sheet, maintaining inventory, performance appraisal and in-service education.</li> <li>• Clinical rounds</li> <li>• Bed side case presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Checking with supervisor</li> </ul>
ICU/CCU	2	<ul style="list-style-type: none"> <li>• To gain proficiency in ICU nursing</li> <li>• Develop advance skill in special procedures Used in critical care unit</li> <li>• Identify potential problems and provide accordingly</li> <li>• Skill in setting and handling ventilator</li> <li>• Administer injection in infusion pump</li> <li>• Record</li> </ul>	<ul style="list-style-type: none"> <li>• Assist in arterial puncture for blood gas analysis</li> <li>• Perform ECG and interpret accordingly</li> <li>• Conduct and analysis pulse oximetry</li> <li>• Care with artificial airway</li> <li>• Assist</li> </ul>	<ul style="list-style-type: none"> <li>• Arterial puncture-5</li> <li>• Taking out ECG strips -5</li> <li>• Tracheal suction-5</li> <li>• For all assigned patients</li> <li>• Oxygen administration by CPAP mask and use Ambu bag</li> <li>• Assessment for all assigned patient</li> <li>• Nursing care in ventilator</li> <li>• Drug sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Record book</li> <li>• Checking with supervisor</li> </ul>

Areas	Duration (in week)	Objectives	Skills	Assignment	Assessment Method
		<p>accurately findings and modification</p> <ul style="list-style-type: none"> <li>•Develop IPR with family members</li> </ul>	<p>in endotracheal intubation</p> <ul style="list-style-type: none"> <li>•Setting up ventilator</li> <li>•Giving care in ventilator</li> <li>•Drug sheet</li> <li>•Observation of special procedure in OT.</li> </ul>		
Neuro ICU,	1	<ul style="list-style-type: none"> <li>•Develop skill in neurological assessment</li> <li>•Give care to the patient with head injury and spinal cord</li> <li>•Care with chest surgery and cranial surgery</li> </ul>	<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 post operative care with neuro surgery patients</li> </ul>	<ul style="list-style-type: none"> <li>•Assessment for all assigned patients</li> <li>•Nursing care plan -2</li> <li>•Drug sheet</li> </ul>	<ul style="list-style-type: none"> <li>•Record book</li> <li>•Observation</li> <li>•Checklist</li> </ul>

Areas	Duration (in week)	Objectives	Skills	Assignment	Assessment Method
OT Laprosopic orthopedic Eye ENT	2	<ul style="list-style-type: none"> <li>• To gain proficiency in OT nursing</li> <li>• Develop advance skill in special procedures Used in OT</li> <li>• Identify potential problems and provide accordingly</li> <li>• Skill in setting the trolley</li> <li>• Record accurately findings and modification</li> <li>• Develop IPR with family members</li> <li>• Acquaint with OT Technique</li> </ul>	<ul style="list-style-type: none"> <li>• Identify instruments</li> <li>• Assist in OT setup</li> <li>• Supervise Sterilization</li> <li>• Assist in OT table lay out</li> <li>• Observe immediately after operation</li> <li>• Supervise infection Control</li> </ul>	<ul style="list-style-type: none"> <li>• Assist -5 cases</li> </ul>	<ul style="list-style-type: none"> <li>• Record book</li> <li>• Checking with supervisor</li> </ul>

### MENTAL HEALTH NURSING

**PRACTICAL 2 WEEKS- (95 HRS)**

**THEORY- 10 HRS**

Area	Duration	Objective	Skills	Assignments	Assessment
Psychiatry Ward	2 weeks	Provide comprehensive care to patients with mental health problems	Integrated practice	Journal Presentation-I	Assess clinical performance with rating scale

**CHILD HEALTH NURSING**

**PRACTICAL 3 WEEKS- (145 HRS)**

**THEORY- 10 HRS**

<b>Area</b>	<b>Duration</b>	<b>Objective</b>	<b>Skills</b>	<b>Assignments</b>	<b>Assessment</b>
Paediatric medicine ward/ ICU	1 week	Provide comprehensive care to children with medical conditions	Integrated practice	Bedside nursing rounds	Assess clinical performance with rating scale
Paediatric surgery ward/ ICU	1 week	Provide comprehensive care to children with surgical conditions	Integrated practice	Bedside nursing rounds	Assess clinical performance with rating scale
NICU	1 week	Provide intensive care to neonates	Integrated practice	Bedside nursing rounds	Assess clinical performance with rating scale