

## Dr.D.Y.Patil College of Nursing, Pimpri, Pune- 18.

### AYURVEDIC NURSING

**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 centres

Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
I	15	Describe the mool siddhanta of ayurveda	<p><b>MOOLA SIDDHANTA OF AYURVEDA:</b></p> <ul style="list-style-type: none"> <li>• <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</li> <li>• <b>SAPTA DHATUS</b> – The Spta dhatus, Rasa, Rakta, Mamsa, Medas, Asti,Majja, Sukra and Sronita – Their formation’ Functions.</li> <li>• <b>TRI MALAS</b> – Purisha, Mutra, Seda – Formation and Functio</li> <li>• <b>GUNAS</b> – Maha gunas, Gurvdi gunas, Shdrasa, Their effects on tridoshas, Virya, Vipaka and Prabhava, desa,</li> </ul>	Lecture discussion	Short answer & Objective type

Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<p>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 Agantoja rogas, Classification of diseases – Seven types – Sahaja, Garbhaja, Jataja, Pidaja, Kalaja, Prabhavaja and Swabhavaja, Causes of diseases – Asatmendriyarta samyoga, Pragnaparada And parinama roga marga – Bahya, Madhyama &amp; Abhyantara, ama and Nirama, Signs &amp; Symptoms of Ama, Classification of diseases based on Tridosas – 80 types of Vataja roga, 40 types of pittaja roga, 20 types of Kaphaja roga, Ojys, Bhaishajya – Samshodhana &amp; Samsamana, Bhaishajya kala.</p>		
<b>II</b>	04	Describe the nursing anatomy & physiology	<p><b>NURSING ANATOMY &amp; PHYSIOLOGY:</b></p> <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
<b>III</b>	08	Describe the Swastha Vritta (Public And Social Hygiene):	<p><b>SWASTHA VRITTA (PUBLIC AND SOCIAL HYGEINE)</b></p> <ul style="list-style-type: none"> <li>Pada chattustayam, The Gunas of Bhisak, Dravya, Paricharaka, and Rogi, Dina chrya Brahma muhurtha, Passing of urges, Danta – Dhavanam, Anjanakarma, Nasya, Kavala, Gandusha, Dhumapana, Tamboola sevana, Abhyanga,</li> </ul>	Lecture discussion	Essay type, Short answer & Objective type

Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<p>Vyayama, Udvartana, Snana, Bhojana, Ratri charya, Ritu charya – Shadritu and ritu charya, Anna swarupa – Aknowledge of Kritanna – Manda, Peya, Vilepi, Odana, Three Upasthamsa – Ahara, Nidra, Brhama charya, Janapadodwamsa (Epidemics), Saptahara kalpana – Swabhava, Samyoga, Samswkara, Matra Desha Kala, satmya, Bhojana vidhi, 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 child welfare programme, WHO, Health administration, Health related statistics.</p>		
<b>IV</b>	08	Describe the Basics Of Roga Nidana And Roga Vinischya:	<p><b>BASICS OF ROGA NIDANA AND ROGA VINISCHYA:</b></p> <ul style="list-style-type: none"> <li>• Introduction: - to roga vignana, Tridoshas, Sapta dhatus, and trimalas, - their role in the causation of diseases, Signs &amp; 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</li> </ul>	Lecture discussion	Essay type, Short answer & Objective type

Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<p>Hypersensitivity</p> <ul style="list-style-type: none"> <li>A knowledge on the Cause, Signs &amp; 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, Graqnthi Arbuda, Sopha Kushto Gulma Atisara Vara – Vyadhi, Vata raktha apasmara – Unmada, Etc.</li> </ul>		
V	15	Describe the Basics Of Dravya Guna	<p><b>BASICS OF DRAVYA GUNA:-</b></p> <ul style="list-style-type: none"> <li>Introduction: Dravya guna, Definitions – Padartha Saptapadarta according to Ayurveda. Definition – Dravya its classifications, Gunas – Mahagunas &amp; 40 types of gunas vyavayi &amp; Vikashi, Karma Rasa – Shadrasas, Their effects of tridoshas Guna – Karma of shadrasas, Virya vipala and prabhava Abasic knowledge on the various herbs used in Ayurveda – Identification and study of the regularly used herba like – Triphala Trikatu Yastimathu, Rasna, Bala chaturjata</li> </ul>	Lecture discussion	Essay Type *Short Answer *Objective type

Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<p>Thaleesa Dasamula, etc.</p> <ul style="list-style-type: none"> <li>• <b>BASICS OF BHAI SAJYA KALPANA:</b> Introduction to Bhaisajya kalpana ,Classification of aushadi – Shodhana &amp; Shamana, Bhaisajya kala – Kshanadi &amp; Vyadhyavastha, Desha – Classification, Clinical observations before administration of medicines Bhaishajya kala – Classification of bhaishajya kala Pathya – Apathya anupana benefits of Anupana, Various types of Ayurvedic formulations used in the treatment of diseases – Kwatha, Arista - Avaleha, Ghrita, Churna, Gutika, thaila, Etc.</li> </ul>		

### Evaluation

#### Theory:

Unit Test- I	25
Final Examination	75

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**Total Marks 100**

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## DIASBILITY NURSING

**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>
I	4	<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>
II	26	<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>
III	8	<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>
IV	12	<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> </ul>

		<ul style="list-style-type: none"> <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>
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**Visits:**

1. School for specially challenged children’s
2. Rehabilitation centre

**Evaluation**

**Theory:**

Unit Test- I	25
Final College Examination	75

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**Total Marks 100**

**References:**

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- Marcia Stanhope & Lancaster Jeanette; “ Community Health Nursing – Process and practice for promoting health”; The C V Mosby Co, St Louis Toronto, 184
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- [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport)



