

The logo for Dr. D. Y. Patil Vidyapeeth, Pune (DPU) features the letters 'DPU' in a bold, red, serif font. A stylized yellow and orange swoosh is positioned behind the letter 'D', extending from the top left towards the middle of the 'D'.

**Dr. D. Y. PATIL VIDYAPEETH, PUNE**

**(Deemed to be University)**

**Regulations and Competency  
Based Curriculum for**

**B.Sc. Nursing**

**(First Year - Semester - I & II)**

**(2021-22 Onwards)**



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

(Re-accredited by NAAC with a CGPA of 3.62 on a four point scale at A Grade)  
(Declared as Category-I University by UGC Under Graded Autonomy Regulations, 2018)  
(An ISO 9001:2015 and ISO 14001:2015 Certified University and Green Education Campus)

**Dr. A. N. Suryakar**  
Registrar

Ref. No. : DPU / 1072 -A/21

Date : 26/11/2021.

**NOTIFICATION**

Whereas in pursuance of the various decisions taken by the Board of Management regarding “Syllabus for B.Sc. (Nursing) 2014-15”, which was revised upto April 2019. This syllabus is hereby repealed for the students admitted to the **First Year of B.Sc. (Nursing) Programme** from **Academic Year 2021-2022 and onwards**, however, the same will be **continued for the repeater students**, till the last student clears his / her First Year of the Programme.

Further, for the **students in the Second and Subsequent Years**, the earlier syllabus “Syllabus for B.Sc. (Nursing) 2014-15” (revised upto April 2019) will be **continued**.

And whereas in pursuance of the regulations notified and published by the **Indian Nursing Council** on **5<sup>th</sup> July 2021** regarding “**The Indian Nursing Council (Revised Regulations and Curriculum for B.Sc. (Nursing) Program) Regulations, 2020**”, the **Credit System and Semester System Competency Based Curriculum** of **B.Sc. (Nursing) Programme**, to be implemented from the **Academic Year 2021-2022 & onwards**. (Applicable for the batch admitted to First Year of B.Sc. (Nursing) in 2021-2022 and for the next subsequent Academic Years).

And whereas in pursuance of the resolution passed by the **Academic Council** at its meeting held on **8<sup>th</sup> October 2021** vide Resolution No. **AC-18(iii)-21** regarding **Competency Based Curriculum of B.Sc. (Nursing) Programme** for implementation.

And whereas in pursuance of the resolution passed by the **Board of Management** at its meeting held on **10<sup>th</sup> November 2021** vide Resolution No. **BM-32(i)-21** regarding the **implementation of Competency Based Curriculum of B.Sc. (Nursing) Programme**.

It is notified to all concerned that the **Regulations and Credit System and Semester System Competency Based Curriculum of B.Sc. (Nursing) Programme** (applicable to the batch admitted to the **First Year of B.Sc. (Nursing) Programme**) from the **Academic Year 2021-2022 and onwards** is here by published.

The **Regulations and Credit System and Semester System Competency Based Curriculum of First Year (I Semester and II Semester) of B.Sc. (Nursing) Programme** consists of syllabus for following courses:

Semester - First		Semester - Second	
Course Code	Course/Subject Title	Course Code	Course/Subject Title
ENGL 10	Communicative English	BOIC 135	Applied Biochemistry
ANAT 105	Applied Anatomy	NUTR 140	Applied Nutrition and dietetics
PHYS 110	Applied Physiology	N- NF (II) 125	Nutrition foundation II including Health Assessment module
SOCI 115	Applied Sociology	HNIT 145	Health / Nursing Informatics & Technology
PSYC 120	Applied Psychology	SSCC (II) 130	Self study/ Co- Curricular
N-NF (I) 125	Nursing Foundation I including First Aid module		
SSCC (I) 130	Self-study/Co-curricular		
MAR 1	Marathi		

The syllabus will be useful to all the concerned. This will come into force with immediate effect.



**(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 VC 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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# **INTRODUCTION**

**REVISED REGULATIONS AND CURRICULUM FOR B.SC. (NURSING)  
PROGRAM, REGULATIONS, 2020**

**SHORT TITLE AND COMMENCEMENT**

- i. These Regulations may be called The Indian Nursing Council (Revised Regulations and Curriculum for B.Sc. (Nursing) Program) Regulations, 2020.
- ii. These Regulations shall come into force on the date of notification of the same in the official Gazette of India.

**DEFINITIONS**

In these Regulations, unless the context otherwise requires,

- i. the Act means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time;
- ii. the Council means the Indian Nursing Council constituted under the Act of 1947;
- iii. SNRC means the State Nurses and Midwives Registration Council by whichever name constituted and called by the respective State Governments.
- iv. B.Sc. (Nursing) means the four-year B.Sc. (Nursing) Degree qualification in Nursing recognized by the Council under Section 10 of the Act and included in Part-II of the Schedule to the Act;
- v. Authority means a University or Body created by an Act for awarding the B.Sc. (Nursing) qualification recognized by the Council and included in Part-II of the Schedule to the Act;
- vi. School of Nursing means a recognized training institution for the purpose of teaching of the GNM course;
- vii. College means a recognized training institution for the purpose of training and teaching of the B.Sc. (Nursing) course;
- viii. CNE means Continuing Nursing Education to be compulsorily undergone by the RN&RM/ RANM/RLHV for renewal of registration after every 5 (five) years.

**I. INTRODUCTION OF THE PROGRAM**

The B.Sc. nursing degree program is a four-year fulltime program comprising eight semesters, which prepares B.Sc. nursing graduates qualified to practice nursing and midwifery in a variety of settings in either public/government or private healthcare settings. It adopts credit system and semester system as per the Authority guidelines with minor modifications suitable to professional education in a hybrid form. The program encompasses foundational, core and elective courses. The choice-based system is applicable to electives only and is offered in the form of modules. Modular learning is also integrated in the foundational as well as core courses that is mandatory. The program prepares nurses and midwives for generalist nursing including midwifery practice. Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. Mastery of competencies is the main focus. Students are provided with opportunities to learn a whole range of skills in

addition to acquiring knowledge related to nursing practice (nursing and midwifery). This is achieved through learning in skill lab/simulated lab and clinical environment. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into real field of practice. The revised curriculum embraces competency-based and outcome-based approach throughout the program integrating mastery learning and self-directed learning. Transformational and relationship based educational approaches are emphasized. Through the educational process the students assimilate and synthesize knowledge, cultivate critical thinking skills and develop care strategies. Competencies that reflect practice standards of the Council address the areas of cultural diversity, communication technology, teamwork and collaboration, safety, quality, therapeutic interventions and evidencebased practice. They are prepared to provide safe and competent care to patients across life span and influence patient outcomes.

## **II. PHILOSOPHY**

The Council believes that:

Health and wellness are two fundamental concepts that are integrated throughout the program. Health is a state of well-being that encompasses physical, psychological, social, economic and spiritual dimensions. Wellness is the individual's perception of wellness and is influenced by the presence of disease and individual's ability to adapt. Health is a right of all people. Individuals have a right to be active participants in achieving health as they perceive it. Society consists of dynamic and interactive systems involving individuals, families, groups and communities. Cultural diversity, race, caste, creed, socio economic levels, religion, lifestyles, changes in environment and political factors influence it. Nurses and midwives recognize and respect human differences and diversity of population within society and provide ethical care with respect and dignity and protect their rights.

Nursing as a profession and a discipline utilizes knowledge derived from arts, sciences (physical, biological and behavioral), humanities and human experience. Nursing science incorporates clinical competence, critical thinking, communication, teaching learning, professionalism, and caring and cultural competency. Nurses collaborate with other health disciplines to solve individual and community health problems. Nursing facilitates evidence-based practice, compassionate caring among its practitioners in response to emerging issues in healthcare and new discoveries and technologies in profession. Nursing practice requires personal commitment to professional development and life-long learning.

Scope of nursing and midwifery practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across the life span in a wide variety of healthcare settings. Nursing practice is based on acquisition of knowledge, understanding, attitude, competencies and skills through the Council's curricular and practice standards. The competencies in which the students are trained will guide them in performing their scope of practice. Nursing offers qualified nurses and midwives a wealth of opportunities in the field of practice, education, management and research in India and overseas.

The undergraduate nursing program is broad based education within an academic curricular framework specifically directed to the development of critical thinking skills, competencies appropriate to human and professional values. Blended learning approach comprising of experiential learning, reflective learning, scenario based learning and simulated learning is also inbuilt. The teaching learning process encourages mastery learning, modular, self-directed and self-accountable in choice making in terms of elective courses. The 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. Health and community orientation are provided with special emphasis on national health problems, national health programs and national health policy directives to achieve universal health care for all citizens of India. The main roles of graduates would be provider of care with beginning proficiency in delivering safe care, coordinator/manager of care by being active participant of inter-professional team and member of a profession demonstrating self-responsibility and accountability for practice as well as to support the profession.

The faculty has the responsibility to be role models and create learning environment that facilitates cultivation of critical thinking, curiosity, creativity and inquiry driven self- directed learning and attitude of life-long learning in students. Learners and educators interact in a process whereby students gain competencies required to function within their scope of practice.

### **III. AIMS & OBJECTIVES**

#### **AIMS**

The aims of the undergraduate program are to

1. Produce knowledgeable competent nurses and midwives with clear critical thinking skills who are caring, motivated, assertive and well-disciplined responding to the changing needs of profession, healthcare delivery system and society.
2. Prepare them to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative healthcare services in any healthcare setting.
3. Prepare nurses and midwives who can make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidence-based practice.
4. Prepare them to assume role of practitioner, teacher, supervisor and manager in all healthcare settings.



## **OBJECTIVES**

On completion of the B.Sc. Nursing program, the B.Sc. nursing graduates will be able to

1. Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioural sciences, and humanities, in the practice of professional nursing and midwifery
2. Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences.
3. Provide promotive, preventive and restorative health services in line with national health policies and programs.
4. Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.
5. Respect the dignity, worth, and uniqueness of self and others.
6. Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care.
7. Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.
8. Communicate effectively with patients, peers, and all health care providers.
9. Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.
10. Integrate research findings and nursing theory in decision making in evidence-based practice.
11. Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.
12. Participate in the advancement of the profession to improve health care for the betterment of the global society.

## **IV. CORE COMPETENCIES FOR NURSING AND MIDWIFERY PRACTICE BY B.Sc. GRADUATE**

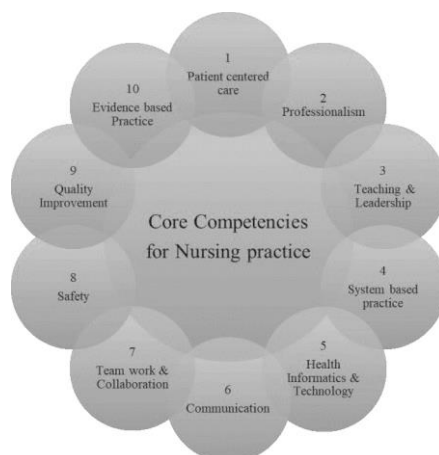
(Is adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016) as shown in **figure 1**)

**The B.Sc. Graduate nurse will be able to:**

1. **Patient centered care:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.

2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
3. **Teaching & Leadership:** Influence the behavior of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership
4. **System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.
5. **Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
6. **Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
7. **Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.
8. **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
9. **Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.
10. **Evidence based practice:** Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

**CORE COMPETENCIES REQUIRED FOR PROFESSIONAL NURSING  
AND MIDWIFERY PRACTICE IN ALL PRACTICE SETTINGS**



**Figure 1.** Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate (Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016))

**V. GUIDELINES REGARDING MINIMUM PRE-REQUISITES FOR GRANTING SUITABILITY FOR B.Sc. (NURSING) COLLEGE OF NURSING**

1. The following Organizations/Establishments are eligible to establish/open a B.Sc. (Nursing) College of Nursing:
    - a) Central Government/State Government/Local Body;
    - b) Registered Private or Public Trust;
    - c) Organizations Registered under Societies Registration Act including Missionary Organizations;
    - d) Companies incorporated under Section 8 of Company's Act.
  2. The eligible Organizations/Establishments should have their own 100 bedded Parent Hospital. Provided that in respect of Tribal and Hilly Area the requirement of own Parent Hospital is exempted.
    - a) Tribal Area – Scheduled notified area [Areas as the President of India may by order declare to be Scheduled Areas];
    - b) Hilly Area – UTs of Jammu & Kashmir and Ladakh, North Eastern States, Himachal Pradesh and Uttarakhand.
  3. The eligible Organizations / Establishments should obtain Essentiality Certificate / No Objection Certificate from the concerned State Government where the B.Sc. (Nursing) College of Nursing is sought to be established. The particulars of the name of the College/Nursing Institution along with the name of the Trust / Society / Company [as mentioned in Trust Deed or Memorandum of Association] as also full address shall be mentioned in No Objection Certificate/Essentiality Certificate.
  4. After receipt of the Essentiality Certificate/No objection Certificate, the eligible institution shall get recognition from the concerned SNRC for the B.Sc. (Nursing) program for the particular academic year, which is a mandatory requirement.
  5. The Council shall after receipt of the above documents/proposal by online, would then conduct Statutory Inspection of the recognized training nursing institution under Section 13 of the Act in order to assess the suitability with regard to availability of Teaching faculty, Clinical and Infrastructural facilities in conformity with Regulations framed under the provisions of the Act.
- \* Provided that training institutions shall apply for statutory inspection, under Section 13 of the Act, to the Council within 6 months from obtaining recognition from the SNRC.**

**1. Parent Hospital (Unitary / Single Hospital)**

College of Nursing should have 100 bedded parent/own hospital which is compulsory requirement.

Parent Hospital for a nursing institution having the same Trust / Society / Company which has established the nursing institution and has also established the hospital.

OR

For a nursing institution (managed by Trust/Society/Company under Section 8), a Parent Hospital' would be a hospital either owned and controlled by the Trust/Society/Company or managed and controlled by a trustee/member/director of the Trust/Society/Company. In case the owner of the hospital is a trustee/ member/director of the Trust/Society/Company, then the hospital would continue to function as a \_ Parent Hospital' till the life of the nursing institution.

The Undertaking would also be to the effect that the trustee/member/ director of the Trust/Society/ Company would not allow the hospital to be treated \_Parent/Affiliated Hospital' to any other nursing institution and will be for minimum 30 years [i.e., signed by all trustees/members/directors of Trust/Society/ Company] to the Undertaking to be submitted from the trustee/member/director of the Trust/Society/ Company.

The beds of Parent Hospital shall be in one Unitary Hospital i.e. in same building/same campus. Further, the Parent Hospital shall be in the same State i.e. where the institution is located.

- a) It is to be noted that once a particular hospital is shown as —Parent Hospital and permission given to the nursing institution to conduct nursing courses, then, the permission/suitability granted would last as long as the said hospital is attached as a —Parent Hospital.
- b) In case the trustee/member/director of the Trust/Society/Company withdraws the Undertaking given, in that case even the permission/ suitability letter issued would be deemed to have lapsed/stand withdrawn with immediate effect.

## **2. Change of Trust / Society**

- The Trust/Society cannot be purchased as per Indian Trust Act, but there can be change of trustees/ members. It is therefore the purchase of institution or change of membership will not be considered for continuation of the program. The institution which is purchased/taken over will be considered as closed. And a fresh Govt. Order shall be required mentioning the Trust/Society name along with programs.
- The change of membership in Society/change of trustees in the Trust to be submitted immediately after incorporating through Registrar Cooperative Societies/Indian Trust Act.
- As per law Trust/Society can open number of institutions, but it will be considered as one institution under the ambit of one Trust/Society. It is therefore, a Trust/Society can open only one nursing institution in one city/town.
- If already an institution is existing in that city or town with an abbreviated name (e.g R K College of Nursing) then another institution with expanded name (Rama Krishna College of Nursing) will not be allowed).
- No two Institutions will have same name in same city/town.

**3. Change of Address**

SNRC shall issue a certificate, certifying the fact that the nursing institution is being shifted to the new building/premises at the address indicated. The certificate issued should indicate clearly complete address. The certificate issued should indicate clearly the total covered area of the nursing institution, owner of the nursing institution, and detailed physical facilities like laboratories, classrooms etc. along with area specification, provision of adequate washroom facilities, lighting, ventilation etc. of the new building.

**4. Change of Location (District / Town / City / Village)** shall be considered under new proposal, i.e. fresh Essentiality Certificate from the State Government and recognition from the SNRC is mandatory.

**5. Strict Compliance of the Syllabus prescribed by the Council**

No Institutions / SNRC / University will modify the syllabi prescribed by the Council for a course/ program. However they can add units/subjects if need be.

**6. Close/Re-start of the Nursing Programs**

If Institutions have not admitted the students for 2 consecutive years, it shall be considered as closed. Institute may apply for suitability to the Council under Section 13 & 14 of the Act through online within 5 years of the closure. While conducting the inspection they will not be covered under the new guidelines with regard to Parent Hospital. However, the above relaxation will be applicable only for five years. In case the proposal is submitted after 5 years from the year of closure, it has to submit a fresh proposal with due Essentiality Certificate from the State Government and recognition from the SNRC. In such cases the new guidelines with regards to parent hospital and calendar of events shall be applicable.

**7. Change of Name of the Institution**

If the Trust / Society / Company proposes to change the name of the institute, a valid reason has to be submitted. If SNRC / University have accepted the change of name of institute it may be accepted by the Council provided the Trust / Society / Company is same and does not come under para no. 2 above.

**8. Re-Inspection**

Re-inspection application shall be considered only two times. If the institution is found deficient even after that, then the institution shall have to submit a proposal for Suitability under Section 13 & 14 of the Act online within 5 years. However in case the proposal is submitted after 5 years it has to submit a fresh proposal with due Essentiality Certificate from the State Government and recognition from the SNRC.

**9. Number of Sanctioned Seats**

- Maximum of 100 seats will be sanctioned for the B.Sc. (Nursing) program for which institute must have parent Medical College or parent hospital having 300 beds or above subject to teaching and physical facilities available for B.Sc. (Nursing) program.

- Maximum of 60 seats will be sanctioned for the institution with parent hospital having less than 300 beds on the basis of teaching and physical facilities for B.Sc. (Nursing) program.

#### **10. Enhancement of Seats**

Inspection for Enhancement of seats under Section 13 of the Act shall be conducted only once in an academic year i.e., only one application/proposal shall be accepted, in one academic year. Further, SNRC approval is mandatory for enhancement of seats.

#### **11. Bond System**

Taking service bonds from students and forcefully retaining their Original Certificates is viewed as an Unethical Practice by the Council. If any such practice comes to the notice of the Council, appropriate action under Section 14 of the Act will be taken against the erring institution.

### **MINIMUM REQUIREMENTS OF PHYSICAL FACILITIES**

Regulations pertaining to Building and Laboratories -

- (i) School and College of nursing can share laboratories, if they are in same campus under same name and under same Trust/Society/Company, that is the institution is one but offering different nursing programs. However, they should have equipment's and articles proportionate to the strength of admission. The classrooms should be available as per the requirement stipulated by the Council for each program.
- (ii) Further, two same programs by the same institute/Trust/Society/Company is not allowed in the same campus.
- (iii) The nursing institution can have all the nursing programs in the same building but with requisite program wise infrastructure. However, laboratories can be shared.
- (iv) If the Trust/Society/Company has some other educational programs, the nursing program shall be in separate block/floor with prescribed sq.ft. area.
- (v) Nursing program may be in hospital premises with a condition that it shall be in separate block/floor with prescribed sq.ft. area.
- (vi) Long lease by the Government will be considered. However, rented building shall not be considered as their own building.
- (vii) It is mandatory that institution shall have its own building within two years of its establishment.
- (viii) Own Building/Lease/Rented Building:
  - a) If one of the trustee/member/directors of the Trust/Society/Company desires to lease the building owned by him for nursing program, it should be for a period of 30 years. It should also be ensured that lease deed that is entered into between the Trust/Society/Company and the trustee/member/ director, owning the building, should contain a clause that the lease deed cannot be terminated for a period of 30 years.

Further, it is clarified that, for a Nursing Institution (Managed by a Trust/Society/Company), own building would be a building either owned and controlled by the Trust/Society/Company or owned and controlled by a trustee/member/director of the Trust/Society/Company. That is, if the owner of the building is a trustee/member/director of the Trust/ Society/Company and she/he leases the building to the Trust/Society/Company for 30 years, it will be considered as own building of the nursing institution.

- b) A duly registered gift deed of the building in favor of the Trust/Society/Company should be construed to be - own building.

Further it is clarified that if the lease of the building is between any government authority and the Trust/Society/Company/nursing institution and the lease is for 30 years or more, it will also be considered as own building.

Any deed of the building which is not as per either clause (a) or (b) above shall be considered as —Rented Building only.

- c) In cases of irrevocable power of attorney, documents of the building should be duly registered as per law.
- d) **Penalty for not having own building:** Institutions which do not have their own building within two years of establishment has to pay the penalty for not having the own building. The penalty fees is Rs. 1 Lakh for B.Sc. (Nursing) Program for 6 consecutive years. Even after 6 years if the institution does not have own building, then action shall be taken under Section 14 of the Act. However, a lease of 30 years is permissible with the trustee/member/director of the Trust/Society/ Company.

**A. TEACHING BLOCK**

The College of Nursing should be within 30 km distance from its parent hospital having space for expansion in an institutional area. For a college with an annual admission capacity of 60 students, the constructed area of the college should be 23200 square feet.

The details of the constructed area are given below for admission capacity of 60 students.

S.N.	Teaching Block	Area (in sq.ft.)
1	Lecture Hall	4 @ 900 =3600
2	<b>Skill Lab / Simulation Laboratory</b>	
	i. Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab	1600
	ii. Community Health Nursing & Nutrition Lab	1200
	iii. Obstetrics and Gynaecology Nursing Lab	900
	iv. Child Health Nursing Lab	900
	v. Pre-Clinical Science Lab	900
3	Computer Lab*	1500
4	A.V. Aids Room	600
5	Multipurpose Hall	3000

S.N.	Teaching Block	Area (in sq.ft.)
6	Common Room (Male and Female)	1000
7	Staff Room	800
8	Principal Room	300
9	Vice Principal Room	200
10	Library	2300
11	One Room for each Head of Departments	5 @ 200 = 1000
12	Faculty Room	2400
13	Provisions for Toilets	1000
	<b>Total Constructed Area</b>	<b>23200 sq.ft.</b>

\*Note: 1:5 computer student ratio as per student intake.

**Note:**

- i. Nursing educational institution should be in institutional area only and not in residential area.
- ii. If the institute has non-nursing program in the same building, nursing program should have separate teaching block.
- iii. Shift-wise management with other educational institutions will not be accepted.
- iv. Separate teaching block shall be available if it is in hospital premises.
- v. Proportionately the size of the built-up area will increase/decrease according to the number of seats approved.
- vi. The distance between two nursing colleges shall be more than 10 kilometres.

1. **Class Rooms**

There should be at least four classrooms with the capacity of accommodating the number of students admitted each year. The rooms should be well ventilated with proper lighting. The seating arrangements for students should provide adequate space and comfortable desk/chairs with tables. There should be built-in white / green / black boards and provision for projection facilities. Also, there should be a desk / dais / big table and a chair for teacher and racks/cupboards for storing teaching aids or other equipment needed for the conduct of class.

2. **Laboratories**

As listed above. One large skill lab/simulation lab can be constructed consisting of the labs specified with a total of 5500 sq.ft. size or can have five separate labs in the college.

- a) Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab: The lab should have adequate demonstration beds with dummies/mannequins/simulators in proportion to the number of students practicing a nursing skill at a given point of time. (Desired ratio being 1 bed : 6 practicing students)



It should be fully equipped with built-in-cupboards and racks, wash-basins with running water supply, electric fitting, adequate furniture like table, chairs, stools, patient lockers footsteps etc. Sufficient necessary inventory articles should be there i.e. at least 10-12 sets of all items needed for the practice of nursing procedure by the students. The laboratory equipment and articles mentioned in the ‘Laboratory Equipment and Articles’ published by the Council should be available.

There should be simulators used to teach, practice & learn advance skills e.g., administration of tube feeding, tracheostomy, gastrostomy, I/V injection, BLS, newborn resuscitation model, etc. The laboratory should have computers, internet connection, monitors and ventilator models/manikins/simulators for use in Critical Care Units.

- b) Community Health Nursing Practice Laboratory & Nutrition Laboratory: It should have all required articles needed for practicing nursing procedures in a community set-up. The laboratory should give appearance of that of a rural setting, with community maps, records put on display & cupboards. The laboratory equipment and articles mentioned in the ‘Laboratory Equipment and Articles’ published by the Council should be available.

The Nutrition Laboratory should have facilities for imparting basic knowledge of various methods of cooking for the healthy as well as for the sick. The furnishing and equipment should include worktables, cooking cutlery, trays, and plates, dietetic scales, cooking utensils, microwave, racks/shelves, refrigerator, pressure cookers, mixer and cupboards for storage of food items. The food items shall be purchased for the conduct of practical classes as and when required. Sets of crockery and cutlery for preparation, napkins for serving and display of food also should be there. The laboratory equipment and articles mentioned in the ‘Laboratory Equipment and Articles’ published by the Council should be available.

- c) Obstetrics and Gynaecology Laboratory: The laboratory should have equipment and articles as mentioned in ‘Laboratory Equipment and Articles’ published by the Council.
- d) Paediatrics Nursing Laboratory: The laboratory should have equipment and articles as mentioned in ‘Laboratory Equipment and Articles’ published by the Council.
- e) Pre-Clinical Sciences Laboratory: It is the laboratory of Biochemistry, Anatomy, and Microbiology. The laboratory equipment and articles mentioned in the ‘Laboratory Equipment & Articles’ published by the Council should be available.
- f) Computer Laboratory: It shall have minimum computers in the ratio of 1:5 (computer : students) i.e., 12 computers for 60 students’ intake. The laboratory equipment and articles mentioned in the ‘Laboratory Equipment and Articles’ published by the Council should be available.

3. **Multipurpose Hall**

The College of Nursing should have a multipurpose hall, which can be utilized for hosting functions of the college, educational conferences/workshops, Continuing Nursing Education (CNEs), examinations etc. It should have proper stage with green room facilities. It should be well-ventilated and should have proper lighting facilities. Arrangements should be there in place for the use of all kinds of basic and advanced audio-visual aids.

4. **Library**

There should be a separate library for the College of Nursing. It should be easily accessible to the teaching faculty and the students, during college hours and extended hours also. It should have comfortable seating arrangements for half of the total strength of the students and teachers in the college.

There should be separate budget for the library. The library committee should meet regularly for keeping the library updated with current books, journals and other literature. Internet facility should be provided in the library.

The library should have proper lighting facilities and it should be well-ventilated. It should have a cabin for librarian with intercom phone facility.

There should be sufficient number of cupboards, bookshelves and racks with glass doors for proper and safe storage of books, magazines, journals, newspapers and other literature. There should be provision for catalogue cabinets, racks for student 's bags etc., book display racks, bulletin boards and stationery items like index cards, borrower 's cards, labels and registers. Current books, magazines, journals, newspapers and other literature should be available in the library.

A minimum of 500 of different subject titled nursing books (all new editions), in the multiple of editions, 3 kinds of nursing journals, 3 kinds of magazines, 2 kinds of newspapers and other kinds of current health related literature should be available in the library.

There should be a separate record room with steel racks, built-in shelves and racks, cupboards and filing cabinets for proper storage of records and other important papers/documents belonging to the college.

5. **Audio-Visual Aids Room and Store Room**

This room should be provided for the proper and safe storage of all the Audio-Visual Aids. The college should possess all kind of basic as well as advanced training aids like chalk boards, overhead projectors, slide and film-strip projector, models specimen, charts and posters, T.V. & V.C.R., Photostat machine, tape recorder and computers, LCD, laptop.

It should be provided to accommodate the equipment and other inventory articles which are required in the laboratories of the college. This room should have the facilities for proper and safe storage of these articles and equipment like cupboards, built-in-shelves, racks, cabinets, furniture items like tables and chairs. This room should be properly lighted and well-ventilated.

6. **Other Facilities**

Safe drinking water and adequate sanitary/toilet facilities should be available for both men and women separately in the college. Toilet facility to the students should be there along with hand washing facility.

7. **Garage**

Garage should accommodate a **50** seater vehicle.

8. **Fire Extinguisher**

Adequate provision for extinguishing fire should be available as per the local by-laws.

9. **Playground**

Playground should be spacious for outdoor sports like volleyball, football, badminton and for athletics.

**B. HOSTEL BLOCK**

Adequate hostel/residential accommodation for students and staff should be available in addition to the mentioned built- up area of the Nursing College respectively.

**Hostel Block (60 Students)**

<b>Sr. No.</b>	<b>Hostel Block</b>	<b>Area (in sq.ft.)</b>
1.	Single Room	12000 (50 sq.ft. for each student)
	Double Room	
2.	Sanitary	One Latrine & One Bath Room (for 5 students) – $600 \times 4 = 2400$
3.	Visitor Room	500
4.	Reading Room	250
5.	Store	500
6.	Recreation Room	500
7.	Dining Hall	3000
8.	Kitchen & Store	1500
9.	Warden's room	450
<b>Total</b>		<b>21100 sq.ft.</b>

**Grand Total of Constructed Area**

Teaching Block 23200 sq.ft.

Hostel Block 21100 sq.ft.

**Grand Total 44300 sq.ft.**

(**Note:** Minimum provision of hostel accommodation for 30% of the total student's intake is compulsory for the institution and accordingly the staff for hostel shall be provided as prescribed in the syllabi.)

**Hostel Facilities**

There should be a separate hostel for the male and female students. It should have the following facilities:

1. **Pantry**  
One pantry on each floor should be provided. It should have water cooler and heating arrangements.
2. **Washing & Ironing Space**  
Facility for drying and ironing clothes should be provided on each floor.
3. **Warden's Room**  
Warden should be provided with a separate office room besides her residential accommodation. Intercom facility with College & hospital shall be provided.
4. **Telephone**  
Telephone facility accessible to students in emergency situation shall be made available.
5. **Canteen**  
There should be provision for a canteen for the students, their guests, and all other staff members.
6. **Transport**  
College should have separate transport facility under the control of the Principal. 25 and 50 seater bus is preferable and number of vehicles shall be as per strength of the students.

#### **Staff for the Hostel**

1. Warden (Female) – 3: Qualification: B.Sc. Home Science or Diploma in Housekeeping/Catering. Minimum three wardens must be there in every hostel for morning, evening and night shifts. If number of students are more than 150, one more Warden/Assistant Warden for every additional 50 students.
2. Cook – 1: For every 20 students for each shift.
3. Kitchen & Dining Room helper – 1: For every 20 students for each shift.
4. Sweeper – 3
5. Gardener – 2
6. Security Guard/Chowkidar – 3

#### **CLINICAL FACILITIES for 60 students**

1. **Parent hospital**  
College of Nursing should have a 100 bedded Parent/Own Hospital.
  2. **Additional Affiliation of Hospital**  
In addition to Parent Hospital of 100 beds, institution shall take affiliation of the hospital, if all the required learning experience are not available in the parent hospital. As 100 beds is not sufficient to offer clinical experience/specialities to students as laid down in the B.Sc. (Nursing) syllabus. The students should be sent to affiliated hospital/agencies/institutions where it is available.
- a. Criteria for Affiliation**  
The types of experience for which a nursing college can affiliate are:
- Community Health Nursing
  - Mental Health (Psychiatric) Nursing
  - Specialty like Cardiology, Neurology, Oncology Nephrology, Orthopaedics, communicable/ infectious disease etc.
  - Obstetrics, Gynaecology, Paediatrics etc.

**b. The size of the Hospital for Affiliation**

- Should not be less than 50 beds apart from having own hospital
- Bed occupancy of the hospital should be minimum 75%

**3. Clinical requirements for Nursing program are as given below:**

Sr. No.	Areas of Clinical Experience	Number of Beds
1	Medicine	50
2	Surgery including OT	50
3	Obstetrics & Gynaecology	50
4	Paediatrics	30
5	Orthopaedics	15
6	Emergency medicine	10
7	Psychiatry	20

**4. Additional/Other Specialties/Facilities for clinical experience required are as follows:**

- Community Health Nursing – own/affiliated rural and urban community health centre
- Major OT
- Minor OT
- Dental, Otorhinolaryngology, Ophthalmology
- Burns and Plastic
- Neonatology care unit
- Communicable disease/Respiratory medicine/TB & chest diseases
- Dermatology
- Cardiology
- Oncology/Neurology/Neuro-surgery
- Nephrology
- ICU/CCU
- Geriatric Medicine
- Any other specialty as per syllabus requirements

**Note:**

- i. Educational visits will also be conducted as per the B.Sc. (Nursing) syllabus (for example: Milk Treatment plant, Water and Sewage plant, Rehabilitation Centres, Orphanage, Geriatric Care, Home for Destitute, Professional Organisation etc.)
- ii. The Nursing Staffing norms in the Parent and Affiliated Hospital should be as per the Staff Inspection Unit (SIU) norms.
- iii. The Parent/affiliated Hospital should give student status to the candidates of the nursing program.
- iv. Maximum Distance between affiliated hospitals & institutions should not be more than 30 kms.
- v. For Hilly & Tribal the maximum distance can be 50 kms.
- vi. 1:3 student patient ratio to be maintained.

- vii. **Distribution of Beds:** At least one third of the total number of beds should be for medical patients and one third for surgical patients. The number of beds for male patients should not be less than 1/6<sup>th</sup> of the total number of beds i.e. at least 40 beds. There should be minimum of 100 deliveries per month. Provision should be made for clinics in health and family welfare and for preventive medicine.

**5. Community Health Nursing Field Practice Area**

The students should be sent for community health nursing experience in urban as well as rural field area. The institution can be attached to primary health centre. A well set up field teaching centre should be provided with facilities for accommodation of at least 10-15 students and one staff member at a time. Peon, cook and chowkidar should be available at health centre. Each College of Nursing should have its own transport facility and it must be under the control of the principal. The security of staff and students should be ensured.

**ANTI-RAGGING**

Anti-ragging guidelines as per gazette notification shall be followed.

**BUDGET**

In the overall budget of the institution, there should be provision for college budget under a separate head. Principal of the College of Nursing should be the drawing and disbursing authority.

**TEACHING FACULTY**

The principal should be the administrative head of the College. He/She should hold qualifications as laid down by the Council. The principal should be the controlling authority for the budget of the College and also be the drawing and disbursing officer. The Principal and Vice-Principal should be gazetted officers in Government Colleges and of equal status (though non-Gazetted) in non-government Colleges.

**A. Qualifications & Experience of Teachers of College of Nursing**

Sr. No.	Post, Qualification & Experience
1	<b>Principal cum Professor</b> - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) having total 15 years 'experience with M.Sc. (Nursing) out of which 10 years after M.Sc. (Nursing) in collegiate program. Ph.D. (Nursing) is desirable
2	<b>Vice-Principal cum Professor</b> - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) Total 12 years experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing) Ph.D. (Nursing) is desirable
3	<b>Professor</b> - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) Total 12 years' experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing). Ph.D. (Nursing) is desirable
4	<b>Associate Professor</b> - Essential Qualification: M.Sc. (Nursing) Experience: Total 8 years 'experience with M.Sc. (Nursing) including 5 years teaching experience Ph.D. (Nursing) desirable

<b>Sr. No.</b>	<b>Post, Qualification &amp; Experience</b>
5	<b>Assistant Professor</b> - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) with total 3 years teaching experience Ph.D. (Nursing) desirable
6	<b>Tutor</b> - M.Sc. (Nursing) preferable Experience: B.Sc. (Nursing)/P.B.B.Sc. (Nursing) with 1 year experience.

**B. College of Nursing which has a parent hospital shall adopt the integration of service and education model recommended by the Council placed at [www.indiannursingcouncil.org](http://www.indiannursingcouncil.org)**

**C. Departments**

**Number of Nursing departments = 6 (Six)**

- i. Nursing Foundation
- ii. Adult Health Nursing
- iii. Community Health Nursing
- iv. Midwifery/Obstetrics & Gynaecology Nursing
- v. Child Health Nursing
- vi. Mental Health Nursing

**Note:** Professor shall be head of the department.

<b>Sr. No.</b>	<b>Designation</b>	<b>B.Sc. (Nursing) 40-60</b>	<b>B.Sc. (Nursing) 61-100</b>
1	Principal	1	1
2	Vice-Principal	1	1
3	Professor	1	1-2
4	Associate Professor	2	2-4
5	Assistant Professor	3	3-8
6	Tutor	8-16	16-24
	<b>Total</b>	<b>16-24</b>	<b>24-40</b>

(For example, for 40 student's intake minimum number of teachers required is 16 including Principal, i.e., 1 – Principal, 1 – Vice Principal, 1 – Professor, 2 – Associate Professor, 3 – Assistant Professor, and 8 tutors)

To start the program, minimum 3 M.Sc. (Nursing) shall be appointed.

	I <sup>st</sup> year	II <sup>nd</sup> Year	III <sup>rd</sup> year	IV <sup>th</sup> year
40 Students	3 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics) + 2 Tutors	5 M.Sc. (Nursing) (2 – Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 3 Tutors	7 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 2 - OBG) + 5 Tutors	8 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 3 - OBG) + 8 Tutors
60 Students	3 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics) + 3 Tutors	5 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 7 Tutors	7 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 2 - OBG) + 11 Tutors	8 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 3 - OBG) + 16 Tutors
100 Students	5 M.Sc. (Nursing) (3 - Med Surg., 2 - Pediatrics) + 5 Tutors	8 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics,  1 - Community Health Nursing, 1 - Psychiatric) + 12 Tutors	12 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics,  2 - Community Health Nursing, 2 - Psychiatric, 2 - OBG) + 18 Tutors	16 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics,  2 - Community Health Nursing, 2 - Psychiatric, 6 - OBG) + 24 Tutors

**D. Teachers for non-nursing courses (Part-time/external faculty\*\*)**

Sr. No.	Courses/Subjects
1	English
2	Anatomy
3	Physiology
4	Sociology
5	Psychology
6	Biochemistry
7	Nutrition & Dietetics
8	Health Nursing Informatics and Technology
9	Microbiology
10	Pharmacology
11	Pathology & Genetics
12	Forensic Nursing
13	Any other Clinical Discipline
14	Physical Education
15	Elective Courses



**\*\*The above teachers should have postgraduate qualification with teaching experience in respective discipline. Note:**

- i. 1:10 teacher student ratio.
- ii. All teachers including Principal & Vice Principal shall take classes, perform clinical teaching and supervision and other academic activities. Every faculty including Principal shall spend at least four hours each day.
- iii. One of the tutors need to stay at the community health field by rotation.
- iv. The salary of the teaching faculty in private Colleges of Nursing should not be less than what is admissible in the Colleges of Nursing under State/Central government or as per the UGC scales.
- v. Nursing service personnel should actively participate in instruction, supervision, guidance and evaluation of students in the clinical/community practice areas. The teaching faculty of the College of Nursing should work in close coordination with the nursing service personnel.
- vi. The teaching faculty of the College and nursing service personnel should be deputed to attend short term educational courses/workshops/conferences etc. to update their knowledge, skills and attitude.
- vii. It is mandatory for College authorities to treat teaching faculty of College of Nursing on duty with respect and dignity, when nominated/selected for the purpose of examination or inspection by the Council.
- viii. 50% of non-nursing courses/subjects should be taught by the nursing faculty. However, it will be supplemented by external faculty who are doctors or faculty in other disciplines having Post Graduate qualification in their requisite course. Nursing faculty who teach these courses shall be examiners for the taught course/s.

**E. Additional Staff for College of Nursing**

- Ministerial
  - a) Administrative Officer 1
  - b) Office Superintendent 1
  - c) PA to Principal 1
  - d) Accountant/Cashier 1
- Upper Division Clerk 2
- Lower Division Clerk 2
- Store Keeper 1
- Classroom Attendants 2
- Sanitary Staff - As per the physical space
- Security Staff - As per the requirement
- Peons / Office Attendants 4
- Library
  - a) Librarian 2
  - b) Library Attendants - As per the requirement

- Hostel
  - a) Wardens 3
  - Cooks, Bearers - As per the requirement
  - Gardeners and Dhobi (Desirable)

**Note: Provision should be made to have leave reserve staff in addition to the regular staff according to rules.**

#### **F. College Management Committee**

Following members should constitute the Board of Management of the College:

Principal	Chairperson
Vice-Principal	Member
Professor / Associate Professor / Assistant Professor	Member
Chief Nursing Officer / Nursing Superintendent	Member
Representative of Medical Superintendent	Member

#### **ADMISSION TERMS AND CONDITIONS**

1. The minimum age for admission shall be 17 years on 31<sup>st</sup> December of the year in which admission is sought. The maximum age limit for admission shall be 35 years.
2. **Minimum Educational Qualification**
  - a) Candidate with Science who have passed the qualifying 12<sup>th</sup> Standard examination (10+2) and must have obtained a minimum of 45% marks in Physics, Chemistry and Biology taken together and passed in English individually.
  - b) Candidates are also eligible from State Open School recognized by State Government and National Institute of Open School (NIOS) recognized by Central Government having Science subjects and English only.
  - c) English is a compulsory subject in 10+2 for being eligible for admission to B.Sc. (Nursing).
3. Colour blind candidates are eligible provided that colour corrective contact lens and spectacles are worn by such candidates.
4. Candidate shall be medically fit.
5. Married candidates are also eligible for admission.
6. Students shall be admitted once in a year.
7. Selection of candidates should be based on the merit of the **entrance examination**. Entrance test\*\* shall comprise of:
  - a) Aptitude for Nursing 20 marks
  - b) Physics 20 marks
  - c) Chemistry 20 marks
  - d) Biology 20 marks
  - e) English 20 marks

Minimum qualifying marks for entrance test shall be 50% marks.

\*\*Entrance test shall be conducted by University/State Government.

## 8. Reservation Policy

- **Reservation of seats in for admission in Nursing Colleges for SC/ST/OBC/EWSs/PH**

Admission under the reserved quota shall be subject to reservation policy and eligibility criteria for SC/ST/OBC/EWSs prescribed by the Central Govt./State Govt./Union Territory as applicable to the College concerned.

In respect of candidates belonging to SC/ST/OBC the marks obtained in 3 core subjects shall be 40% instead of 45% for General category candidates.

- **Reservation for disability**

5% Disability reservation to be considered for disabled candidates with a **disability of loco-motor** to the tune of 40% to 50% of the lower extremity and other eligibility criteria with regard to qualification will be same as prescribed for General category candidates. The upper age limit shall be relaxed by 5 years for disabled candidates.

**Note:** A committee to be formed consisting of medical officer authorized by medical board of State government and a nursing expert in the panel which may decide whether the candidates have the disability of loco-motor to the tune of 40% to 50%.

**Note:**

- i. Reservations shall be applicable within the sanctioned number of the seats.
- ii. The start of the semester shall be 1<sup>st</sup> August every year.
- iii. No admission after the cut-off date i.e. 30<sup>th</sup> September will be undertaken. Further Hall Tickets/Admit Card shall not be issued to the candidates who are admitted after 30<sup>th</sup> September.
- iv. The responsibility of obtaining and verifying the requisite documents for admission lies with the Institution and University.

## 9. Foreign Nationals:

The entry qualification equivalency i.e., 12<sup>th</sup> standard will be obtained by Association of Indian Universities, New Delhi. Institution, SNRC and University will be responsible to ensure that the qualification and eligibility will be equivalent to what has been prescribed by the Council.

## 10. Admission/Selection Committee

This committee should comprise of:

- Principal (Chairperson)
- Vice-Principal
- Professor
- Chief Nursing Officer or Nursing Superintendent

## 11. Admission Strength

Maximum intake of students shall be sixty if the institution has a 100 bedded unitary parent hospital and 61-100 if the institution has 300 or more bedded unitary parent hospital.

## **12. Health Services**

There should be provisions for the following health services for the students.

- An annual medical examination.
- Vaccination against Tetanus, Hepatitis B or any other communicable disease as considered necessary.
- Free medical care during illness.
- A complete health record should be kept in respect of each individual student. The criteria for continuing the training of a student with long term chronic illness, will be decided by the individual College.

## **13. Records**

Following are the minimum records which needs to be/should be maintained in the College:

- a) For Students
  - i. Admission record
  - ii. Health record
  - iii. Class attendance record
  - iv. Clinical and Field Experience record
  - v. Internal assessment record for both theory and practical
  - vi. Mark Lists (University Results)
  - vii. Record of extracurricular activities of student (both in the College as well as outside)
  - viii. Leave record
  - ix. Practical record books – Procedure Book and Midwifery Record Book to be maintained as prescribed by the Council.
- b) For each academic year, for each class/batch
  - i. Course contents record (for each course/subjects)
  - ii. The record of the academic performance
  - iii. Rotation plans for each academic year
  - iv. Record of committee meetings
  - v. Record of the stock of the College
  - vi. Affiliation record
  - vii. Grant-in-aid record (if the College is receiving grant-in-aid from any source like State Govt. etc.)
  - viii. Cumulative record.
- c) Record of educational activities organized for teaching faculty (CNEs) and student, both in the College as well as outside.
- d) Annual reports (Record) of the achievement of the College prepared annually.
- e) College of Nursing should possess detailed and up-to-date record of each activity carried out in the College.

## **14. Transcript**

All institutions to issue the transcript upon completion of the program and to **submit only one single copy of transcript** per batch to respective SNRC.

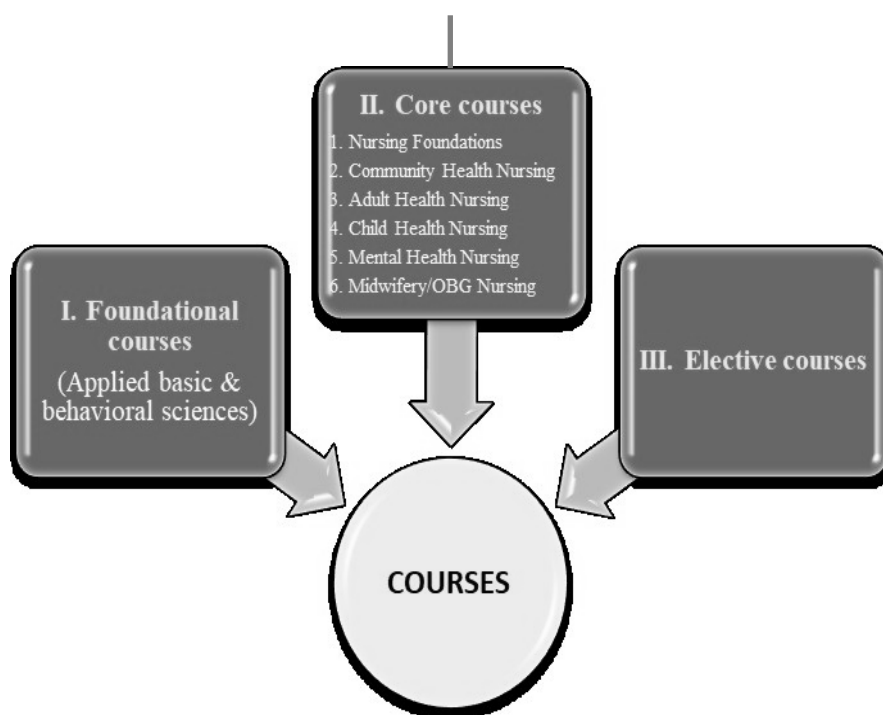
## VI. CURRICULUM

### Curricular Framework

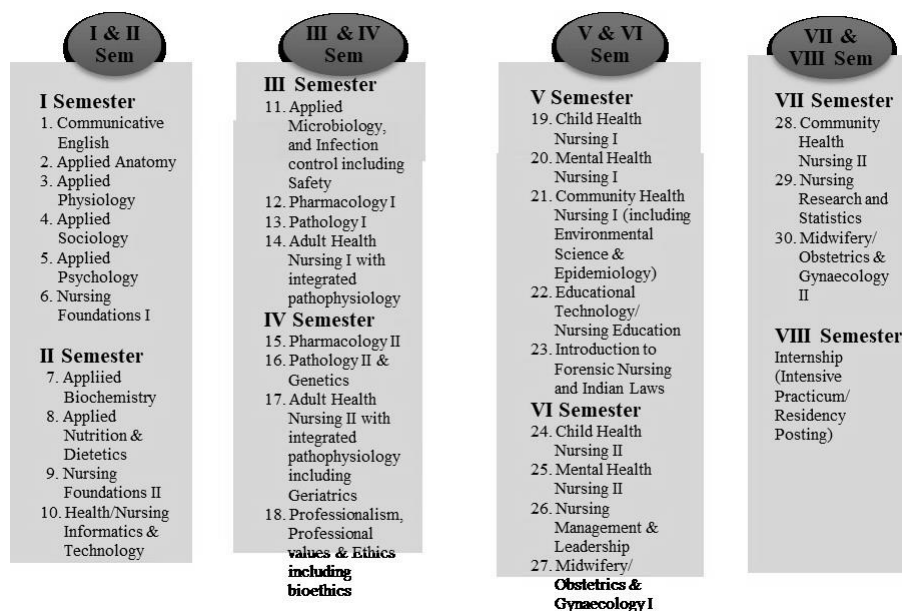
The B.Sc. Nursing program is a four-year program comprising of eight semesters that is credit and semester based. It is choice based only for elective courses. Competency based curriculum is the main approach that is based on ten core competencies. The courses are categorized into foundational courses, core courses and elective courses. The curricular framework shown in Figure 2 depicts the entire course of curriculum, which is further outlined in the program structure.

### B.Sc. NURSING PROGRAM – Four years (8 semesters) CREDIT SYSTEM & SEMESTER SYSTEM

#### COMPETENCY BASED CURRICULUM



## PROGRAM STRUCTURE



SEMESTER I	SEMESTER II
<ol style="list-style-type: none"> <li>1. Communicative English</li> <li>2. Applied Anatomy</li> <li>3. Applied Physiology</li> <li>4. Applied Sociology</li> <li>5. Applied Psychology</li> <li>6. *Nursing Foundations I</li> <li>7. Marathi</li> </ol> <p>Mandatory Module *First Aid as part of Nursing Foundation I course</p>	<ol style="list-style-type: none"> <li>1. Applied Biochemistry</li> <li>2. Applied Nutrition and Dietetics</li> <li>3. Nursing Foundation II</li> <li>4. Health / Nursing Informatics &amp; Technology</li> </ol> <p>Mandatory Module * Health Assessment as part of Nursing Foundation II Course</p>

### MANDATORY MODULES

The prepared modules/modules outlined by the Council such as Health Assessment & Fundamentals of Prescribing and available modules as National Guidelines (First Aid – NDMA, IMNCI, ENBC, FBNBC), Palliative Care, Safe Delivery App and SBA module will be provided in separate learning resource package.

For BCLS, PLS – Standard national/international modules can be used.

### ELECTIVE MODULES

Number of electives to be completed: 3 (Every module = 1 credit = 20 hours)

III & IV Semesters: To complete any one elective by end of 4th semester across 1st to 4th semesters

- Human values
- Diabetes care

- Soft skills

V & VI Semesters: To complete any one of the following before end of 6th semester

- CBT
- Personality development
- Addiction psychiatry
- Adolescent health
- Sports health
- Accreditation and practice standards
- Developmental psychology
- Menopausal health
- Health Economics

VII & VIII Semesters: To complete any one of the following before end of 8th semester

- Scientific writing skills
- Lactation management
- Sexuality & Health
- Stress management
- Job readiness and employability in health care setting

### **CURRICULUM IMPLEMENTATION: OVERALL PLAN**

Duration of the program: 8 semesters

#### **1-7 SEMESTERS**

One Semester Plan for the first 7 Semesters

Total Weeks per Semester: 26 weeks per semester

Number of Weeks per Semester for instruction: 20 weeks (40 hours per week × 20 weeks = 800 hours)

Number of Working Days: Minimum of 100 working days (5 days per week × 20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays: 6 weeks

Vacation: 3 weeks

Holidays: 1 week Examination and Preparatory Holidays: 2 weeks

#### **8TH SEMESTER**

One semester: 22 weeks

Vacation: 1 week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

### COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

Sr. No	Course Code	Course/ Subject Title	Theory credits	Theory contact hours	Lab skill Lab credit	Lab/skill Lab Contact hours	Clinical credits	Clinical contact hours	Total Credits	Total (Hours)
<b>Semester - First</b>										
1	ENGL 10	Communicative English	2	40						40
	ANAT 105	Applied Anatomy	3	60						60
	PHYS 110	Applied Physiology	3	60						60
	SOCI 115	Applied Sociology	3	60						60
	PSYC 120	Applied Psychology	3	60						60
	N-NF (I) 125	Nursing Foundation I including First Aid module	6	120	2	80	2	160	10	360
	SSCC (I) 130	Self-study / Co-curricular								40+40
		<b>Total</b>	<b>20</b>	<b>400</b>	<b>2</b>	<b>80</b>	<b>2</b>	<b>160</b>	<b>20+2+2=24</b>	<b>640+80=720</b>

Sr. No	Course Code	Course/ Subject Title	Theory credits	Theory contact hours	Lab skill Lab credit	Lab/skill Lab Contact hours	Clinical credits	Clinical contact hours	Total Credits	Total (Hours)
<b>Semester - Second</b>										
2	BOIC 135	Applied Biochemistry	2	40						40
	NUTR 140	Applied Nutrition and dietetics	3	60						60
	N- NF (II) 125	Nutrition foundation II including Health Assessment module	6	120	3	120	4	320		560
	HNIT 145	Health / Nursing Informatics & Technology	2	40	1	40				80
	SSCC (II) 130	Self study/ Co-Curricular								40+20
		<b>Total</b>	<b>13</b>	<b>260</b>	<b>4</b>	<b>160</b>	<b>4</b>	<b>320</b>	<b>13+4+4=21</b>	<b>740+60=800</b>



1 credit theory – 1 hour per week per semester  
 1 credit practical/lab/skill lab/simulation lab – 2 hours per week per semester  
 1 credit clinical – 4 hours per week per semester  
 1 credit elective course – 1 hour per week per semester  
 Total Semesters = 8  
 (Seven semesters: One semester = 20 weeks × 40 hours per week = 800 hours)  
 (Eighth semester – Internship: One semester = 22 weeks × 48 hours per week = 1056 hours)  
 Total number of course credits including internship and electives – 156 (141+12+3)  
 Distribution of credits and hours by courses, internship, and electives

Sr. No.	Credits	Theory (Cr/Hrs)	Lab (Cr/Hrs)	Clinical (Cr/Hrs)	Total credits	Hours
1	Course credits	90 credit per 1800 hours	15/600	36/2880	141	5280
2	Internship				12	1056
3	Electives				3	60
				<b>Total</b>	<b>156</b>	<b>6396</b>
4	Self-study and Co-curricular	Saturdays (one semester = 5 hours per week × 20 weeks × 7 semesters = 700 hours)			12 35	240 700
				<b>Total</b>	<b>47</b>	<b>940</b>

**Distribution of credits, hours and percentage for theory and practicum (Skill Lab & Clinical) across eight semesters**

Sr. No.	Theory & Practicum (Skill Lab & Clinical)	Credits	Hours	Percentage
1	Theory	90	1800	28
2	Lab/Skill Lab	15	600	10
3	Clinical	36	3936	62
	<b>Total</b>	<b>141</b>	<b>6336 hours</b>	<b>100</b>

**Practicum** (7 semesters) excluding internship  
 Lab / skill lab / simulation lab – 600 (17%)  
 Clinical – 2880 (83%)  
 Total – 3480  
 Lab / skill lab / simulation lab = 17% of the total practicum planned

**Note:** Besides the stipulated lab and clinical hours, a maximum of 13% (400-450 hours) from the clinical hours can be used in simulation lab/skill lab for skill lab/simulation learning and not to exceed 30% of total hours.

## SCHEME OF EXAMINATION

### SEMESTER I

SN.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End semester University Exam	Hours	Total Marks
<b>Theory</b>						
1.	Communicative English	25	25		2	50
2.	Applied Anatomy & Physiology	25		75	3	100
3.	Sociology & Psychology	25		75	3	100
4.	Nursing Foundation I	*25				
5.	Marathi	25	75		3	100
<b>Practical</b>						
6.	Nursing Foundation I	*25				

**Note: \*Will be added to the internal marks of Nursing Foundations II Theory and Practical respectively in the next semester (Total weightage remains the same)**

**Example: Nursing Foundations Theory:** Nursing Foundations I Theory Internal marks in 1st semester will be added to Nursing Foundations II Theory Internal in the 2nd semester and average of the two semesters will be taken.

### SEMESTER II

SN.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End semester University Exam	Hours	Total Marks
<b>Theory</b>						
1.	Biochemistry & Nutrition & Dietetics	25		75	3	100
2.	Nursing Foundation I & II	25 SEM I- 25 & SEM II- 25 (with average of both)		75	3	100

SN.	Course	Assessment (Marks)				
3.	Health / Nursing Informatics & Technology	25	25		2	50
<b>Practical</b>						
4.	Nursing Foundation I & II	<b>50 Sem- I -25 &amp; Sem- II 25</b>		50		100

**EXAMINATION REGULATIONS: NOTE:**

1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
4. Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Nutrition and Dietetics of 50 marks and Section-B Biochemistry of 25 marks.
5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. Following exams shall be conducted as college exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate.
  - i. Communicative English
  - ii. Health/Nursing Informatics and Technology
  - iii. Professionalism, Professional Values and Ethics including Bioethics
  - iv. Introduction to Forensic Nursing & Indian Laws

10. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.
11. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
12. The student has to pass in all **mandatory modules** placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College/University Examination (Refer Appendix 2).
13. A candidate has to pass in theory and practical exam separately in each of the paper.
14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
16. The candidate shall appear for exams in each semester:
  - i. The candidate shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
  - ii. The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
  - iii. The candidate shall have cleared all the previous examination before appearing for final year examination.
  - iv. The maximum period to complete the course successfully should not exceed 8 years.
17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not 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).
18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.

19. Maximum number of candidates for practical examination should not exceed 25 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
20. All practical examinations must be held in the respective clinical areas.
21. One internal and one external examiner should jointly conduct practical examination for each student.
22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundation Course, the faculty having M.Sc. (Nursing) with any speciality shall be considered.

### **ASSESSMENT GUIDELINES**

#### **1. Grading of Performance**

Based on the performance, each student shall be awarded a final grade at the end of the semester for each course. Absolute grading is used by converting the marks to grade, based on predetermined class intervals.

UGC 10-point grading system is used with pass grade modified.

<b>Letter grade</b>	<b>Grade point</b>	<b>Percentage of marks</b>
O (Outstanding)	10	100%
A+ (Excellent)	9	90-99.99%
A (Very Good)	8	80-89.99%
B+ (Good)	7	70-79.99%
B (Above Average)	6	60-69.99%
C (Average)	5	50-59.99%
P (Pass)	4	40-49.99%
F (Fail)	0	

For Nursing Courses and all other courses – Pass is at C Grade (5 grade point) 50% and above

For English and electives – Pass is at P Grade (4 grade point) 40% and above

#### **Computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)**

SPGA is the weighted average of the grade points obtained in all courses by the student during the semester

(All courses excluding English and electives)

### Ex. SGPA Computation

Course Number	Credit/s	Letter grade	Grade point	Credit point (Credit × grade)
1	3 (C1)	A	8 (G1)	3 × 8 = 24
2	4 (C2)	B+	7 (G2)	4 × 7 = 28
3	3 (C3)	B	6 (G3)	3 × 6 = 18

$$\text{SGPA} = \frac{C1G1 + C2G2 + C3G3}{C1 + C2 + C3} = \frac{70}{10} = 7 \text{ (rounded off to two decimal points)}$$

### Computation of CGPA

CGPA is calculated with SGPA of all semesters to two decimal points and is indicated in final grade in mark card/transcript showing grades of all 8 semesters and their courses/subjects.

CGPA reflects the failed status in case of fail till the course/s are passed.

Semester I	Semester 2	Semester 3	Semester 4
Credit – Cr Cr: 20 SGPA: 6.5 Cr × SGPA = 20 × 6.5	Cr: 22 SGPA: 7.0	Cr: 25 SGPA: 5.5	Cr: 26 SGPA: 6.0

$$\text{CGPA} = \frac{20 \times 6.5 + 22 \times 7 + 25 \times 5.5 + 26 \times 6}{93} = \frac{577.5}{93} = 6.2$$

### Transcript Format

Based on the above recommendation on letter grades, grade points, SPGA and CGPA, the transcript shall be issued for each semester with a consolidated transcript indicating the performance in all semesters.

### Declaration of Pass

First Class with Distinction – CGPA of 7.5 and above  
First Class – CGPA of 6.00-7.49  
Second Class – CGPA of 5.00-5.99

#### 1. Internal Assessment and Guidelines

The marks distribution of internal assessment is shown in Appendix 1 and the specific guidelines in Appendix 2.

#### 2. University Theory and Practical Examination Pattern

The theory question paper pattern and practical exam pattern are shown in Appendix 3.



**SEMESTER - I**

## SYLLABUS

### COMMUNICATIVE ENGLISH

**PLACEMENT:** I SEMESTER

**THEORY:** 2 Credits (40 hours)

**DESCRIPTION:**

The course is designed to enable students to enhance their ability to speak and write the language (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.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Identify the significance of Communicative English for healthcare professionals
2. Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.
3. Demonstrate attentive listening in different hypothetical situations
4. Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or by other means.
5. Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc.
6. Analyse the situation and apply critical thinking strategies.
7. Enhance expressions through writing skills.
8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

### COURSE OUTLINE

**T – Theory**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Identify the significance of communicative English	Communication <input type="checkbox"/> <input type="checkbox"/> What is communication? <input type="checkbox"/> <input type="checkbox"/> What are communication roles of listeners, speakers, readers and writers as healthcare professionals?	<input type="checkbox"/> <input type="checkbox"/> Definitions with examples, illustrations and explanations <input type="checkbox"/> <input type="checkbox"/> Identifying competencies/ communicative strategies in LSRW <input type="checkbox"/> <input type="checkbox"/> Reading excerpts	<input type="checkbox"/> <input type="checkbox"/> Checking for understanding through tasks



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				on the above and interpreting them through tasks	
II	5 (T)	Describe concepts and principles of Language (English) use in professional Development such as pronunciation , vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	L – Listening: Different types of listening <input type="checkbox"/> <input type="checkbox"/> S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation <input type="checkbox"/> <input type="checkbox"/> R – Reading: Medical vocabulary, <input type="checkbox"/> <input type="checkbox"/> Gr – Grammar: Understanding tenses, linkers <input type="checkbox"/> <input type="checkbox"/> W – Writing simple sentences and short paragraphs – emphasis on correct grammar	<input type="checkbox"/> <input type="checkbox"/> Exercises on listening to news, announcements, telephone conversations and instructions from others <input type="checkbox"/> <input type="checkbox"/> Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts <input type="checkbox"/> <input type="checkbox"/> Reading a medical dictionary/ glossary of medical terms with matching exercises <input type="checkbox"/> <input type="checkbox"/> Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions	<input type="checkbox"/> <input type="checkbox"/> Through ‘check your understanding’ exercises
III	5 (T)	Demonstrate attentive listening in different	Attentive Listening <input type="checkbox"/> <input type="checkbox"/> Focusing on listening in	<input type="checkbox"/> <input type="checkbox"/> Listening to announcements, news,	<input type="checkbox"/> <input type="checkbox"/> Checking individually against correct answers

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		hypothetic situation	different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations <input type="checkbox"/> <input type="checkbox"/> Reproducing Verbatim <input type="checkbox"/> <input type="checkbox"/> Listening to academic talks/ lectures <input type="checkbox"/> <input type="checkbox"/> Listening to presentation	documentaries with tasks based on listening <input type="checkbox"/> <input type="checkbox"/> With multiple choice, Yes/No and fill in the blank activities	<input type="checkbox"/> <input type="checkbox"/> Listening for specific information <input type="checkbox"/> <input type="checkbox"/> Listening for overall meaning and instructions <input type="checkbox"/> <input type="checkbox"/> Listening to attitudes and opinions <input type="checkbox"/> <input type="checkbox"/> Listening to audio, video and identify key points
I V	9(T) )	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	<b>Speaking – Effective Conversation</b> <input type="checkbox"/> <input type="checkbox"/> Conversation situations – informal, formal and neutral <input type="checkbox"/> <input type="checkbox"/> Factors influencing way of speaking – setting, topic, social relationship, attitude and language <input type="checkbox"/> <input type="checkbox"/> Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations <input type="checkbox"/> <input type="checkbox"/> Asking for information, giving instructions and directions <input type="checkbox"/> <input type="checkbox"/> Agreeing and disagreeing, giving opinions <input type="checkbox"/> <input type="checkbox"/> Describing people, places,	<input type="checkbox"/> <input type="checkbox"/> Different types of speaking activities related to the content <input type="checkbox"/> <input type="checkbox"/> Guided with prompts and free discussions <input type="checkbox"/> <input type="checkbox"/> Presentation techniques <input type="checkbox"/> <input type="checkbox"/> Talking to peers and other adults. <input type="checkbox"/> <input type="checkbox"/> Talking to patients and Patient attenders <input type="checkbox"/> <input type="checkbox"/> Talking to other healthcare professionals <input type="checkbox"/> <input type="checkbox"/> Classroom conversation <input type="checkbox"/> <input type="checkbox"/> Scenario based learning tasks	<input type="checkbox"/> <input type="checkbox"/> Individual and group/peer assessment through live speaking tests <input type="checkbox"/> <input type="checkbox"/> Presentation of situation in emergency and routine <input type="checkbox"/> <input type="checkbox"/> Handoff <input type="checkbox"/> <input type="checkbox"/> Reporting in doctors/nurses‘ rounds <input type="checkbox"/> <input type="checkbox"/> Case presentation <input type="checkbox"/> <input type="checkbox"/> Face to face oral communication <input type="checkbox"/> <input type="checkbox"/> Speaking individually (Nurse to nurse/patient/ doctor) and to others in the group <input type="checkbox"/> <input type="checkbox"/> Telephonic talking

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			events and things, narrating, reporting & reaching conclusions <input type="checkbox"/> Evaluating and comparing <input type="checkbox"/> Complaints and suggestions <input type="checkbox"/> Telephone conversations <input type="checkbox"/> Delivering presentations		
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	<input type="checkbox"/> <b>Reading</b> <input type="checkbox"/> Reading strategies, reading notes and messages <input type="checkbox"/> Reading relevant articles and news items <input type="checkbox"/> Vocabulary for everyday activities, abbreviations and medical vocabulary <input type="checkbox"/> Understanding visuals, graphs, figures and notes on instructions <input type="checkbox"/> Reading reports and interpreting them <input type="checkbox"/> Using idioms and phrases, spotting errors, vocabulary for presentations <input type="checkbox"/> Remedial Grammar	<input type="checkbox"/> Detailed tasks and exercises on reading for information, inference and evaluation <input type="checkbox"/> Vocabulary games and puzzles for medical lexis <input type="checkbox"/> Grammar activities	<input type="checkbox"/> Reading/ summarizing/ justifying answers orally <input type="checkbox"/> Patient document <input type="checkbox"/> Doctor's prescription of care <input type="checkbox"/> Journal/news reading and interpretation <input type="checkbox"/> Notes/Reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
<b>V I</b>	<b>5 (T)</b>	Enhance expressions through writing skills	<b>Writing Skills</b> <input type="checkbox"/> Writing patient history <input type="checkbox"/> Note taking <input type="checkbox"/> Summarising <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Letter writing <input type="checkbox"/> Diary/Journal writing <input type="checkbox"/> Report writing <input type="checkbox"/> Paper writing skills <input type="checkbox"/> Abstract writing	<input type="checkbox"/> Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar <input type="checkbox"/> Guided and free tasks <input type="checkbox"/> Different kinds of letter writing tasks	Paper based assessment by the teacher/ trainer against set band descriptors <input type="checkbox"/> Presentation of situation <input type="checkbox"/> Documentation <input type="checkbox"/> Report writing <input type="checkbox"/> Paper writing skills <input type="checkbox"/> Verbatim reproducing <input type="checkbox"/> Letter writing <input type="checkbox"/> Resume/CV
<b>V I</b>	<b>8 (T)</b>	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	<b>LSRW Skills</b> <input type="checkbox"/> Critical thinking strategies for listening and reading <input type="checkbox"/> Oral reports, presentations <input type="checkbox"/> Writing instructions, letters and reports <input type="checkbox"/> Error analysis regarding LSRW	Valuating different options/multiple answers and interpreting decisions through situational activities <input type="checkbox"/> Demonstration – individually and in groups <input type="checkbox"/> Group Discussion <input type="checkbox"/> Presentation <input type="checkbox"/> Role Play <input type="checkbox"/> Writing reports	<input type="checkbox"/> Consolidated assessment orally and through written tasks/exercises

## APPLIED ANATOMY

**PLACEMENT:** I SEMESTER

**THEORY:** 3 Credits (60 hours)

**DESCRIPTION:**

The course is designed to assist student to recall and further acquire the knowledge of the normal structure of human body, identify alteration in anatomical structure with emphasis on clinical application to practice nursing.

**COMPETENCIES:**

On completion of the course, the students will be able to

1. Describe anatomical terms.
2. Explain the general and microscopic structure of each system of the body.
3. Identify relative positions of the major body organs as well as their general anatomic locations.
4. Explore the effect of alterations in structure.
5. Apply knowledge of anatomic structures to analyse clinical situations and therapeutic applications.

### COURSE OUTLINE

**T – Theory**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VI	8(T)	Define the terms relative to the anatomical position Describe the anatomical planes Define and describe the terms used to describe movements Organization of human body and structure of cell, tissues, membranes and glands	<b>Introduction to anatomical terms and organization of the human body</b> <input type="checkbox"/> <input type="checkbox"/> Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar <input type="checkbox"/> <input type="checkbox"/> Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal / frontal/oblique plane) <input type="checkbox"/> <input type="checkbox"/> Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation,	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Use of models <input type="checkbox"/> <input type="checkbox"/> Video demonstration <input type="checkbox"/> <input type="checkbox"/> Use of microscopic slides <input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Video/Slides <input type="checkbox"/> <input type="checkbox"/> Anatomical Torso	<input type="checkbox"/> <input type="checkbox"/> Quiz <input type="checkbox"/> <input type="checkbox"/> MCQ <input type="checkbox"/> <input type="checkbox"/> Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Describe the types of Cartilage Compare and contrast the features of skeletal, smooth and cardiac muscle	plantar flexion, dorsal flexion and circumduction □□ Cell structure, Cell division □□ Tissue – definition, types, characteristics, classification, location □□ Membrane, glands – classification and structure □□ Identify major surface and bony landmarks in each body region, Organization of human body □□ Hyaline, fibro cartilage, elastic cartilage □□ Features of skeletal, smooth and cardiac muscle □□ Application and implication in nursing		
II	6(T)	Describe the structure of respiratory system Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<b>The Respiratory system</b> □□ Structure of the organs of respiration □□ Muscles of respiration □□ Application and implication in nursing	□□ Lecture cum Discussion □□ Models □□ Video/ Slides	□□ Short answer □□ Objective type
III	6(T)	Describe the structure of digestive system	<b>The Digestive system</b> □□ Structure of alimentary canal and accessory organs of digestion □□ Application and implications in nursing	□□ Lecture cum Discussion □□ Video/ Slides □□ Anatomical Torso	□□ Short answer □□ Objective type
IV	6(T)	Describe the structure of circulatory and lymphatic system.	<b>The Circulatory and Lymphatic system</b> □□ Structure of blood components, blood vessels – Arterial and Venous system	□□ Lecture □□ Models □□ Video/ Slides	□□ Short answer □□ MCQ

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> Position of heart relative to the associated structures <input type="checkbox"/> <input type="checkbox"/> Chambers of heart, layers of heart <input type="checkbox"/> <input type="checkbox"/> Heart valves, coronary arteries <input type="checkbox"/> <input type="checkbox"/> Nerve and blood supply to heart <input type="checkbox"/> <input type="checkbox"/> Lymphatic tissue <input type="checkbox"/> <input type="checkbox"/> Veins used for IV injections <input type="checkbox"/> <input type="checkbox"/> Application and implication in nursing		
V	4(T)	Identify the major endocrine glands and describe the structure of endocrine Glands	<b>The Endocrine system</b> <input type="checkbox"/> <input type="checkbox"/> Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal gland	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Models/charts	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type
VI	4(T)	Describe the structure of various sensory organs	<b>The Sensory organs</b> <input type="checkbox"/> <input type="checkbox"/> Structure of skin, eye, ear, nose and tongue <input type="checkbox"/> <input type="checkbox"/> Application and implications in nursing	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Explain with Video/ models/charts	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> MCQ
VII	10 (T)	Describe anatomical position and structure of bones and joints Identify major bones that make up the axial and appendicular skeleton Classify the joints Identify the application and implications in nursing Describe the structure	<b>The Musculoskeletal system:</b> <b>The Skeletal system</b> <input type="checkbox"/> <input type="checkbox"/> Anatomical positions <input type="checkbox"/> <input type="checkbox"/> Bones – types, structure, growth and Ossification <input type="checkbox"/> <input type="checkbox"/> Axial and appendicular skeleton <input type="checkbox"/> <input type="checkbox"/> Joints – classification, major joints and Structure <input type="checkbox"/> <input type="checkbox"/> Application and implications in nursing <b>The Muscular system</b> <input type="checkbox"/> <input type="checkbox"/> Types and structure of muscles <input type="checkbox"/> <input type="checkbox"/> Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs	<input type="checkbox"/> <input type="checkbox"/> Review – discussion <input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussions <input type="checkbox"/> <input type="checkbox"/> Explain using charts, skeleton and loose bones and torso <input type="checkbox"/> <input type="checkbox"/> Identifying muscles involved in nursing procedures in lab	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		of muscle Apply the knowledge in performing nursing procedures/skills	<input type="checkbox"/> <input type="checkbox"/> Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis <input type="checkbox"/> <input type="checkbox"/> Major muscles involved in nursing procedures		
VII I	5(T)	Describe the structure of renal system	<b>The Renal system</b> <input type="checkbox"/> <input type="checkbox"/> Structure of kidney, ureters, bladder, urethra <input type="checkbox"/> <input type="checkbox"/> Application and implication in nursing	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Models/charts	<input type="checkbox"/> <input type="checkbox"/> MCQ <input type="checkbox"/> <input type="checkbox"/> Short answer
IX	5(T)	Describe the structure of reproductive system	<b>The Reproductive system</b> <input type="checkbox"/> <input type="checkbox"/> Structure of male reproductive organs <input type="checkbox"/> <input type="checkbox"/> Structure of female reproductive organs <input type="checkbox"/> <input type="checkbox"/> Structure of breast	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Models/charts	<input type="checkbox"/> <input type="checkbox"/> MCQ <input type="checkbox"/> <input type="checkbox"/> Short answer
X	6(T)	Describe the structure of nervous system including the distribution of the nerves, nerve plexuses Describe the ventricular system	<b>The Nervous system</b> <input type="checkbox"/> <input type="checkbox"/> Review Structure of neurons <input type="checkbox"/> <input type="checkbox"/> CNS, ANS and PNS (Central, autonomic and peripheral) <input type="checkbox"/> <input type="checkbox"/> Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex <input type="checkbox"/> <input type="checkbox"/> Ventricular system – formation, circulation, and drainage <input type="checkbox"/> <input type="checkbox"/> Application and implication in nursing	Lecture <input type="checkbox"/> <input type="checkbox"/> Explain with models <input type="checkbox"/> <input type="checkbox"/> Video slides	MCQ <input type="checkbox"/> <input type="checkbox"/> Short answer

**Note:** Few lab hours can be planned for visits, observation and handling (less than 1 credit lab hours are not specified separately)



## APPLIED PHYSIOLOGY

**PLACEMENT:** I SEMESTER

**THEORY:** 3 Credits (60 hours)

**DESCRIPTION:** The course is designed to assist student to acquire comprehensive knowledge of the normal functions of the organ systems of the human body to facilitate understanding of physiological basis of health, identify alteration in functions and provide the student with the necessary physiological knowledge to practice nursing.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Develop understanding of the normal functioning of various organ systems of the body.
2. Identify the relative contribution of each organ system towards maintenance of homeostasis.
3. Describe the effect of alterations in functions.
4. Apply knowledge of physiological basis to analyze clinical situations and therapeutic applications

### COURSE OUTLINE

**T – Theory**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe the physiology of cell, tissues, membranes and glands	<b>General Physiology – Basic concepts</b> <input type="checkbox"/> <input type="checkbox"/> Cell physiology including transportation across cell membrane <input type="checkbox"/> <input type="checkbox"/> Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis <input type="checkbox"/> <input type="checkbox"/> Cell cycle <input type="checkbox"/> <input type="checkbox"/> Tissue – formation, repair <input type="checkbox"/> <input type="checkbox"/> Membranes and glands – functions <input type="checkbox"/> <input type="checkbox"/> Application and implication in nursing	<input type="checkbox"/> <input type="checkbox"/> Review – discussion <input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Video demonstrations	<input type="checkbox"/> <input type="checkbox"/> Quiz <input type="checkbox"/> <input type="checkbox"/> MCQ <input type="checkbox"/> <input type="checkbox"/> Short answer
II	6(T)	Describe the physiology and	<b>Respiratory system</b> <input type="checkbox"/> <input type="checkbox"/> Functions of respiratory organs	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Video slides	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> MCQ

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		mechanism of respiration Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<input type="checkbox"/> <input type="checkbox"/> Physiology of respiration <input type="checkbox"/> <input type="checkbox"/> Pulmonary circulation – functional features <input type="checkbox"/> <input type="checkbox"/> Pulmonary ventilation, exchange of gases <input type="checkbox"/> <input type="checkbox"/> Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue <input type="checkbox"/> <input type="checkbox"/> Regulation of respiration <input type="checkbox"/> <input type="checkbox"/> Hypoxia, cyanosis, dyspnea, periodic breathing <input type="checkbox"/> <input type="checkbox"/> Respiratory changes during exercise <input type="checkbox"/> <input type="checkbox"/> Application and implication in nursing		
III	8(T)	Describe the functions of digestive system	<b>Digestive system</b> <input type="checkbox"/> <input type="checkbox"/> Functions of the organs of digestive tract <input type="checkbox"/> <input type="checkbox"/> Saliva – composition, regulation of secretion and functions of saliva <input type="checkbox"/> <input type="checkbox"/> Composition and function of gastric juice, mechanism and regulation of gastric secretion <input type="checkbox"/> <input type="checkbox"/> Composition of pancreatic juice, function, regulation of pancreatic secretion <input type="checkbox"/> <input type="checkbox"/> Functions of liver, gall bladder and pancreas <input type="checkbox"/> <input type="checkbox"/> Composition of bile and function <input type="checkbox"/> <input type="checkbox"/> Secretion and function of small and large intestine <input type="checkbox"/> <input type="checkbox"/> Movements of alimentary tract	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Video slides	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> MCQ

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> Digestion in mouth, stomach, small intestine, large intestine, absorption of food <input type="checkbox"/> <input type="checkbox"/> Application and implications in nursing		
IV	6(T)	Explain the functions of the heart, and physiology of circulation	<b>Circulatory and Lymphatic system</b> <input type="checkbox"/> <input type="checkbox"/> Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output <input type="checkbox"/> <input type="checkbox"/> Blood pressure and Pulse <input type="checkbox"/> <input type="checkbox"/> Circulation – principles, factors influencing blood pressure, pulse <input type="checkbox"/> <input type="checkbox"/> Coronary circulation, Pulmonary and systemic circulation <input type="checkbox"/> <input type="checkbox"/> Heart rate – regulation of heart rate <input type="checkbox"/> <input type="checkbox"/> Normal value and variations <input type="checkbox"/> <input type="checkbox"/> Cardiovascular homeostasis in exercise and posture <input type="checkbox"/> <input type="checkbox"/> Application and implication in nursing	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Video/Slides	<input type="checkbox"/> <input type="checkbox"/> Short answer
VI	5(T)	Identify the major endocrine glands and describe their functions	<b>The Endocrine system</b> <input type="checkbox"/> <input type="checkbox"/> Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. <input type="checkbox"/> <input type="checkbox"/> Other hormones <input type="checkbox"/> <input type="checkbox"/> Alterations in disease <input type="checkbox"/> <input type="checkbox"/> Application and implication in nursing	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Explain using charts	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> MCQ
VII	4 (T)	Describe the structure of various sensory organs	<b>The Sensory Organs</b> <input type="checkbox"/> <input type="checkbox"/> Functions of skin <input type="checkbox"/> <input type="checkbox"/> Vision, hearing, taste and smell	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Video	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> MCQ

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> Errors of refraction, aging changes <input type="checkbox"/> Application and implications in nursing		
VIII	6 (T)	Describe the functions of bones, joints, various types of muscles, its special properties and nerves supplying them	<b>Musculoskeletal system</b> <input type="checkbox"/> Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing <input type="checkbox"/> Joints and joint movements <input type="checkbox"/> Alteration of joint disease <input type="checkbox"/> Properties and Functions of skeletal muscles – mechanism of muscle contraction <input type="checkbox"/> Structure and properties of cardiac muscles and smooth muscles <input type="checkbox"/> Application and implication in nursing	<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Video presentation	<input type="checkbox"/> Structured essay <input type="checkbox"/> Short answer <input type="checkbox"/> MCQ
IX	4(T)	Describe the physiology of renal system	<b>Renal system</b> <input type="checkbox"/> Functions of kidney in maintaining homeostasis <input type="checkbox"/> GFR <input type="checkbox"/> Functions of ureters, bladder and urethra <input type="checkbox"/> Micturition <input type="checkbox"/> Regulation of renal function <input type="checkbox"/> Application and implication in nursing	<input type="checkbox"/> Lecture <input type="checkbox"/> Charts and models	<input type="checkbox"/> Short answer <input type="checkbox"/> MCQ
X	4(T)	Describe the structure of reproductive system	<b>The Reproductive system</b> <input type="checkbox"/> Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast <input type="checkbox"/> Male reproductive system – Spermatogenesis,	<input type="checkbox"/> Lecture <input type="checkbox"/> Explain using charts, models, specimens	<input type="checkbox"/> Short answer <input type="checkbox"/> MCQ

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			hormones and its functions, semen □□Application and implication in providing nursing care		
XI	8(T)	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	<input type="checkbox"/> <input type="checkbox"/> <b>Nervous system</b> <input type="checkbox"/> <input type="checkbox"/> Overview of nervous system <input type="checkbox"/> <input type="checkbox"/> Review of types, structure and functions of neurons <input type="checkbox"/> <input type="checkbox"/> Nerve impulse <input type="checkbox"/> <input type="checkbox"/> Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum <input type="checkbox"/> <input type="checkbox"/> Sensory and Motor Nervous system <input type="checkbox"/> <input type="checkbox"/> Peripheral Nervous system <input type="checkbox"/> <input type="checkbox"/> Autonomic Nervous system <input type="checkbox"/> <input type="checkbox"/> Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus <input type="checkbox"/> <input type="checkbox"/> Vestibular apparatus <input type="checkbox"/> <input type="checkbox"/> Functions of cranial nerves <input type="checkbox"/> <input type="checkbox"/> Autonomic functions <input type="checkbox"/> <input type="checkbox"/> Physiology of Pain-somatic, visceral and referred <input type="checkbox"/> <input type="checkbox"/> Reflexes <input type="checkbox"/> <input type="checkbox"/> CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier <input type="checkbox"/> <input type="checkbox"/> Application and implication in nursing	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Video slides	<input type="checkbox"/> <input type="checkbox"/> Brief structured essays <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> MCQ <input type="checkbox"/> <input type="checkbox"/> Critical reflection

**Note:** Few lab hours can be planned for visits, observation and handling (less than 1 credit lab hours are not specified separately)

## APPLIED SOCIOLOGY

**PLACEMENT:** I SEMESTER

**THEORY:** 3 Credits (60 hours)

**DESCRIPTION:** This course is designed to enable the students to develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Identify the scope and significance of sociology in nursing.
2. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients.
3. Identify the impact of culture on health and illness.
4. Develop understanding about types of family, marriage and its legislation.
5. Identify different types of caste, class, social change and its influence on health and health practices.
6. Develop understanding about social organization and disorganization and social problems in India.
7. Integrate the knowledge of clinical sociology and its uses in crisis intervention.

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Describe the scope and significance of sociology in nursing	<b>Introduction</b> <input type="checkbox"/> <input type="checkbox"/> Definition, nature and scope of sociology <input type="checkbox"/> <input type="checkbox"/> Significance of sociology in nursing	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer
II	15(T)	Describe the individualization, Groups, processes of Socialization, social change and its importance	<b>Social structure</b> <input type="checkbox"/> <input type="checkbox"/> Basic concept of society, community, association and institution <input type="checkbox"/> <input type="checkbox"/> Individual and society <input type="checkbox"/> <input type="checkbox"/> Personal disorganization <input type="checkbox"/> <input type="checkbox"/> Social group – meaning, characteristics, and classification. <input type="checkbox"/> <input type="checkbox"/> Social processes –	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			definition and forms, Cooperation, competition, conflict, accommodation, assimilation, isolation <input type="checkbox"/> <input type="checkbox"/> Socialization – characteristics, process, agencies of socialization <input type="checkbox"/> <input type="checkbox"/> Social change – nature, process, and role of nurse <input type="checkbox"/> <input type="checkbox"/> Structure and characteristics of urban, rural and tribal community. <input type="checkbox"/> <input type="checkbox"/> Major health problems in urban, rural and tribal communities <input type="checkbox"/> <input type="checkbox"/> Importance of social structure in nursing profession		
III	8 (T)	Describe culture and its impact on health and disease	<b>Culture</b> <input type="checkbox"/> <input type="checkbox"/> Nature, characteristic and evolution of culture <input type="checkbox"/> <input type="checkbox"/> Diversity and uniformity of culture <input type="checkbox"/> <input type="checkbox"/> Difference between culture and civilization <input type="checkbox"/> <input type="checkbox"/> Culture and socialization <input type="checkbox"/> <input type="checkbox"/> Transcultural society <input type="checkbox"/> <input type="checkbox"/> Culture, Modernization and its impact on health and disease	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Panel discussion	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
IV	8 (T)	Explain family, marriage and legislation related to marriage	<b>Family and Marriage</b> <input type="checkbox"/> <input type="checkbox"/> Family – characteristics, basic need, types and functions of family <input type="checkbox"/> <input type="checkbox"/> Marriage – forms of marriage, social custom relating to marriage and importance of marriage <input type="checkbox"/> <input type="checkbox"/> Legislation on Indian marriage and family. <input type="checkbox"/> <input type="checkbox"/> Influence of marriage and family on health and health practices	<input type="checkbox"/> <input type="checkbox"/> Lecture	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Case study report
V	8 (T)	Explain different types of caste and classes in society and its influence on health	<b>Social stratification</b> <input type="checkbox"/> <input type="checkbox"/> Introduction – Characteristics & forms of stratification <input type="checkbox"/> <input type="checkbox"/> Function of stratification <input type="checkbox"/> <input type="checkbox"/> Indian caste system – origin and characteristics <input type="checkbox"/> <input type="checkbox"/> Positive and negative impact of caste in society. <input type="checkbox"/> <input type="checkbox"/> Class system and status <input type="checkbox"/> <input type="checkbox"/> Social mobility-meaning and types <input type="checkbox"/> <input type="checkbox"/> Race – concept, criteria of racial classification <input type="checkbox"/> <input type="checkbox"/> Influence of class, caste and race system on health.	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Panel discussion	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VI	15(T)	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	<p><b>Social organization and disorganization</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Social organization – meaning, elements and types</li> <li><input type="checkbox"/> <input type="checkbox"/> Voluntary associations</li> <li><input type="checkbox"/> <input type="checkbox"/> Social system – definition, types, role and status as structural element of social system.</li> <li><input type="checkbox"/> <input type="checkbox"/> Interrelationship of institutions</li> <li><input type="checkbox"/> <input type="checkbox"/> Social control – meaning, aims and process of social control</li> <li><input type="checkbox"/> <input type="checkbox"/> Social norms, moral and values</li> <li><input type="checkbox"/> <input type="checkbox"/> Social disorganization – definition, causes, Control and planning</li> <li><input type="checkbox"/> <input type="checkbox"/> Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19</li> <li><input type="checkbox"/> <input type="checkbox"/> Vulnerable group – elderly, handicapped, minority and other marginal group.</li> <li><input type="checkbox"/> <input type="checkbox"/> Fundamental rights of</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> <input type="checkbox"/> Group discussion</li> <li><input type="checkbox"/> <input type="checkbox"/> Observational visit</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Essay</li> <li><input type="checkbox"/> <input type="checkbox"/> Short answer</li> <li><input type="checkbox"/> <input type="checkbox"/> Objective type</li> <li><input type="checkbox"/> <input type="checkbox"/> Visit report</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			individual, women and children □□ Role of nurse in reducing social problem and enhance coping □□ Social welfare programs in India		
VII	5(T)	Explain clinical sociology and its application in the hospital and community	<b>Clinical sociology</b> □□ Introduction to clinical sociology □□ Sociological strategies for developing services for the abused □□ Use of clinical sociology in crisis intervention	□□ Lecture, □□ Group discussion □□ Role play	□□ Essay □□ Short answer

### APPLIED PSYCHOLOGY

**PLACEMENT: I SEMESTER**

**THEORY: 3 Credits (60 Hours)**

**DESCRIPTION:** This course is designed to enable the students to develop understanding about basic concepts of psychology and its application in personal and community life, health, illness and nursing. It further provides students opportunity to recognize the significance and application of soft skills and self-empowerment in the practice of nursing.

**COMPETENCIES:**

On completion of the course, the students will be able to

1. Identify the importance of psychology in individual and professional life.
2. Develop understanding of the biological and psychological basis of human behaviour.
3. Identify the role of nurse in promoting mental health and dealing with altered personality.
4. Perform the role of nurses applicable to the psychology of different age groups.
5. Identify the cognitive and affective needs of clients.
6. Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.
7. Demonstrate basic understanding of psychological assessment and nurse's role.
8. Apply the knowledge of soft skills in workplace and society.
9. Apply the knowledge of self-empowerment in workplace, society and personal life.

## COURSE OUTLINE

### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Describe scope, branches and significance of psychology in nursing	<b>Introduction</b> <input type="checkbox"/> <input type="checkbox"/> Meaning of Psychology <input type="checkbox"/> <input type="checkbox"/> Development of psychology – Scope, branches and methods of psychology <input type="checkbox"/> <input type="checkbox"/> Relationship with other subjects <input type="checkbox"/> <input type="checkbox"/> Significance of psychology in nursing <input type="checkbox"/> <input type="checkbox"/> Applied psychology to solve everyday issues	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer
II	4(T)	Describe biology of human behaviour	<b>Biological basis of behaviour –Introduction</b> <input type="checkbox"/> <input type="checkbox"/> Body mind relationship <input type="checkbox"/> <input type="checkbox"/> Genetics and behaviour <input type="checkbox"/> <input type="checkbox"/> Inheritance of behaviour <input type="checkbox"/> <input type="checkbox"/> Brain and behaviour. <input type="checkbox"/> <input type="checkbox"/> Psychology and sensation – sensory process – normal and abnormal	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer
III	5(T)	Describe mentally healthy person and defense mechanisms	<b>Mental health and mental hygiene</b> <input type="checkbox"/> <input type="checkbox"/> Concept of mental health and mental hygiene <input type="checkbox"/> <input type="checkbox"/> Characteristic of mentally healthy person <input type="checkbox"/> <input type="checkbox"/> Warning signs of poor mental health <input type="checkbox"/> <input type="checkbox"/> Promotive and preventive mental health strategies and services <input type="checkbox"/> <input type="checkbox"/> Defense mechanism and its implication <input type="checkbox"/> <input type="checkbox"/> Frustration and conflict – types of conflicts and measurements to overcome <input type="checkbox"/> <input type="checkbox"/> Role of nurse in reducing frustration and	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Case discussion <input type="checkbox"/> <input type="checkbox"/> Role play	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			conflict and enhancing coping □□Dealing with ego		
IV	7(T)	Describe psychology of people in different age groups and role of nurse	<b>Developmental psychology</b> □□Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying □□Role of nurse in supporting normal growth and development across the life span □□Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult □□Introduction to child psychology and role of nurse in meeting the psychological needs of children □□Psychology of vulnerable individuals – challenged, women, sick etc. □□Role of nurse with vulnerable groups	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Group <input type="checkbox"/> <input type="checkbox"/> discussion	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer
V	4(T)	Explain personality and role of nurse in identification and improvement in altered personality	<b>Personality</b> □□Meaning, definition of personality □□Classification of personality □□Measurement and evaluation of personality – Introduction □□Alteration in personality □□Role of nurse in identification of individual	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration	<input type="checkbox"/> <input type="checkbox"/> Essay and short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			personality and improvement in altered personality		
VI	16 (T)	Explain cognitive process and their applications	<p><b>Cognitive process</b></p> <p><input type="checkbox"/> <input type="checkbox"/> <b>Attention</b> – definition, types, determinants, duration, degree and alteration in attention</p> <p><input type="checkbox"/> <input type="checkbox"/> <b>Perception</b> – Meaning of Perception, principles, factor affecting perception,</p> <p><input type="checkbox"/> <input type="checkbox"/> <b>Intelligence</b> – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies</p> <p><input type="checkbox"/> <input type="checkbox"/> <b>Learning</b> – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation</p> <p><input type="checkbox"/> <input type="checkbox"/> <b>Memory</b>-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting</p> <p><input type="checkbox"/> <input type="checkbox"/> <b>Thinking</b> – types, level, reasoning and problem solving.</p> <p><input type="checkbox"/> <input type="checkbox"/> <b>Aptitude</b> – concept, types, individual differences and variability</p> <p><input type="checkbox"/> <input type="checkbox"/> Psychometric assessment of cognitive processes – Introduction</p> <p><input type="checkbox"/> <input type="checkbox"/> Alteration in cognitive processes</p>	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion	<input type="checkbox"/> <input type="checkbox"/> Essay and short answer <input type="checkbox"/> <input type="checkbox"/> Objective type
VII	6 (T)	Describe motivation, emotion, attitude	<p><b>Motivation and emotional processes</b></p> <p><input type="checkbox"/> <input type="checkbox"/> <b>Motivation</b> – meaning, concept, types, theories of motivation, motivation cycle,</p>	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Group discussion	<input type="checkbox"/> <input type="checkbox"/> Essay and short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		and role of nurse in emotionally sick client	biological and special motives <input type="checkbox"/> <input type="checkbox"/> <b>Emotions</b> – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other <input type="checkbox"/> <input type="checkbox"/> <b>Stress and adaptation</b> – stress, stressor, cycle, effect, adaptation and coping <input type="checkbox"/> <input type="checkbox"/> <b>Attitudes</b> – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness <input type="checkbox"/> <input type="checkbox"/> <b>Psychometric assessment of emotions and attitude</b> – Introduction <input type="checkbox"/> <input type="checkbox"/> <b>Role of nurse in caring for emotionally sick client</b>		
VIII	4 (T)	Explain psychological assessment and tests and role of nurse	<b>Psychological assessment and tests – introduction</b> <input type="checkbox"/> <input type="checkbox"/> Types, development, characteristics, principles, uses, interpretation <input type="checkbox"/> <input type="checkbox"/> Role of nurse in psychological assessment	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Assessment of practice
IX	10 (T)	Explain concept of soft skill and its application in work place and society	<b>Application of soft skill</b> <input type="checkbox"/> <input type="checkbox"/> Concept of soft skill <input type="checkbox"/> <input type="checkbox"/> Types of soft skill – visual, aural and communication skill <input type="checkbox"/> <input type="checkbox"/> The way of communication <input type="checkbox"/> <input type="checkbox"/> Building relationship with client and society <input type="checkbox"/> <input type="checkbox"/> <b>Interpersonal Relationships (IPR):</b> Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Group discussion <input type="checkbox"/> <input type="checkbox"/> Role play <input type="checkbox"/> <input type="checkbox"/> Refer/Complete Soft skills module	<input type="checkbox"/> <input type="checkbox"/> Essay and short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> Survival strategies – managing time, coping stress, resilience, work – life balance <input type="checkbox"/> <input type="checkbox"/> Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills teamwork etc. <input type="checkbox"/> <input type="checkbox"/> Use of soft skill in nursing		
X	2 (T)	Explain self empowerment	<b>Self-empowerment</b> <input type="checkbox"/> <input type="checkbox"/> Dimensions of self-empowerment <input type="checkbox"/> <input type="checkbox"/> Self-empowerment development <input type="checkbox"/> <input type="checkbox"/> Importance of women’s empowerment in society <input type="checkbox"/> <input type="checkbox"/> Professional etiquette and personal grooming <input type="checkbox"/> <input type="checkbox"/> Role of nurse in empowering others	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

**NURSING FOUNDATION - I  
(INCLUDING FIRST AID MODULE)**

**PLACEMENT:** 1 SEMESTER

**THEORY:** 6 Credits (120 hours)

**PRACTICUM:** Skill Lab: 2 Credits (80 hours) and Clinical: 2 Credits (160 hours)

**DESCRIPTION:** This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Develop understanding about the concept of health, illness and scope of nursing within health care services.
2. Apply values, code of ethics and professional conduct in professional life.
3. Apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members.
4. Develop skill in recording and reporting.

5. Demonstrate competency in monitoring and documenting vital signs.
6. Describe the fundamental principles and techniques of infection control and biomedical waste management.
7. Identify and meet the comfort needs of the patients.
8. Perform admission, transfer, and discharge of a patient under supervision applying the knowledge.
9. Demonstrate understanding and application of knowledge in caring for patients with restricted mobility.
10. Perform first aid measures during emergencies.
11. Identify the educational needs of patients and demonstrate basic skills of patient education.

**\*Mandatory Module used in Teaching / Learning:**

First Aid: 40 Hours (including Basic CPR)

**COURSE OUTLINE**

**T – Theory, SL – Skill Lab**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Describe the concept of health and illness	<b>Introduction to health and illness</b> <input type="checkbox"/> <input type="checkbox"/> Concept of Health – Definitions (WHO), Dimensions <input type="checkbox"/> <input type="checkbox"/> Maslow’s hierarchy of needs <input type="checkbox"/> <input type="checkbox"/> Health – Illness continuum <input type="checkbox"/> <input type="checkbox"/> Factors influencing health <input type="checkbox"/> <input type="checkbox"/> Causes and risk factors for developing illnesses <input type="checkbox"/> <input type="checkbox"/> Illness – Types, illness behavior <input type="checkbox"/> <input type="checkbox"/> Impact of illness on patient and family	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5(T)	Describe the levels of illness prevention and care, health care services	<b>Health Care Delivery Systems – Introduction of Basic Concepts &amp; Meanings</b> <input type="checkbox"/> <input type="checkbox"/> Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary <input type="checkbox"/> <input type="checkbox"/> Levels of Care – Primary, Secondary and Tertiary <input type="checkbox"/> <input type="checkbox"/> Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities <input type="checkbox"/> <input type="checkbox"/> Hospitals – Types, Organization and Functions <input type="checkbox"/> <input type="checkbox"/> Health care teams in hospitals – members and their role	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type
III	12 (T)	Trace the history of Nursing Explain the concept, nature and scope of nursing Describe values, code of ethics and professional conduct for nurses in India	<b>History of Nursing and Nursing as a profession</b> <input type="checkbox"/> <input type="checkbox"/> History of Nursing, History of Nursing in India <input type="checkbox"/> <input type="checkbox"/> Contributions of Florence Nightingale <input type="checkbox"/> <input type="checkbox"/> Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Case discussion <input type="checkbox"/> <input type="checkbox"/> Role plays	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answers <input type="checkbox"/> <input type="checkbox"/> Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> Nursing as a profession – definition and characteristics/criteria of profession <input type="checkbox"/> <input type="checkbox"/> Values – Introduction – meaning and importance <input type="checkbox"/> <input type="checkbox"/> Code of ethics and professional conduct for nurses – Introduction		
IV	8 (T) 3 (SL)	Describe the process, principles, and types of communication Explain therapeutic, non-therapeutic and professional communication Communicate effectively with patients, their families and team members	<b>Communication and Nurse Patient Relationship</b> <input type="checkbox"/> <input type="checkbox"/> Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication <input type="checkbox"/> <input type="checkbox"/> Methods of effective communication/therapeutic communication techniques <input type="checkbox"/> <input type="checkbox"/> Barriers to effective communication/nontherapeutic communication techniques <input type="checkbox"/> <input type="checkbox"/> Professional communication <input type="checkbox"/> <input type="checkbox"/> Helping Relationships (Nurse Patient Relationship) – Purposes and Phases <input type="checkbox"/> <input type="checkbox"/> Communicating effectively with patient, families and team members <input type="checkbox"/> <input type="checkbox"/> Maintaining effective human relations and	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Role play and video film on Therapeutic Communication	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			communication with vulnerable groups (children, women, physically and mentally challenged and elderly)		
V	4 (T) 2 (SL)	Describe the purposes, types and techniques of recording and reporting Maintain records and reports accurately	<b>Documentation and Reporting</b> <input type="checkbox"/> Documentation – Purposes of Reports and Records <input type="checkbox"/> Confidentiality <input type="checkbox"/> Types of Client records/Common Recordkeeping forms <input type="checkbox"/> Methods/Systems of documentation/Recording <input type="checkbox"/> Guidelines for documentation <input type="checkbox"/> Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording <input type="checkbox"/> Reporting – Change of shift reports, Transfer reports, Incident reports	<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Demonstration	<input type="checkbox"/> Essay <input type="checkbox"/> Short answer <input type="checkbox"/> Objective type
VI	15 (T) 20 (SL)	Describe principles and techniques of monitoring and maintaining vital signs Assess and record vital signs accurately	<b>Vital signs</b> <input type="checkbox"/> Guidelines for taking vital signs <input type="checkbox"/> Body temperature – o Definition, Physiology, Regulation, Factors affecting body temperature o Assessment of body temperature – sites, equipment and technique o Temperature alterations –	<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Demonstration & Re-demonstration	<input type="checkbox"/> Essay <input type="checkbox"/> Short answer <input type="checkbox"/> Objective type <input type="checkbox"/> Document the given values of temperature, pulse, and respiration in the graphic sheet <input type="checkbox"/> OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia o Fever/Pyrexia – Definition, Causes, Stages, Types <input type="checkbox"/> <input type="checkbox"/> Nursing Management o Hot and Cold applications <input type="checkbox"/> <input type="checkbox"/> Pulse: o Definition, Physiology and Regulation, Characteristics, Factors affecting pulse o Assessment of pulse – sites, equipment and technique o Alterations in pulse <input type="checkbox"/> <input type="checkbox"/> Respiration: o Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration o Assessment of respirations – technique o Arterial Oxygen saturation o Alterations in respiration <input type="checkbox"/> <input type="checkbox"/> Blood pressure: o Definition, Physiology and Regulation, Characteristics, Factors affecting BP o Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			o Alterations in Blood Pressure <input type="checkbox"/> <input type="checkbox"/> Documenting Vital Signs		
VI I	3(T)	Maintain equipment and linen	<b>Equipment and Linen</b> <input type="checkbox"/> <input type="checkbox"/> Types – Disposables and reusable o Linen, rubber goods, glassware, metal, plastics, furniture <input type="checkbox"/> <input type="checkbox"/> Introduction – Indent, maintenance, Inventory		
VI II	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management	<b>Introduction to Infection Control in Clinical setting</b> <b>Infection</b> <input type="checkbox"/> <input type="checkbox"/> Nature of infection <input type="checkbox"/> <input type="checkbox"/> Chain of infection <input type="checkbox"/> <input type="checkbox"/> Types of infection <input type="checkbox"/> <input type="checkbox"/> Stages of infection <input type="checkbox"/> <input type="checkbox"/> Factors increasing susceptibility to infection <input type="checkbox"/> <input type="checkbox"/> Body defenses against infection – Inflammatory response & Immune response <input type="checkbox"/> <input type="checkbox"/> Health care associated infection (Nosocomial infection) <b>Introductory concept of Asepsis – Medical &amp; Surgical asepsis</b> <b>Precautions</b> <input type="checkbox"/> <input type="checkbox"/> Hand Hygiene <input type="checkbox"/> <input type="checkbox"/> (Hand washing and use of hand Rub) <input type="checkbox"/> <input type="checkbox"/> Use of Personal Protective Equipment (PPE) <input type="checkbox"/> <input type="checkbox"/> Standard precautions <b>Biomedical Waste management</b>	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Observation of autoclaving and other sterilization techniques <input type="checkbox"/> <input type="checkbox"/> Video presentation on medical & surgical asepsis	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> Types of hospital waste, waste segregation and hazards – Introduction		
IX	15 (T) 15 (SL)	Identify and meet the comfort needs of the patients	<b>Comfort, Rest &amp; Sleep and Pain</b> <input type="checkbox"/> <input type="checkbox"/> Comfort <ul style="list-style-type: none"> <li>o Factors Influencing Comfort</li> <li>o Types of beds including latest beds, purposes &amp; bed making</li> <li>o Therapeutic positions</li> <li>o Comfort devices</li> </ul> <input type="checkbox"/> <input type="checkbox"/> Sleep and Rest <ul style="list-style-type: none"> <li>o Physiology of sleep</li> <li>o Factors affecting sleep</li> <li>o Promoting Rest and sleep</li> <li>o Sleep Disorders</li> </ul> <input type="checkbox"/> <input type="checkbox"/> Pain (Discomfort) <ul style="list-style-type: none"> <li>o Physiology</li> <li>o Common cause of pain</li> <li>o Types</li> <li>o Assessment – pain scales and narcotic scales</li> <li>o Pharmacological and No pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA</li> <li>o Invasive techniques of pain management</li> <li>o Any other newer measures</li> <li>o CAM (Complementary &amp; Alternative healing Modalities)</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration & Re-demonstration	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type <input type="checkbox"/> <input type="checkbox"/> OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
X	5 (T) 3 (SL)	Describe the concept of patient environment	<b>Promoting Safety in Health Care Environment</b> <input type="checkbox"/> <input type="checkbox"/> Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control <input type="checkbox"/> <input type="checkbox"/> Reduction of Physical hazards – fire, accidents <input type="checkbox"/> <input type="checkbox"/> Fall Risk Assessment <input type="checkbox"/> <input type="checkbox"/> Role of nurse in providing safe and clean environment <input type="checkbox"/> <input type="checkbox"/> Safety devices – o Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints- Skill and Practice guidelines o Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc.	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type
XI	6 (T) 2 (SL)	Explain and perform admission, transfer, and discharge of a patient	<b>Hospital Admission and discharge</b> <input type="checkbox"/> <input type="checkbox"/> Admission to the hospital Unit and preparation of unit o Admission bed o Admission procedure o Medico-legal issues o Roles and Responsibilities of the nurse <input type="checkbox"/> <input type="checkbox"/> Discharge from the hospital o Types – Planned discharge, LAMA and	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Abscond, Referrals and transfers o Discharge Planning o Discharge procedure o Medico-legal issues o Roles and Responsibilities of the nurse o Care of the unit after discharge		
XI I	8 (T) 10 (SL)	Demonstrate skill in caring for patients with restricted mobility	<b>Mobility and Immobility</b> <input type="checkbox"/> <input type="checkbox"/> Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement <input type="checkbox"/> <input type="checkbox"/> Principles of body mechanics <input type="checkbox"/> <input type="checkbox"/> Factors affecting Body Alignment and activity <input type="checkbox"/> <input type="checkbox"/> Exercise – Types and benefits <input type="checkbox"/> <input type="checkbox"/> Effects of Immobility <input type="checkbox"/> <input type="checkbox"/> Maintenance of normal Body Alignment and Activity <input type="checkbox"/> <input type="checkbox"/> Alteration in Body Alignment and mobility <input type="checkbox"/> <input type="checkbox"/> Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method o Range of motion exercises o Muscle strengthening exercises o Maintaining body alignment – positions o Moving o Lifting	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration & Re-demonstration	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type <input type="checkbox"/> <input type="checkbox"/> OSCE



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>o Transferring</li> <li>o Walking</li> <li><input type="checkbox"/> <input type="checkbox"/> Assisting clients with ambulation</li> <li><input type="checkbox"/> <input type="checkbox"/> Care of patients with Immobility using Nursing process approach</li> <li><input type="checkbox"/> <input type="checkbox"/> Care of patients with casts and splints</li> </ul>		
XI II	4 (T) 2 (SL)	Describe the principles and practice of patient education	<b>Patient education</b> <input type="checkbox"/> <input type="checkbox"/> Patient Teaching – Importance, Purposes, Process <input type="checkbox"/> <input type="checkbox"/> Integrating nursing process in patient teaching	<input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Role plays	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type
XI V	20 (T) 20 (SL)	Explain and apply principles of First Aid during emergencies	<b>First Aid*</b> <input type="checkbox"/> <input type="checkbox"/> Definition, Basic Principles, Scope & Rules <input type="checkbox"/> <input type="checkbox"/> First Aid Management <ul style="list-style-type: none"> <li>o Wounds, Hemorrhage &amp; Shock</li> <li>o Musculoskeletal Injuries – Fractures, Dislocation, Muscle injuries</li> <li>o Transportation of Injured persons</li> <li>o Respiratory Emergencies &amp; Basic CPR</li> <li>o Unconsciousness</li> <li>o Foreign Bodies – Skin, Eye, Ear, Nose, Throat &amp; Stomach</li> <li>o Burns &amp; Scalds</li> <li>o Poisoning, Bites &amp; Stings</li> <li>o Frostbite &amp; Effects of Heat</li> <li>o Community Emergencies</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration & Re-demonstration <input type="checkbox"/> <input type="checkbox"/> Module completion <input type="checkbox"/> <input type="checkbox"/> National Disaster Management Authority (NDMA) / Indian Red Cross Society (IRCS) First Aid module	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type <input type="checkbox"/> <input type="checkbox"/> OSCE

\*Mandatory module

## CLINICAL PRACTICUM

**CLINICAL PRACTICUM:** 2 Credits (160 hours), 10 weeks × 16 hours per week

### PRACTICE COMPETENCIES:

On completion of the clinical practicum, the students will be able to

1. Maintain effective human relations (projecting professional image)
2. Communicate effectively with patient, families and team members
3. Demonstrate skills in techniques of recording and reporting
4. Demonstrate skill in monitoring vital signs
5. Care for patients with altered vital signs
6. Demonstrate skill in implementing standard precautions and use of PPE
7. Demonstrate skill in meeting the comfort needs of the patients
8. Provide safe and clean environment
9. Demonstrate skill in admission, transfer, and discharge of a patient
10. Demonstrate skill in caring for patients with restricted mobility
11. Plan and provide appropriate health teaching following the principles
12. Acquire skills in assessing and performing First Aid during emergencies

### SKILL LAB

#### USE OF MANNEQUINS AND SIMULATORS

Sr. No.	Competencies	Mode of Teaching
1	Therapeutic Communication and Documentation	Role Play
2	Vital signs	Simulator/Standardized patient
3	Medical and Surgical Asepsis	Videos/Mannequin
4	Pain Assessment	Standardized patient
5	Comfort Devices	Mannequin
6	Therapeutic Positions	Mannequin
7	Physical Restraints and Side rails	Mannequin
8	ROM Exercises	Standardized patient
9	Ambulation	Standardized patient
10	Moving and Turning patients in bed	Mannequin
11	Changing position of helpless patients	Mannequin/Standardized patient
12	Transferring patients bed to stretcher/wheel chair	Mannequin/Standardized patient
13	Admission, Transfer, Discharge & Health Teaching	Role Play

**CLINICAL POSTINGS – GENERAL MEDICAL / SURGICAL WARDS**

**10 WEEKS X 16 HOURS / WEEK = 160 HOURS**

<b>Clinical Unit</b>	<b>Duration (in Weeks)</b>	<b>Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)</b>	<b>Learning Outcomes</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
General Medical/ Surgical wards	2	Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of recording and reporting	<b>Communication and Nurse patient relationship</b> <input type="checkbox"/> <input type="checkbox"/> Maintaining Communication with patient and family and interpersonal relationship <input type="checkbox"/> <input type="checkbox"/> Documentation and Reporting o Documenting patient care and procedures o Verbal report o Written report		<input type="checkbox"/> <input type="checkbox"/> OSCE
	2	Demonstrate skill in monitoring vital signs Care for patients with altered vital signs Demonstrate skill in implementing standard precautions and use of PPE	Vital signs <input type="checkbox"/> <input type="checkbox"/> Monitor/measure and document vital signs in a graphic sheet o Temperature (oral, tympanic, axillary) o Pulse (Apical and peripheral pulses) o Respiration o Blood pressure o Pulse oximetry <input type="checkbox"/> <input type="checkbox"/> Interpret and report alteration <input type="checkbox"/> <input type="checkbox"/> Cold Applications – Cold Compress, Ice cap, Tepid Sponging <input type="checkbox"/> <input type="checkbox"/> Care of equipment – thermometer,	<input type="checkbox"/> <input type="checkbox"/> Care of patients with alterations in vital signs- 1	<input type="checkbox"/> <input type="checkbox"/> Assessment of clinical skills using checklist <input type="checkbox"/> <input type="checkbox"/> OSCE

Clinical Unit	Duration (in Weeks)	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Learning Outcomes	Clinical Requirements	Assessment Methods
			BP apparatus, Stethoscope, Pulse oximeter Infection control in Clinical settings <input type="checkbox"/> Hand hygiene <input type="checkbox"/> Use of PPE		
	3	Demonstrate skill in meeting the comfort needs of the patients Provide safe and clean environment	<b>Comfort, Rest &amp; Sleep, Pain and Promoting Safety in Health Care Environment</b> Comfort, Rest & Sleep <input type="checkbox"/> Bed making Open o Closed o Occupied o Post-operative o Cardiac bed o Fracture bed <input type="checkbox"/> Comfort devices o Pillows o Over bed table/cardiac table o Back rest o Bed Cradle <input type="checkbox"/> Therapeutic Positions o Supine o Fowlers (low, semi, high) o Lateral o Prone o Sim's o Trendelenburg o Dorsal recumbent o Lithotomy o Knee chest Pain <input type="checkbox"/> Pain assessment and provision for	<input type="checkbox"/> Fall risk assessment-1	<input type="checkbox"/> Assessment of clinical skills using checklist <input type="checkbox"/> OSCE

Clinical Unit	Duration (in Weeks)	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Learning Outcomes	Clinical Requirements	Assessment Methods
			comfort Promoting Safety in Health Care Environment <input type="checkbox"/> <input type="checkbox"/> Care of Patient's Unit <input type="checkbox"/> <input type="checkbox"/> Use of Safety devices: o Side Rails <input type="checkbox"/> <input type="checkbox"/> Restraints (Physical) <input type="checkbox"/> <input type="checkbox"/> Fall risk assessment and Post Fall Assessment		
	2	Demonstrate skill in admission, transfer, and discharge of a patient	<b>Hospital Admission and discharge, Mobility and Immobility and Patient education</b> Hospital Admission and discharge Perform & Document: <input type="checkbox"/> <input type="checkbox"/> Admission <input type="checkbox"/> <input type="checkbox"/> Transfer <input type="checkbox"/> <input type="checkbox"/> Planned Discharge		<input type="checkbox"/> <input type="checkbox"/> Assessment of clinical skills using checklist <input type="checkbox"/> <input type="checkbox"/> OSCE
		Demonstrate skill in caring for patients with restricted mobility Plan and provide appropriate health teaching following the principles	Mobility and Immobility <input type="checkbox"/> <input type="checkbox"/> Range of Motion Exercises <input type="checkbox"/> <input type="checkbox"/> Assist patient in: o Moving o Turning o Logrolling <input type="checkbox"/> <input type="checkbox"/> Changing position of helpless patient <input type="checkbox"/> <input type="checkbox"/> Transferring (Bed to and from chair/wheelchair/ stretcher) Patient education	<input type="checkbox"/> <input type="checkbox"/> Individual teaching-1	<input type="checkbox"/> <input type="checkbox"/> Assessment of clinical skills using checklist <input type="checkbox"/> <input type="checkbox"/> OSCE

Clinical Unit	Duration (in Weeks)	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Learning Outcomes	Clinical Requirements	Assessment Methods
	1	Demonstrate skills in assessing and performing First Aid during emergencies	<b>First aid and Emergencies</b> <input type="checkbox"/> <input type="checkbox"/> Bandaging Techniques o Basic Bandages: <input type="checkbox"/> <input type="checkbox"/> Circular <input type="checkbox"/> <input type="checkbox"/> Spiral <input type="checkbox"/> <input type="checkbox"/> Reverse-Spiral <input type="checkbox"/> <input type="checkbox"/> Recurrent <input type="checkbox"/> <input type="checkbox"/> Figure of Eight o Special Bandages: <input type="checkbox"/> <input type="checkbox"/> Caplin <input type="checkbox"/> <input type="checkbox"/> Eye/Ear Bandage <input type="checkbox"/> <input type="checkbox"/> Jaw Bandage <input type="checkbox"/> <input type="checkbox"/> Shoulder Spica <input type="checkbox"/> <input type="checkbox"/> Thumb spica <input type="checkbox"/> <input type="checkbox"/> Triangular Bandage/ Sling <input type="checkbox"/> <input type="checkbox"/> Binders	<input type="checkbox"/> <input type="checkbox"/> Module completion National Disaster Management Authority (NDM A) First Aid module (To complete it in clinical settings if not completed during lab)	<input type="checkbox"/> <input type="checkbox"/> Assessment of clinical skills using checklist <input type="checkbox"/> <input type="checkbox"/> OSCE (first aid competencies)

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

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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 स्थाने, जोडअक्षरे मराठी वर्णमाला व वर्णचे प्रकार	५	
३. शब्दांची ओळख व काळ : शब्दांच्या जाती, एकवचन, अनेक वचन, काळ प्रकार	५	
४. म्हणी व वाकप्रचार : म्हणी व वाकप्रचार अर्थ वाक्यात उपयोग	५	
५. जोड शब्द व समुहदर्शक शब्द : अनेक शब्दावहल 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	

**MARATHI**

**PLACEMENT: I SEMESTER**

**THEORY: Nil Credits (30 hours)**

**EVALUATION SCHEME**

**INTERNAL: 25 MARKS**

**END SEMESTER COLLEGE EXAMINATION: 75 MARKS**

**TOTAL: 100 MARKS**



**SEMESTER - II**



**APPLIED BIOCHEMISTRY****PLACEMENT: II SEMESTER****THEORY: 2 credits (40 hours) (includes lab hours also)**

**DESCRIPTION:** The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing.

**COMPETENCIES:**

On completion of the course, the students will be able to

1. Describe the metabolism of carbohydrates and its alterations.
2. Explain the metabolism of lipids and its alterations.
3. Explain the metabolism of proteins and amino acids and its alterations.
4. Explain clinical enzymology in various disease conditions.
5. Explain acid base balance, imbalance and its clinical significance.
6. Describe the metabolism of hemoglobin and its clinical significance.
7. Explain different function tests and interpret the findings.
8. Illustrate the immunochemistry.

**COURSE OUTLINE****T – Theory**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Describe the metabolism of carbohydrates and its alterations	<b>Carbohydrates</b> <input type="checkbox"/> <input type="checkbox"/> Digestion, absorption and metabolism of carbohydrates and related disorders <input type="checkbox"/> <input type="checkbox"/> Regulation of blood glucose <input type="checkbox"/> <input type="checkbox"/> Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief <input type="checkbox"/> <input type="checkbox"/> Investigations of Diabetes Mellitus o OGTT – Indications, Procedure, Interpretation and types of GTT curve	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using charts and slides <input type="checkbox"/> <input type="checkbox"/> Demonstration of laboratory tests	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>o Mini GTT, extended GTT, GCT, IV GTT</li> <li>o HbA1c (Only definition)</li> <li><input type="checkbox"/> <input type="checkbox"/> Hypoglycemia – Definition &amp; causes</li> </ul>		
II	8 (T)	Explain the metabolism of lipids and its alterations	<p><b>Lipids</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Fatty acids – Definition, classification</li> <li><input type="checkbox"/> <input type="checkbox"/> Definition &amp; Clinical significance of MUFA &amp; PUFA, Essential fatty acids, Trans fatty acids</li> <li><input type="checkbox"/> <input type="checkbox"/> Digestion, absorption &amp; metabolism of lipids &amp; related disorders</li> <li><input type="checkbox"/> <input type="checkbox"/> Compounds formed from cholesterol</li> <li><input type="checkbox"/> <input type="checkbox"/> Ketone bodies (name, types &amp; significance only)</li> <li><input type="checkbox"/> <input type="checkbox"/> Lipoproteins – types &amp; functions (metabolism not required)</li> <li><input type="checkbox"/> <input type="checkbox"/> Lipid profile</li> <li><input type="checkbox"/> <input type="checkbox"/> Atherosclerosis (in brief)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion</li> <li><input type="checkbox"/> <input type="checkbox"/> Explain using charts and slides</li> <li><input type="checkbox"/> <input type="checkbox"/> Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Essay</li> <li><input type="checkbox"/> <input type="checkbox"/> Short answer</li> <li><input type="checkbox"/> <input type="checkbox"/> Very short answer</li> </ul>
III	9(T)	Explain the metabolism of amino acids and proteins Identify alterations in disease conditions	<p><b>Proteins</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Classification of amino acids based on nutrition, metabolic rate with examples</li> <li><input type="checkbox"/> <input type="checkbox"/> Digestion, absorption &amp; metabolism of protein &amp; related disorders</li> <li><input type="checkbox"/> <input type="checkbox"/> Biologically important compounds synthesized from various amino acids (only names)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion</li> <li><input type="checkbox"/> <input type="checkbox"/> Explain using charts, models and slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li><input type="checkbox"/> <input type="checkbox"/> Short answer</li> <li><input type="checkbox"/> <input type="checkbox"/> Very short answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> In born errors of amino acid metabolism – only aromatic amino acids (in brief) <input type="checkbox"/> <input type="checkbox"/> Plasma protein – types, function & normal values <input type="checkbox"/> <input type="checkbox"/> Causes of proteinuria, hypoproteinemia, hyper-gamma globulinemia <input type="checkbox"/> <input type="checkbox"/> Principle of electrophoresis, normal & abnormal electrophoretic patterns (in brief)		
IV	4 (T)	Explain clinical enzymology in various disease conditions	<b>Clinical Enzymology</b> <input type="checkbox"/> <input type="checkbox"/> Isoenzymes – Definition & properties <input type="checkbox"/> <input type="checkbox"/> Enzymes of diagnostic importance in <ul style="list-style-type: none"> <li>o Liver Diseases – ALT, AST, ALP, GGT</li> <li>o Myocardial infarction – CK, cardiac troponins, AST, LDH</li> <li>o Muscle diseases – CK, Aldolase</li> <li>o Bone diseases – ALP</li> <li>o Prostate cancer – PSA, ACP</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using charts and slides	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer
V	3 (T)	Explain acid base balance, imbalance and its clinical significance	<b>Acid base maintenance</b> <input type="checkbox"/> <input type="checkbox"/> pH – definition, normal value <input type="checkbox"/> <input type="checkbox"/> Regulation of blood pH – blood buffer, respiratory & renal <input type="checkbox"/> <input type="checkbox"/> ABG – normal values	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using charts and slides	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> Acid base disorders – types, definition & causes		
VI	2 (T)	Describe the metabolism of hemoglobin and its clinical significance	<b>Heme catabolism</b> <input type="checkbox"/> <input type="checkbox"/> Heme degradation pathway <input type="checkbox"/> <input type="checkbox"/> Jaundice – type, causes, urine & blood investigations (van den berg test)	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using charts and slides	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer
VII	3 (T)	Explain different function tests and interpret the findings	<b>Organ function tests (biochemical parameters &amp; normal values only)</b> <input type="checkbox"/> <input type="checkbox"/> Renal <input type="checkbox"/> <input type="checkbox"/> Liver <input type="checkbox"/> <input type="checkbox"/> Thyroid	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Visit to Lab <input type="checkbox"/> <input type="checkbox"/> Explain using charts and slides	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer
VIII	3 (T)	Illustrate the immunochemistry	<b>Immunochemistry</b> <input type="checkbox"/> <input type="checkbox"/> Structure & functions of immunoglobulin <input type="checkbox"/> <input type="checkbox"/> Investigations & interpretation – ELISA	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using charts and slides <input type="checkbox"/> <input type="checkbox"/> Demonstration of laboratory tests	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer

**Note:** Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately).

## **APPLIED NUTRITION AND DIETETICS**

**PLACEMENT:** II SEMESTER

**THEORY:** 3 credits (60 hours)

**THEORY :** 45 hours

**LAB :** 15 hours

**DESCRIPTION:** The course is designed to assist the students to acquire basic knowledge and understanding of the principles of Nutrition and Dietetics and apply this knowledge in the practice of Nursing.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Identify the importance of nutrition in health and wellness.
2. Apply nutrient and dietary modifications in caring patients.
3. Explain the principles and practices of Nutrition and Dietetics.
4. Identify nutritional needs of different age groups and plan a balanced diet for them.
5. Identify the dietary principles for different diseases.
6. Plan therapeutic diet for patients suffering from various disease conditions.
7. Prepare meals using different methods and cookery rules.

## COURSE OUTLINE

### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to Health	<p><b>Introduction to Nutrition Concepts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Definition of Nutrition &amp; Health</li> <li><input type="checkbox"/> <input type="checkbox"/> Malnutrition – Under Nutrition &amp; Over Nutrition</li> <li><input type="checkbox"/> <input type="checkbox"/> Role of Nutrition in maintaining health</li> <li><input type="checkbox"/> <input type="checkbox"/> Factors affecting food and nutrition</li> </ul> <p><b>Nutrients</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Classification</li> <li><input type="checkbox"/> <input type="checkbox"/> Macro &amp; Micronutrients</li> <li><input type="checkbox"/> <input type="checkbox"/> Organic &amp; Inorganic</li> <li><input type="checkbox"/> <input type="checkbox"/> Energy Yielding &amp; Non-Energy Yielding</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Classification – Food groups</li> <li><input type="checkbox"/> <input type="checkbox"/> Origin</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion</li> <li><input type="checkbox"/> <input type="checkbox"/> Charts/Slides</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Essay</li> <li><input type="checkbox"/> <input type="checkbox"/> Short answer</li> <li><input type="checkbox"/> <input type="checkbox"/> Very short answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	3 (T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates Explain BMR and factors affecting BMR	<b>Carbohydrates</b> <input type="checkbox"/> <input type="checkbox"/> Composition – Starches, sugar and cellulose <input type="checkbox"/> <input type="checkbox"/> Recommended Daily Allowance (RDA) <input type="checkbox"/> <input type="checkbox"/> Dietary sources <input type="checkbox"/> <input type="checkbox"/> Functions <b>Energy</b> <input type="checkbox"/> <input type="checkbox"/> Unit of energy – Kcal <input type="checkbox"/> <input type="checkbox"/> Basal Metabolic Rate (BMR) <input type="checkbox"/> <input type="checkbox"/> Factors affecting BMR	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Charts/Slides <input type="checkbox"/> <input type="checkbox"/> Models <input type="checkbox"/> <input type="checkbox"/> Display of food items	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer
III	3 (T)	Describe the classification, Functions, sources and RDA of proteins.	<b>Proteins</b> <input type="checkbox"/> <input type="checkbox"/> Composition <input type="checkbox"/> <input type="checkbox"/> Eight essential amino acids <input type="checkbox"/> <input type="checkbox"/> Functions <input type="checkbox"/> <input type="checkbox"/> Dietary sources <input type="checkbox"/> <input type="checkbox"/> Protein requirements – RDA	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Charts/Slides <input type="checkbox"/> <input type="checkbox"/> Models <input type="checkbox"/> <input type="checkbox"/> Display of food items	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer
IV	2 (T)	Describe the classification, Functions, sources and RDA of fats	<b>Fats</b> <input type="checkbox"/> <input type="checkbox"/> Classification – Saturated & unsaturated <input type="checkbox"/> <input type="checkbox"/> Calorie value <input type="checkbox"/> <input type="checkbox"/> Functions <input type="checkbox"/> <input type="checkbox"/> Dietary sources of fats and fatty acids <input type="checkbox"/> <input type="checkbox"/> Fat requirements – RDA	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Charts/Slides <input type="checkbox"/> <input type="checkbox"/> Models <input type="checkbox"/> <input type="checkbox"/> Display of food items	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer
V	3 (T)	Describe the classification, functions, sources and RDA of vitamins	<b>Vitamins</b> <input type="checkbox"/> <input type="checkbox"/> Classification – fat soluble & water soluble <input type="checkbox"/> <input type="checkbox"/> Fat soluble – Vitamins A, D, E, and K	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Charts/Slides <input type="checkbox"/> <input type="checkbox"/> Models <input type="checkbox"/> <input type="checkbox"/> Display of food items	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C) <input type="checkbox"/> <input type="checkbox"/> Functions, Dietary Sources & Requirements – RDA of every vitamin		
VI	3 (T)	Describe the classification, functions, sources and RDA of minerals	<b>Minerals</b> <input type="checkbox"/> <input type="checkbox"/> Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements <input type="checkbox"/> <input type="checkbox"/> Functions <input type="checkbox"/> <input type="checkbox"/> Dietary Sources <input type="checkbox"/> <input type="checkbox"/> Requirements – RDA	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Charts/Slides <input type="checkbox"/> <input type="checkbox"/> Models <input type="checkbox"/> <input type="checkbox"/> Display of food items	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer
VII	7 (T) 8 (L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	<b>Balanced diet</b> <input type="checkbox"/> <input type="checkbox"/> Definition, principles, steps <input type="checkbox"/> <input type="checkbox"/> Food guides – Basic Four Food Groups <input type="checkbox"/> <input type="checkbox"/> RDA – Definition, limitations, uses <input type="checkbox"/> <input type="checkbox"/> Food Exchange System <input type="checkbox"/> <input type="checkbox"/> Calculation of nutritive value of foods <input type="checkbox"/> <input type="checkbox"/> Dietary fibre	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Meal planning <input type="checkbox"/> <input type="checkbox"/> Lab session on o Preparation of balanced diet for different categories o Low cost nutritious dishes	<input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<b>Nutrition across life cycle</b> <input type="checkbox"/> <input type="checkbox"/> Meal planning/Menu planning – Definition, principles, steps <input type="checkbox"/> <input type="checkbox"/> Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods <input type="checkbox"/> <input type="checkbox"/> Diet plan for different age groups – Children, adolescents and elderly <input type="checkbox"/> <input type="checkbox"/> Diet in pregnancy – nutritional requirements and balanced diet plan <input type="checkbox"/> <input type="checkbox"/> Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling <input type="checkbox"/> <input type="checkbox"/> Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning		
VII I	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses'	<b>Nutritional deficiency disorders</b> <input type="checkbox"/> <input type="checkbox"/> Protein energy malnutrition – magnitude	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Charts/Slides <input type="checkbox"/> <input type="checkbox"/> Models	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		role in assessment, management and prevention	of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role <input type="checkbox"/> <input type="checkbox"/> Childhood obesity – signs & symptoms, assessment, management & prevention and nurses' role <input type="checkbox"/> <input type="checkbox"/> Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders – causes, signs & symptoms, management & prevention and nurses' role <input type="checkbox"/> <input type="checkbox"/> Mineral deficiency diseases – iron, iodine and calcium deficiencies – causes, signs & symptoms, management & prevention		
IX	4 (T) 7 (L)	Principles of diets in various diseases	<b>Therapeutic diets</b> <input type="checkbox"/> <input type="checkbox"/> Definition, Objectives, Principles <input type="checkbox"/> <input type="checkbox"/> Modifications – Consistency, Nutrients, <input type="checkbox"/> <input type="checkbox"/> Feeding techniques.	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Meal planning <input type="checkbox"/> <input type="checkbox"/> Lab session on preparation of therapeutic diets	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders <input type="checkbox"/> Constipation, Diarrhea, Pre and Post-operative period		
X	3 (T)	Describe the rules and preservation of nutrients	<b>Cookery rules and preservation of nutrients</b> <input type="checkbox"/> <input type="checkbox"/> Cooking – Methods, Advantages and Disadvantages <input type="checkbox"/> <input type="checkbox"/> Preservation of nutrients <input type="checkbox"/> <input type="checkbox"/> Measures to prevent loss of nutrients during preparation <input type="checkbox"/> <input type="checkbox"/> Safe food handling and Storage of foods <input type="checkbox"/> <input type="checkbox"/> Food preservation <input type="checkbox"/> <input type="checkbox"/> Food additives and food adulteration <input type="checkbox"/> <input type="checkbox"/> Prevention of Food Adulteration Act (PFA) <input type="checkbox"/> <input type="checkbox"/> Food standards	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Charts/Slides	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer
XI	4 (T)	Explain the methods of nutritional assessment and nutrition education	<b>Nutrition assessment and nutrition education</b> <input type="checkbox"/> <input type="checkbox"/> Objectives of nutritional assessment	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Writing nutritional assessment report	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Evaluation of Nutritional assessment report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method <input type="checkbox"/> <input type="checkbox"/> Nutrition education – purposes, principles and methods		
XII	3(T)	Describe nutritional problems in India and nutritional programs	<b>National Nutritional Programs and role of nurse</b> <input type="checkbox"/> <input type="checkbox"/> Nutritional problems in India <input type="checkbox"/> <input type="checkbox"/> National nutritional policy <input type="checkbox"/> <input type="checkbox"/> National nutritional programs – Vitamin A Supplementation, Anemia Mukh Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP),	<input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced <input type="checkbox"/> <input type="checkbox"/> Role of nurse in every program		
XII	2(T)	Discuss the importance of food hygiene and food safety Explain the Acts related to food safety	<b>Food safety</b> <input type="checkbox"/> <input type="checkbox"/> Definition, Food safety considerations & measures <input type="checkbox"/> <input type="checkbox"/> Food safety regulatory measures in India – Relevant Acts <input type="checkbox"/> <input type="checkbox"/> Five keys to safer food <input type="checkbox"/> <input type="checkbox"/> Food storage, food handling and cooking <input type="checkbox"/> <input type="checkbox"/> General principles of food storage of food items (ex. milk, meat) <input type="checkbox"/> <input type="checkbox"/> Role of food handlers in food borne diseases <input type="checkbox"/> <input type="checkbox"/> Essential steps in safe cooking practices	<input type="checkbox"/> <input type="checkbox"/> Guided reading on related acts	<input type="checkbox"/> <input type="checkbox"/> Quiz <input type="checkbox"/> <input type="checkbox"/> Short answer

Food born diseases and food poisoning are dealt in Community Health Nursing I.

**NURSING FOUNDATION - II**  
**(INCLUDING HEALTH ASSESSMENT MODULE)**

**PLACEMENT:** II SEMESTER

**THEORY:** 6 Credits (120 hours)

**PRACTICUM:** Skill Lab: 3 Credits (120 hours), Clinical: 4 Credits (320 hours)

**DESCRIPTION:** This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical Settings
2. Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings
3. Assess the Nutritional needs of patients and provide relevant care under supervision
4. Identify and meet the hygienic needs of patients
5. Identify and meet the elimination needs of patient
6. Interpret findings of specimen testing applying the knowledge of normal values
7. Promote oxygenation based on identified oxygenation needs of patients under supervision
8. Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology
9. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication
10. Calculate conversions of drugs and dosages within and between systems of measurements
11. Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness
12. Explain loss, death and grief
13. Describe sexual development and sexuality
14. Identify stressors and stress adaptation modes
15. Integrate the knowledge of culture and cultural differences in meeting the spiritual needs

16. Explain the introductory concepts relevant to models of health and illness in patient care

**\*Mandatory Module used in Teaching/Learning:**

Health Assessment Module: 40 hours

**COURSE OUTLINE**

**T – Theory, SL – Skill Lab**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	<b>Health Assessment</b> <input type="checkbox"/> Interview techniques <input type="checkbox"/> Observation techniques <input type="checkbox"/> Purposes of health assessment <input type="checkbox"/> Process of Health assessment o Health history o Physical examination: <input type="checkbox"/> Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction <input type="checkbox"/> Preparation for examination: patient and unit <input type="checkbox"/> General assessment <input type="checkbox"/> Assessment of each body system <input type="checkbox"/> Documenting health assessment findings	<input type="checkbox"/> Modular Learning <b>*Health Assessment Module</b> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> Demonstration	<input type="checkbox"/> Essay <input type="checkbox"/> Short answer <input type="checkbox"/> Objective type <input type="checkbox"/> OSCE
II	13 (T) 8 (SL)	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process approach	<b>The Nursing Process</b> <input type="checkbox"/> Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing <input type="checkbox"/> Nursing Process Overview o <b>Assessment</b> <input type="checkbox"/> Collection of Data: Types, Sources, Methods <input type="checkbox"/> Organizing Data <input type="checkbox"/> Validating Data <input type="checkbox"/> Documenting Data o <b>Nursing Diagnosis</b>	<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Demonstration <input type="checkbox"/> Supervised Clinical Practice	<input type="checkbox"/> Essay <input type="checkbox"/> Short answer <input type="checkbox"/> Objective type <input type="checkbox"/> Evaluation of care plan

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>□ □ Identification of client problems, risks and strengths</li> <li>□ □ Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis</li> <li>□ □ NANDA approved diagnoses</li> <li>□ □ Difference between medical and nursing diagnosis</li> <li>o <b>Planning</b> <ul style="list-style-type: none"> <li>□ □ Types of planning</li> <li>□ □ Establishing Priorities</li> <li>□ □ Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements</li> <li>□ □ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders</li> <li>□ □ Introduction to Nursing Intervention Classification and Nursing Outcome Classification</li> <li>□ □ Guidelines for writing care plan</li> </ul> </li> <li>o <b>Implementation</b> <ul style="list-style-type: none"> <li>□ □ Process of Implementing the plan of care</li> <li>□ □ Types of care – Direct and Indirect</li> </ul> </li> <li>o <b>Evaluation</b> <ul style="list-style-type: none"> <li>□ □ Evaluation Process, Documentation and Reporting</li> </ul> </li> </ul>		



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5 (T) 5 (SL)	Identify and meet the Nutritional needs of patients	<b>Nutritional needs</b> <input type="checkbox"/> <input type="checkbox"/> Importance <input type="checkbox"/> <input type="checkbox"/> Factors affecting nutritional needs <input type="checkbox"/> <input type="checkbox"/> Assessment of nutritional status <input type="checkbox"/> <input type="checkbox"/> Review: special diets – Solid, Liquid, Soft <input type="checkbox"/> <input type="checkbox"/> Review on therapeutic diets <input type="checkbox"/> <input type="checkbox"/> Care of patient with Dysphagia Anorexia, Nausea, Vomiting <input type="checkbox"/> <input type="checkbox"/> Meeting Nutritional needs: Principles, equipment, procedure, indications <ul style="list-style-type: none"> <li>o Oral</li> <li>o Enteral: Nasogastric/ Orogastric</li> <li>o Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy</li> <li>o Parenteral – TPN (Total Parenteral Nutrition)</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Exercise <input type="checkbox"/> <input type="checkbox"/> Supervised Clinical practice	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type <input type="checkbox"/> <input type="checkbox"/> Evaluation of nutritional assessment & diet planning
IV	5 (T) 15 (SL)	Identify and meet the hygienic needs of patients	<b>Hygiene</b> <input type="checkbox"/> <input type="checkbox"/> Factors Influencing Hygienic Practice <input type="checkbox"/> <input type="checkbox"/> Hygienic care: Indications and purposes, effects of neglected care <ul style="list-style-type: none"> <li>o Care of the Skin – (Bath, feet and nail, Hair Care)</li> <li>o Care of pressure points</li> <li>o Assessment of Pressure Ulcers using Braden Scale and Norton Scale</li> <li>o Pressure ulcers – causes, stages and manifestations, care and prevention</li> <li>o Perineal care/Meatal care</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type <input type="checkbox"/> <input type="checkbox"/> OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			o Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing		
V	10 (T) 10 (SL)	Identify and meet the elimination needs of patient	<b>Elimination needs</b> <input type="checkbox"/> <input type="checkbox"/> Urinary Elimination o Review of Physiology of Urine Elimination, Composition and characteristics of urine o Factors Influencing Urination o Alteration in Urinary Elimination o Facilitating urine elimination: assessment, types, equipment, procedures and special considerations o Providing urinal/bed pan o Care of patients with <input type="checkbox"/> <input type="checkbox"/> Condom drainage <input type="checkbox"/> <input type="checkbox"/> Intermittent Catheterization <input type="checkbox"/> <input type="checkbox"/> Indwelling Urinary catheter and urinary drainage <input type="checkbox"/> <input type="checkbox"/> Urinary diversions <input type="checkbox"/> <input type="checkbox"/> Bladder irrigation <input type="checkbox"/> <input type="checkbox"/> Bowel Elimination o Review of Physiology of Bowel Elimination, Composition and characteristics of feces o Factors affecting Bowel elimination o Alteration in Bowel Elimination o Facilitating bowel elimination: Assessment, equipment, procedures <input type="checkbox"/> <input type="checkbox"/> Enemas <input type="checkbox"/> <input type="checkbox"/> Suppository <input type="checkbox"/> <input type="checkbox"/> Bowel wash	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type <input type="checkbox"/> <input type="checkbox"/> OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> Digital Evacuation of impacted feces <input type="checkbox"/> <input type="checkbox"/> Care of patients with Ostomies (Bowel Diversion Procedures)		
VI	3 (T) 4 (SL)	Explain various types of specimens and identify normal values of tests Develop skill in specimen collection, handling and transport	<b>Diagnostic testing</b> <input type="checkbox"/> <input type="checkbox"/> Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications <input type="checkbox"/> Complete Blood Count <input type="checkbox"/> Serum Electrolytes <input type="checkbox"/> LFT <input type="checkbox"/> Lipid/Lipoprotein profile <input type="checkbox"/> Serum Glucose – AC, PC, HbA1c <input type="checkbox"/> Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS) <input type="checkbox"/> Stool Routine Examination <input type="checkbox"/> Urine Testing – Albumin, Acetone, pH, Specific Gravity <input type="checkbox"/> Urine Culture, Routine, Timed Urine Specimen <input type="checkbox"/> Sputum culture <input type="checkbox"/> Overview of Radiologic & Endoscopic Procedures	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type
VII	11 (T) 10 (SL)	Assess patients for oxygenation needs, promote oxygenation and	<b>Oxygenation needs</b> <input type="checkbox"/> <input type="checkbox"/> Review of Cardiovascular and Respiratory Physiology <input type="checkbox"/> <input type="checkbox"/> Factors affecting respiratory functioning <input type="checkbox"/> <input type="checkbox"/> Alterations in Respiratory Functioning <input type="checkbox"/> <input type="checkbox"/> Conditions affecting	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration & Re-demonstration	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		provide care during oxygen therapy	<ul style="list-style-type: none"> <li>o Airway</li> <li>o Movement of air</li> <li>o Diffusion</li> <li>o Oxygen transport</li> <li><input type="checkbox"/> Alterations in oxygenation</li> <li><input type="checkbox"/> Nursing interventions to promote oxygenation: assessment, types, equipment used &amp; procedure</li> <li>o Maintenance of patent airway</li> <li>o Oxygen administration</li> <li>o Suctioning – oral, tracheal</li> <li>o Chest physiotherapy – Percussion, Vibration &amp; Postural drainage</li> <li>o Care of Chest drainage – principles &amp; purposes</li> <li>o Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation</li> <li><input type="checkbox"/> Restorative &amp; continuing care</li> <li>o Hydration</li> <li>o Humidification</li> <li>o Coughing techniques</li> <li>o Breathing exercises</li> <li>o Incentive spirometry</li> </ul>		
VIII	5 (T) 10 (SL)	Describe the concept of fluid, electrolyte balance	<p><b>Fluid, Electrolyte, and Acid – Base Balances</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances</li> <li><input type="checkbox"/> Factors Affecting Fluid, Electrolyte and Acid-Base Balances</li> <li><input type="checkbox"/> Disturbances in fluid volume:</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Demonstration</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Essay</li> <li><input type="checkbox"/> Short answer</li> <li><input type="checkbox"/> Objective type</li> <li><input type="checkbox"/> Problem solving – calculations</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>o Deficit               <ul style="list-style-type: none"> <li><input type="checkbox"/> Hypovolemia</li> <li><input type="checkbox"/> Dehydration</li> </ul> </li> <li>o Excess               <ul style="list-style-type: none"> <li><input type="checkbox"/> Fluid overload</li> <li><input type="checkbox"/> Edema</li> <li><input type="checkbox"/> Electrolyte imbalances (hypo and hyper)</li> <li>o Acid-base imbalances                   <ul style="list-style-type: none"> <li><input type="checkbox"/> Metabolic – acidosis &amp; alkalosis</li> <li><input type="checkbox"/> Respiratory – acidosis &amp; alkalosis</li> </ul> </li> <li>o Intravenous therapy                   <ul style="list-style-type: none"> <li><input type="checkbox"/> Peripheral venipuncture sites</li> <li><input type="checkbox"/> Types of IV fluids</li> <li><input type="checkbox"/> Calculation for making IV fluid plan</li> <li><input type="checkbox"/> Complications of IV fluid therapy</li> <li><input type="checkbox"/> Measuring fluid intake and output</li> <li><input type="checkbox"/> Administering Blood and Blood components</li> <li><input type="checkbox"/> Restricting fluid intake</li> <li><input type="checkbox"/> Enhancing Fluid intake</li> </ul> </li> </ul> </li></ul>		
IX	20 (T) 22 (SL)	<p>Explain the principles, routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between systems of measurements</p>	<p><b>Administration of Medications</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics</li> <li><input type="checkbox"/> Factors influencing Medication Action</li> <li><input type="checkbox"/> Medication orders and Prescriptions</li> <li><input type="checkbox"/> Systems of measurement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Demonstration &amp; Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Essay</li> <li><input type="checkbox"/> Short answer</li> <li><input type="checkbox"/> Objective type</li> <li><input type="checkbox"/> OSCE</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Administer oral and topical medication and document accurately under supervision	<ul style="list-style-type: none"> <li>□□ Medication dose calculation</li> <li>□□ Principles, 10 rights of Medication Administration</li> <li>□□ Errors in Medication administration</li> <li>□□ Routes of administration</li> <li>□□ Storage and maintenance of drugs and Nurses responsibility</li> <li>□□ Terminologies and abbreviations used in prescriptions and medications orders</li> <li>□□ Developmental considerations</li> <li>□□ Oral, Sublingual and Buccal routes: Equipment, procedure</li> <li>□□ Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites.</li> <li>□□ Equipment – Syringes &amp; needles, cannulas, Infusion sets – parts, types, sizes</li> <li>□□ Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules</li> <li>o Care of equipment: decontamination and disposal of syringes, needles, infusion sets</li> </ul>		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>o Prevention of Needle-Stick Injuries               <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Topical</li> </ul> </li> <li>Administration: Types, purposes, site, equipment, procedure</li> <li>o Application to skin &amp; mucous membrane</li> <li>o Direct application of liquids, Gargle and swabbing the throat</li> <li>o Insertion of Drug into body cavity:               <ul style="list-style-type: none"> <li>Suppository/ medicated packing in rectum/vagina</li> </ul> </li> <li>o Instillations: Ear, Eye, Nasal, Bladder, and Rectal</li> <li>o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal</li> <li>o Spraying: Nose and throat               <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered</li> <li><input type="checkbox"/> <input type="checkbox"/> Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intrapleural, intraarterial</li> </ul> </li> </ul>		
X	5 (T) 6 (SL)	Provide care to patients with altered functioning of sense organs and	<b>Sensory needs</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> <input type="checkbox"/> Components of sensory experience – Reception, Perception &amp; Reaction</li> <li><input type="checkbox"/> <input type="checkbox"/> Arousal Mechanism</li> <li><input type="checkbox"/> <input type="checkbox"/> Factors affecting sensory function</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> <input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> <input type="checkbox"/> Demonstration</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Essay</li> <li><input type="checkbox"/> <input type="checkbox"/> Short answer</li> <li><input type="checkbox"/> <input type="checkbox"/> Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		unconsciousness in supervised clinical practice	<input type="checkbox"/> <input type="checkbox"/> Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty <input type="checkbox"/> <input type="checkbox"/> Management o Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) <b>Care of Unconscious Patients</b> <input type="checkbox"/> <input type="checkbox"/> Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations <input type="checkbox"/> <input type="checkbox"/> Assessment and nursing management of patient with unconsciousness, complications		
XI	4 (T) 6 (SL)	Explain loss, death and grief	<b>Care of Terminally ill, death and dying</b> <input type="checkbox"/> <input type="checkbox"/> Loss – Types <input type="checkbox"/> <input type="checkbox"/> Grief, Bereavement & Mourning <input type="checkbox"/> <input type="checkbox"/> Types of Grief responses <input type="checkbox"/> <input type="checkbox"/> Manifestations of Grief <input type="checkbox"/> <input type="checkbox"/> Factors influencing Loss & Grief Responses <input type="checkbox"/> <input type="checkbox"/> Theories of Grief & Loss – Kubler Ross <input type="checkbox"/> <input type="checkbox"/> 5 Stages of Dying <input type="checkbox"/> <input type="checkbox"/> The R Process model (Rando's) <input type="checkbox"/> <input type="checkbox"/> Death – Definition, Meaning, Types (Brain & Circulatory Deaths) <input type="checkbox"/> <input type="checkbox"/> Signs of Impending Death	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Case discussions <input type="checkbox"/> <input type="checkbox"/> Death care/last office	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> Dying patient's Bill of Rights <input type="checkbox"/> <input type="checkbox"/> Care of Dying Patient <input type="checkbox"/> <input type="checkbox"/> Physiological changes occurring after Death <input type="checkbox"/> <input type="checkbox"/> Death Declaration, Certification <input type="checkbox"/> <input type="checkbox"/> Autopsy <input type="checkbox"/> <input type="checkbox"/> Embalming <input type="checkbox"/> <input type="checkbox"/> Last office/Death Care <input type="checkbox"/> <input type="checkbox"/> Counseling & supporting grieving relatives <input type="checkbox"/> <input type="checkbox"/> Placing body in the Mortuary <input type="checkbox"/> <input type="checkbox"/> Releasing body from Mortuary <input type="checkbox"/> <input type="checkbox"/> Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia		
			<b>PSYCHOSOCIAL NEEDS (A-D)</b>		
XII	3 (T)	Develop basic understanding of self-concept	<b>A. Self-concept</b> <input type="checkbox"/> <input type="checkbox"/> Introduction <input type="checkbox"/> <input type="checkbox"/> Components (Personal Identity, Body Image, Role Performance, Self Esteem) <input type="checkbox"/> <input type="checkbox"/> Factors affecting Self Concept <input type="checkbox"/> <input type="checkbox"/> Nursing Management	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Case Discussion/ <input type="checkbox"/> <input type="checkbox"/> Role play	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type
XIII	2(T)	Describe sexual development and sexuality	<b>B. Sexuality</b> <input type="checkbox"/> <input type="checkbox"/> Sexual development throughout life <input type="checkbox"/> <input type="checkbox"/> Sexual health <input type="checkbox"/> <input type="checkbox"/> Sexual orientation <input type="checkbox"/> <input type="checkbox"/> Factors affecting sexuality <input type="checkbox"/> <input type="checkbox"/> Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse <input type="checkbox"/> <input type="checkbox"/> Dealing with inappropriate sexual behavior	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XIV	2 (T) 4 (SL)	Describe stress and adaptation	<b>C. Stress and Adaptation</b> – <b>Introductory concepts</b> <input type="checkbox"/> Introduction <input type="checkbox"/> Sources, Effects, Indicators & Types of Stress <input type="checkbox"/> Types of stressors <input type="checkbox"/> Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS) <input type="checkbox"/> Manifestation of stress – Physical & psychological <input type="checkbox"/> Coping strategies/ Mechanisms <input type="checkbox"/> Stress Management o Assist with coping and adaptation o Creating therapeutic environment <input type="checkbox"/> Recreational and diversion therapies	<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion	<input type="checkbox"/> Essay <input type="checkbox"/> Short answer <input type="checkbox"/> Objective type
XV	6 (T)	Explain culture and cultural norms Integrate cultural differences and spiritual needs in providing care to patients under supervision	<b>D. Concepts of Cultural Diversity and Spirituality</b> <input type="checkbox"/> Cultural diversity o Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation o Transcultural Nursing o Cultural Competence o Providing Culturally Responsive Care <input type="checkbox"/> Spirituality o Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing o Factors affecting Spirituality o Spiritual Problems in Acute, Chronic,	<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion	<input type="checkbox"/> Essay <input type="checkbox"/> Short answer <input type="checkbox"/> Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Terminal illnesses & Near-Death Experience o Dealing with Spiritual Distress/Problems		
XVI	6 (T)	Explain the significance of nursing theories	<b>Nursing Theories: Introduction</b> <input type="checkbox"/> <input type="checkbox"/> Meaning & Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy <input type="checkbox"/> <input type="checkbox"/> Use of theories in nursing practice	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

### CLINICAL PRACTICUM

Clinical: 4 Credits (320 hours)

#### PRACTICE COMPETENCIES:

On completion of the course, the student will be able to

1. Perform health assessment of each body system
2. Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach
3. Identify and meet the Nutritional needs of patients
4. Implement basic nursing techniques in meeting hygienic needs of patients
5. Plan and Implement care to meet the elimination needs of patient
6. Develop skills in instructing and collecting samples for investigation.
7. Perform simple lab tests and analyze & interpret common diagnostic values
8. Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation
9. Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances
10. Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness
11. Care for terminally ill and dying patients

## SKILL LAB

### Use of Mannequins and Simulators

Sr. No.	Competencies	Mode of Teaching
1	Health Assessment	Standardized Patient
2	Nutritional Assessment	Standardized Patient
3	Sponge bath, oral hygiene, perineal care	Mannequin
4	Nasogastric tube feeding	Trainer/ Simulator
5	Providing bed pan & urinal	Mannequin
6	Catheter care	Catheterization Trainer
7	Bowel wash, enema, insertion of suppository	Simulator/ Mannequin
8	Oxygen administration – face mask, venture mask, nasal prongs	Mannequin
9	Administration of medication through Parenteral route – IM, SC, ID, IV	IM injection trainer, ID injection trainer, IV arm (Trainer)
10	Last Office	Mannequin

### CLINICAL POSTINGS – GENERAL MEDICAL/SURGICAL WARDS (16 weeks × 20 hours per week = 320 hours)

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	3	Perform health assessment of each body system	<b>Health Assessment</b> <input type="checkbox"/> <input type="checkbox"/> Nursing / Health history taking <input type="checkbox"/> <input type="checkbox"/> Perform physical examination: o General o Body systems <input type="checkbox"/> <input type="checkbox"/> Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction <input type="checkbox"/> <input type="checkbox"/> Identification of system wise deviations <input type="checkbox"/> <input type="checkbox"/> Documentation of findings	<input type="checkbox"/> <input type="checkbox"/> History Taking – 2 <input type="checkbox"/> <input type="checkbox"/> Physical examination – 2	<input type="checkbox"/> <input type="checkbox"/> Assessment of clinical skills using checklist <input type="checkbox"/> <input type="checkbox"/> OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
	1	Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	<b>The Nursing Process</b> <input type="checkbox"/> <input type="checkbox"/> Prepare Nursing care plan for the patient based on the given case scenario	<input type="checkbox"/> <input type="checkbox"/> Nursing process – 1	<input type="checkbox"/> <input type="checkbox"/> Evaluation of Nursing process with criteria
	2	Identify and meet the Nutritional needs of Patients Implement basic nursing techniques in meeting hygienic needs of patients	<b>Nutritional needs, Elimination needs &amp; Diagnostic testing</b> Nutritional needs <input type="checkbox"/> <input type="checkbox"/> Nutritional Assessment <input type="checkbox"/> <input type="checkbox"/> Preparation of Nasogastric tube feed <input type="checkbox"/> <input type="checkbox"/> Nasogastric tube feeding Hygiene <input type="checkbox"/> <input type="checkbox"/> Care of Skin & Hair: – Sponge Bath/ Bed bath – Care of pressure points & back massage <input type="checkbox"/> <input type="checkbox"/> Pressure sore risk assessment using Braden/Norton scale – Hair wash – Pediculosis treatment <input type="checkbox"/> <input type="checkbox"/> Oral Hygiene <input type="checkbox"/> <input type="checkbox"/> Perineal Hygiene <input type="checkbox"/> <input type="checkbox"/> Catheter care	<input type="checkbox"/> <input type="checkbox"/> Nutritional Assessment and Clinical Presentation – 1 <input type="checkbox"/> <input type="checkbox"/> Pressure sore assessment – 1	<input type="checkbox"/> <input type="checkbox"/> Assessment of clinical skills using checklist <input type="checkbox"/> <input type="checkbox"/> OSCE
	2	Plan and Implement care to meet the elimination needs of	<b>Elimination needs</b> <input type="checkbox"/> <input type="checkbox"/> Providing – Urinal – Bedpan <input type="checkbox"/> <input type="checkbox"/> Insertion of Suppository	<input type="checkbox"/> <input type="checkbox"/> Clinical Presentation on Care of patient with	<input type="checkbox"/> <input type="checkbox"/> Assessment of clinical skills using checklist

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		<p>patient</p> <p>Develop skills in instructing and collecting samples for investigation .</p> <p>Perform simple lab tests and analyze &amp; interpret common diagnostic values</p>	<input type="checkbox"/> <input type="checkbox"/> Enema <input type="checkbox"/> <input type="checkbox"/> Urinary Catheter care <input type="checkbox"/> <input type="checkbox"/> Care of urinary drainage <b>Diagnostic testing</b> <input type="checkbox"/> <input type="checkbox"/> Specimen Collection <ul style="list-style-type: none"> <li>o Urine routine and culture</li> <li>o Stool routine</li> <li>o Sputum Culture</li> </ul> <input type="checkbox"/> <input type="checkbox"/> Perform simple Lab Tests using reagent strips <ul style="list-style-type: none"> <li>o Urine – Glucose, Albumin, Acetone, pH, Specific gravity</li> <li>o Blood – GRBS</li> </ul> <b>Monitoring</b>	Constipation – 1 <input type="checkbox"/> <input type="checkbox"/> Lab values – interpretation	<input type="checkbox"/> <input type="checkbox"/> OSCE
	3	<p>Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation</p> <p>Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances</p>	<b>Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances</b> <b>Oxygenation needs</b> <input type="checkbox"/> <input type="checkbox"/> Oxygen administration methods <ul style="list-style-type: none"> <li>o Nasal Prongs</li> <li>o Face Mask/Venturi Mask</li> </ul> <input type="checkbox"/> <input type="checkbox"/> Steam inhalation <input type="checkbox"/> <input type="checkbox"/> Chest Physiotherapy <input type="checkbox"/> <input type="checkbox"/> Deep Breathing & Coughing Exercises <input type="checkbox"/> <input type="checkbox"/> Oral Suctioning <b>Fluid, Electrolyte, and Acid – Base Balances</b> <input type="checkbox"/> <input type="checkbox"/> Maintaining intake output chart <input type="checkbox"/> <input type="checkbox"/> Identify & report complications of IV therapy		<input type="checkbox"/> <input type="checkbox"/> Assessment of clinical skills using checklist <input type="checkbox"/> <input type="checkbox"/> OSCE <input type="checkbox"/> <input type="checkbox"/> Assessment of clinical skills using checklist <input type="checkbox"/> <input type="checkbox"/> OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
			<input type="checkbox"/> <input type="checkbox"/> Observe Blood & Blood Component therapy <input type="checkbox"/> <input type="checkbox"/> Identify & Report Complications of Blood & Blood Component therapy		
	3	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of measurements Administer drugs by the following routes- Oral, Intradermal, Subcutaneous, Intramuscular, Intra Venous Topical, Inhalation	<b>Administration of Medications</b> <input type="checkbox"/> <input type="checkbox"/> Calculate Drug Dosages <input type="checkbox"/> <input type="checkbox"/> Preparation of lotions & solutions <input type="checkbox"/> <input type="checkbox"/> Administer Medications <ul style="list-style-type: none"> <li>o Oral</li> <li>o Topical</li> <li>o Inhalations</li> <li>o Parenteral               <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Intradermal</li> <li><input type="checkbox"/> <input type="checkbox"/> Subcutaneous</li> <li><input type="checkbox"/> <input type="checkbox"/> -Intramuscular</li> <li><input type="checkbox"/> <input type="checkbox"/> Instillations                   <ul style="list-style-type: none"> <li>o Eye, Ear, Nose – instillation of medicated drops, nasal sprays irrigations</li> </ul> </li> </ul> </li> </ul>		<input type="checkbox"/> <input type="checkbox"/> Assessment of clinical skills using checklist <input type="checkbox"/> <input type="checkbox"/> OSCE
	2	Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and	<b>Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying</b> Sensory Needs and Care of Unconscious patients	<input type="checkbox"/> <input type="checkbox"/> Nursing rounds on care of patient with altered sensorium	<input type="checkbox"/> <input type="checkbox"/> Assessment of clinical skills using checklist <input type="checkbox"/> <input type="checkbox"/> OSCE <input type="checkbox"/> <input type="checkbox"/> Assessment of

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		unconsciousness Care for terminally ill and dying patients	<input type="checkbox"/> <input type="checkbox"/> Assessment of Level of Consciousness using Glasgow Coma Scale Terminally ill, death and dying <input type="checkbox"/> <input type="checkbox"/> Death Care		clinical skills using checklist



## **HEALTH / NURSING INFORMATICS AND TECHNOLOGY**

**PLACEMENT:** II SEMESTER

**THEORY:** 2 Credits (40 hours)

**PRACTICAL/LAB:** 1 Credit (40 hours)

**DESCRIPTION:** This course is designed to equip novice nursing students with knowledge and skills necessary to deliver efficient informatics-led health care services.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Develop a basic understanding of computer application in patient care and nursing practice.
2. Apply the knowledge of computer and information technology in patient care and nursing education, practice, administration and research.
3. Describe the principles of health informatics and its use in developing efficient healthcare.
4. Demonstrate the use of information system in healthcare for patient care and utilization of nursing data.
5. Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinical practice.
6. Apply the knowledge of interoperability standards in clinical setting.
7. Apply the knowledge of information and communication technology in public health promotion.
8. Utilize the functionalities of Nursing Information System (NIS) system in nursing.
9. Demonstrate the skills of using data in management of health care.
10. Apply the knowledge of the principles of digital ethical and legal issues in clinical practice.
11. Utilize evidence-based practices in informatics and technology for providing quality patient care.
12. Update and utilize evidence-based practices in nursing education, administration, and practice.

## COURSE OUTLINE

T – Theory, P/L – Lab

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
I	10	15	Describe the importance of computer and technology in patient care and nursing practice	<b>Introduction to computer applications for patient care delivery system and nursing practice</b> <input type="checkbox"/> <input type="checkbox"/> Use of computers in teaching, learning, research and nursing practice	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Practice session <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice on EHR use <input type="checkbox"/> <input type="checkbox"/> Participate in data analysis using statistical package with statistician	(T) <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type <input type="checkbox"/> <input type="checkbox"/> Visit reports <input type="checkbox"/> <input type="checkbox"/> Assessment of assignments
			Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research.	<input type="checkbox"/> <input type="checkbox"/> Windows, MS office: Word, Excel, Power Point <input type="checkbox"/> <input type="checkbox"/> Internet <input type="checkbox"/> <input type="checkbox"/> Literature search <input type="checkbox"/> <input type="checkbox"/> Statistical packages <input type="checkbox"/> <input type="checkbox"/> Hospital management information system	<input type="checkbox"/> <input type="checkbox"/> Visit to hospitals with different hospital management systems	(P) <input type="checkbox"/> <input type="checkbox"/> Assessment of skills using checklist
II	4	5	Describe the principles of health informatics Explain the ways data, knowledge and information can be used for effective healthcare	<b>Principles of Health Informatics</b> <input type="checkbox"/> <input type="checkbox"/> Health informatics – needs, objectives and limitations <input type="checkbox"/> <input type="checkbox"/> Use of data, information and knowledge for more effective healthcare and better health	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Practical session <input type="checkbox"/> <input type="checkbox"/> Work in groups with health informatics team in a hospital to extract nursing data and prepare a report	(T) <input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type questions <input type="checkbox"/> <input type="checkbox"/> Assessment of report
III	3	5	Describe the concepts of information system	<b>Information Systems in Healthcare</b>	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration	(T) <input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
			in health Demonstrate the use of health information system in hospital setting	<input type="checkbox"/> <input type="checkbox"/> Introduction to the role and architecture of information systems in modern healthcare environments <input type="checkbox"/> <input type="checkbox"/> Clinical Information System (CIS)/Hospital information System (HIS)	<input type="checkbox"/> <input type="checkbox"/> Practical session <input type="checkbox"/> <input type="checkbox"/> Work in groups with nurse leaders to understand the hospital information system	<input type="checkbox"/> <input type="checkbox"/> Objective type
IV	4	4	Explain the use of electronic health records in nursing practice Describe the latest trend in electronic health records standards and interoperability	<b>Shared Care &amp; Electronic Health Records</b> <input type="checkbox"/> <input type="checkbox"/> Challenges of capturing rich patient histories in a computable form <input type="checkbox"/> <input type="checkbox"/> Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems.	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Practice on Simulated EHR system <input type="checkbox"/> <input type="checkbox"/> Practical session <input type="checkbox"/> <input type="checkbox"/> Visit to health informatics department of a hospital to understand the use of EHR in nursing practice <input type="checkbox"/> <input type="checkbox"/> Prepare a report on current EHR standards in Indian setting	(T) <input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type <input type="checkbox"/> <input type="checkbox"/> Assessment of skills using checklist
V	3		Describe the advantages and limitations of health informatics in maintaining patient safety and risk management	<b>Patient Safety &amp; Clinical Risk</b> <input type="checkbox"/> <input type="checkbox"/> Relationship between patient safety and informatics <input type="checkbox"/> <input type="checkbox"/> Function and application of the risk management process	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion	(T) <input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type
VI	3	6	Explain the importance of knowledge management	<b>Clinical Knowledge &amp; Decision Making</b>	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration	(T) <input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
			Describe the standardized languages used in health informatics	<input type="checkbox"/> <input type="checkbox"/> Role of knowledge management in improving decision-making in both the clinical and policy contexts <input type="checkbox"/> <input type="checkbox"/> Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system	<input type="checkbox"/> <input type="checkbox"/> Practical session <input type="checkbox"/> <input type="checkbox"/> Work in groups to prepare a report on standardized languages used in health informatics. <input type="checkbox"/> <input type="checkbox"/> Visit health informatics department to understand the standardized languages used in hospital setting	<input type="checkbox"/> <input type="checkbox"/> Objective type
VII	3		Explain the use of information and communication technology in patient care Explain the application of public health informatics	<b>eHealth: Patients and the Internet</b> <input type="checkbox"/> <input type="checkbox"/> Use of information and communication technology to improve or enable personal and public healthcare <input type="checkbox"/> <input type="checkbox"/> Introduction to public health informatics and role of nurses	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration	<input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type <input type="checkbox"/> <input type="checkbox"/> Practical exam
VII I	3	5	Describe the functions of nursing information system Explain the use of healthcare data in management of	<b>Using Information in Healthcare Management</b> <input type="checkbox"/> <input type="checkbox"/> Components of Nursing Information system(NIS) <input type="checkbox"/> <input type="checkbox"/> Evaluation, analysis and	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration on simulated NIS software <input type="checkbox"/> <input type="checkbox"/> Visit to health informatics department of the hospital to understand use of	(T) <input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
			health care organization	presentation of healthcare data to inform decisions in the management of health-care organizations	healthcare data in decision making	
IX	4		Describe the ethical and legal issues in healthcare informatics Explains the ethical and legal issues related to nursing informatics	<b>Information Law &amp; Governance in Clinical Practice</b> <input type="checkbox"/> <input type="checkbox"/> Ethical-legal issues pertaining to healthcare information in contemporary clinical practice <input type="checkbox"/> <input type="checkbox"/> Ethical-legal issues related to digital health applied to nursing	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Case discussion <input type="checkbox"/> <input type="checkbox"/> Role play	(T) <input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type
X	3		Explain the relevance of evidence-based practices in providing quality healthcare	<b>Healthcare Quality &amp; Evidence Based Practice</b> <input type="checkbox"/> <input type="checkbox"/> Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards	<input type="checkbox"/> <input type="checkbox"/> Lecture <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Case study	(T) <input type="checkbox"/> <input type="checkbox"/> Essay <input type="checkbox"/> <input type="checkbox"/> Short answer <input type="checkbox"/> <input type="checkbox"/> Objective type

### SKILLS

- Utilize computer in improving various aspects of nursing practice.
- Use technology in patient care and professional advancement.
- Use data in professional development and efficient patient care.
- Use information system in providing quality patient care.
- Use the information system to extract nursing data

## INTERNAL ASSESSMENT GUIDELINES THEORY

### I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
2. Written assignments (Two) – **10 marks**
3. Seminar/microteaching/individual presentation (Two) – **12 marks**
4. Group project/work/report – **6 marks Total = 30/3 = 10**

**If there is mandatory module in that semester, marks obtained by student out of 10 can be added to 30 Totalling 40 marks**

**Total = 40/4 = 10 marks**

### II. SESSIONAL EXAMINATIONS: 15 marks

Two sessional exams per course

#### EXAM PATTERN:

MCQ –  $4 \times 1 = 4$

Essay –  $1 \times 10 = 10$

Short –  $2 \times 5 = 10$

Very Short –  $3 \times 2 = 6$

**30 marks  $\times 2 = 60/4 = 15$**

### PRACTICAL

#### I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
2. Clinical assignments – **10 marks**  
(Clinical presentation – 3, drug presentation & report – 2, case study report – 5)
3. Continuous evaluation of clinical performance – **10 marks**
4. End of posting OSCE – **5 marks**
5. Completion of procedures and clinical requirements – **3 marks Total = 30/3 = 10**

#### II. SESSIONAL EXAMINATIONS: 15 marks Exam pattern:

OSCE – 10 marks (2-3 hours)

DOP – 20 marks (4-5 hours)

**(DOP – Directly observed practical in the clinical setting)**

**Total = 30/2 = 15**

The logo for Dr. D. Y. Patil Vidyapeeth, Pune (DPU) features the letters 'DPU' in a bold, serif font. A stylized yellow and orange swoosh is positioned behind the letter 'D'.

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

**Regulations and Competency  
Based Curriculum for  
B.Sc. Nursing  
(Second Year - Semester - III & IV)  
(2022-23 Onwards)**

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# **INTRODUCTION**

## **REVISED REGULATIONS AND CURRICULUM FOR B.SC. (NURSING) PROGRAMME REGULATIONS, 2020**

### **INTRODUCTION OF THE PROGRAM**

The B.Sc. nursing degree program is a four-year fulltime program comprising eight semesters, which prepares B.Sc. nursing graduates qualified to practice nursing and midwifery in a variety of settings in either public/government or private healthcare settings. It adopts credit system and semester system as per the Authority guidelines with minor modifications suitable to professional education in a hybrid form. The program encompasses foundational, core and elective courses. The choice-based system is applicable to electives only and is offered in the form of modules. Modular learning is also integrated in the foundational as well as core courses that is mandatory.

The program prepares nurses and midwives for generalist nursing including midwifery practice. Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. Mastery of competencies is the main focus. Students are provided with opportunities to learn a whole range of skills in addition to acquiring knowledge related to nursing practice (nursing and midwifery). This is achieved through learning in skill lab/simulated lab and clinical environment. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into real field of practice.

The revised curriculum embraces competency-based and outcome-based approach throughout the program integrating mastery learning and self-directed learning. Transformational and relationship based educational approaches are emphasized. Through the educational process the students assimilate and synthesize knowledge, cultivate critical thinking skills and develop care strategies. Competencies that reflect practice standards of the Council address the areas of cultural diversity, communication technology, teamwork and collaboration, safety, quality, therapeutic interventions and evidence-based practice. They are prepared to provide safe and competent care to patients across life span and influence patient outcomes.

## **AIMS & OBJECTIVES**

### **AIMS**

The aims of the undergraduate program are to

1. Produce knowledgeable competent nurses and midwives with clear critical thinking skills who are caring, motivated, assertive, and well-disciplined responding to the changing needs of profession, healthcare delivery system and society.
2. Prepare them to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative healthcare services in any healthcare setting.
3. Prepare nurses and midwives who can make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidence-based practice.
4. Prepare them to assume role of practitioner, teacher, supervisor, and manager in all healthcare settings.

### **OBJECTIVES**

On completion of the B.Sc. Nursing program, the B.Sc. nursing graduates will be able to

1. Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioural sciences, and humanities, in the practice of professional nursing and midwifery
2. Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations, and communities at any developmental stage and with varied lived health experiences.
3. Provide promotive, preventive, and restorative health services in line with national health policies and programs.

4. Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.
5. Respect the dignity, worth, and uniqueness of self and others.
6. Apply concepts of leadership, autonomy, and management to the practice of nursing and midwifery to enhance quality and safety in healthcare.
7. Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.
8. Communicate effectively with patients, peers, and all health care providers.
9. Utilize the requisite knowledge, skills, and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.
10. Integrate research findings and nursing theory in decision making in evidence-based practice.
11. Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician, and leader.
12. Participate in the advancement of the profession to improve health care for the betterment of the global society.

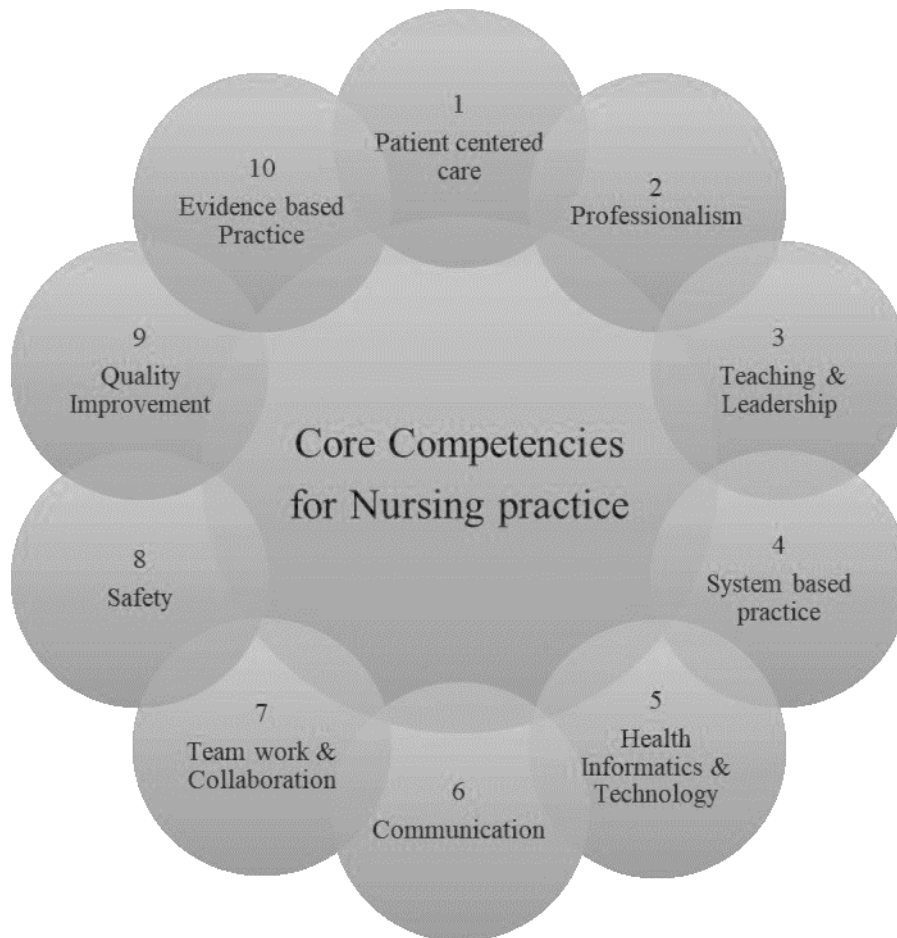
## **CORE COMPETENCIES FOR NURSING AND MIDWIFERY PRACTICE BY B.Sc. GRADUATE**

{Is adapted from NLNM model and Massachusetts : Nurse of the Future– Core Competencies (2016) as shown in figure 1 }

The B.Sc. Graduate nurse will be able to:

1. Patient centered care : Provide holistic care recognizing individual patient's preferences, values, and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
2. Professionalism: Demonstrate accountability for the delivery of standard - based nursing care as per the Council standards that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
3. Teaching & Leadership : Influence the behaviour of individuals and groups within the environment and facilitate establishment of shared goals through teaching and leadership
4. System-Based Practice : Demonstrate awareness and responsiveness to the context of health care system and ability to manage resources essential to provide optimal quality of care.
5. Health informatics and Technology: Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
6. Communication: Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
7. Team work and Collaboration: Function effectively with in nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.
8. Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
9. Quality improvement : Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.
10. Evidence based practice: Identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

## TEN CORE COMPETENCIES



## PROGRAMME STRUCTURE

SEMESTER III	SEMESTER IV
1. Applied microbiology and infection control including safety 2. Pharmacology I 3. Pathology I 4. Adult Health (Medical Surgical) Nursing I With Integrated Pathophysiology Mandatory Module BCLS as part of Adult Health Nursing I	1. Pharmacology II 2. Pathology II & Genetics 3. Adult Health Nursing II with Integrated Pathophysiology including Geriatric Nursing 4. Professionalism Professional Values & Ethics including Bioethics Mandatory module Fundamental Of Prescribing Under Pharmacology II Palliative Care Module Under Adult Health Nursing II

### MANDATORY MODULES

The prepared modules/modules outlined by the Council such as Health Assessment & Fundamentals of Prescribing and available modules as National Guidelines (First Aid – NDMA, IMNCI, ENBC, FBNBC), Palliative Care, Safe Delivery App and SBA module will be provided in separate learning resource package. For BCLS, PLS – Standard national/international modules can be used.

### ELECTIVE MODULES

Number of electives to be completed: 3 (Every module = 1 credit = 20 hours) III & IV Semesters: To complete any one elective by end of 4th semester across 1st to 4th semesters

- Human values
- Diabetes care
- Soft skills

## COURSE OF INSTRUCTION WITH CREDIT STRUCTURE

S N .	Sem ester	Course Code	Course / Subject Title	Theor y Cred it s	Theor y Contac t hours	Lab / Skill Lab credit s	Lab / Skill Lab Conta ct hours	Clinica l credits	Clinica l contact hours	Total credit (hour s)	Total Total (hour s)
3	<b>Thir d</b>	MICR201	Applied Microbi ology and Infectio n Control includin g Safety	2	40	1	40				80
		PHAR(I)205	Pharma cology I	1	20						20
		PATH(I)210	Patholo gy I	1	20						20
		N-AHN (I)215	Adult Health Nursing I with integrat ed pathoph ysiology includin g BCLS module	7	140	1	4 6 0		4 8 0		660
		SSCC(I)220	Self- study/C o- curricul ar								20
			<b>TOTA L</b>		<b>11</b>	<b>220</b>	<b>2</b>	<b>8 6 0</b>	<b>4 1 8 1 0 2 + 6 = 1 9</b>		<b>780+20 =800</b>
4	<b>Four th</b>	PHAR(II)205	Pharma cology II includin g Fundam entals of prescrib ing module	3	60					60	
		PATH(II)210	Patholo gy II and Genetic s	1	20					20	
		N-AHN (II)225	Adult Health Nursing II with	7	140	1	4 6 0		4 8 0	660	



S N .	Sem ester	Course Code	Course / Subject Title	Theor y Credit s	Theor y Contac t hours	Lab / Skill Lab credit s	Lab / Skill Lab Conta ct hours	Clinica l credits	Clinica l contact hours	Total credit s	Total hours
			integrat ed pathoph ysiology includin g Geriatric Nursing Palliative care module								
		PROF230	Professi onalism, Professi onal Values and Ethics includin g bioethic s	1	20					20	
		SSCC(II)2 20	Self- study/C o- curricul ar							40	
			<b>TOTA L</b>	<b>12</b>	<b>240</b>	<b>1</b>	<b>40</b>	<b>6</b>	<b>480</b>	<b>12+1+6= 19</b>	<b>760+4 0= 800</b>

## SCHEME OF EXAMINATION

### SEMESTER III

Sr. No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
<b>Theory</b>						
1	Applied Microbiology and Infection Control including Safety	25		75	3	100
2	Pharmacology I and Pathology I	*25				
3	Adult Health Nursing I	25		75	3	100
<b>Practical</b>						
4	Adult Health Nursing I	50		50		100

**\*Will be added to the internal marks of Pharmacology II and Pathology II & Genetics in the next semester (Total weight age remains the same).**

**SEMESTER - IV**

Sr.	Course	Assessment (Marks)				
		Internal	End semester College exam	End semester university exam	Hours	Total marks
<b>Theory</b>						
1	Pharmacology & pathology (I-II) and genetics	25 III Sem -25 & IV Sem -25 (With average of both)		75	3	100
2	Adult health nursing -II	25		75	3	100
3	Professionalism, ethics, and professional values	25	25		2	50
<b>Practical</b>						
4	Adult health nursing II	50		50		100

## EXAMINATION REGULATIONS

### Note:

1. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
2. Pharmacology, Genetics and Pathology: Question paper will consist of Section - A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
3. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
4. A candidate must have 100% attendance in each of the practical areas before award of degree.
5. Following exams shall be conducted as college exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate.
  - i. Communicative English
  - ii. Health/Nursing Informatics and Technology
  - iii. Professionalism, Professional Values and Ethics including Bioethics
  - iv. Introduction to Forensic Nursing & Indian Laws
6. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.
7. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
8. The student has to pass in all **mandatory modules** placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College / University Examination.
9. A candidate has to pass in theory and practical exam separately in each of the paper.
10. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
11. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.

12. The candidate shall appear for exams in each semester:
  - i. The candidate shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
  - ii. The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
  - iii. The candidate shall have cleared all the previous examination before appearing for final year examination.
  - iv. The maximum period to complete the course successfully should not exceed 8 years.
13. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not 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).
14. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
15. Maximum number of candidates for practical examination should not exceed 25 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
16. All practical examinations must be held in the respective clinical areas.
17. One internal and one external examiner should jointly conduct practical examination for each student.
18. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundation Course, the faculty having M.Sc. (Nursing) with any speciality shall be considered.

## ASSESSMENT GUIDELINES

### 1. GRADING OF PERFORMANCE

Based on the performance, each student shall be awarded a final grade at the end of the semester for each course. Absolute grading is used by converting the marks to grade, based on predetermined class intervals.

UGC 10-point grading system is used with pass grade modified.

Letter grade	Grade point	Percentage of marks
O (Outstanding)	10	100%
A+ (Excellent)	9	90-99.99%
A (Very Good)	8	80-89.99%
B+ (Good)	7	70-79.99%
B (Above Average)	6	60-69.99%
C (Average)	5	50-59.99%
P (Pass)	4	40-49.99%
F (Fail)	0	

For Nursing Courses and all other courses – Pass is at C Grade (5 grade point) 50% and above

For English and electives – Pass is at P Grade (4 grade point) 40% and above

### Computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

SPGA is the weighted average of the grade points obtained in all courses by the student during the semester

(All courses excluding English and electives)

#### Ex. SGPA Computation

Course Number	Credit/s	Letter Grade	Grade Point	Credit point (Credit × Grade)
1	3(C1)	A	8(G1)	3×8 =24
2	4(C2)	B+	7(G2)	4×7 =28
3	3(C3)	B	6(G3)	3×6 =18

$$SGPA = \frac{C1G1 + C2G2 + C3G3}{C1 + C2 + C3} = \frac{70}{10} = 7 \text{ (rounded off to two decimal points)}$$

### Computation of CGPA

CGPA is calculated with SGPA of all semesters to two decimal points and is indicated in final grade in mark card / transcript showing grades of all 8 semesters and their courses / subjects.

CGPA reflects the failed status incase of fail till the course / surpassed.

Semester I	Semester 2	Semester 3	Semester 4
Credit – Cr:20	Cr:22	Cr:25	Cr:26
SGPA:6.5	SGPA:7.0	SGPA:5.5	SGPA:6.0
Cr×SGPA=20×6.5			

$$\text{CGPA} = \frac{20 \times 6.5 + 22 \times 7 + 25 \times 5.5 + 26 \times 6}{93} = \frac{577.5}{93} = 6.2$$

### Transcript Format

Based on the above recommendation on letter grades, grade points, SPGA and CGPA, the transcript shall be issued for each semester with a consolidated transcript indicating the performance in all semesters.

### Declaration of Pass

First Class with Distinction – CGPA of 7.5 and above First Class –

CGPA of 6.00-7.49

Second Class –CGPA of 5.00-5.99

## INTERNAL ASSESSMENT AND GUIDELINES

### SEMESTER – III

SR. No.	Course	Continuous Assessment	Sessional Exams- Theory/Practical	Total Marks
	<b>Theory</b>			
1	Applied Microbiology and Infection Control including Safety	10	15	25
2	Pharmacology I and Pathology I	10	15	25
3	Adult Health Nursing I with integrated pathophysiology including BCLS module	10	15	25
	<b>Practical</b>			
4	Adult Health Nursing I	20	30	50

### SEMESTER – IV

SR. No.	Course	Continuous Assessment	Sessional Exams/ Practical	Total Marks
	<b>Theory</b>			
1	Pharmacology II & Pathology III & II	10	15	25 I & II = 25+25 = 50/2
2	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing	10	15	25
3	Professionalism, Professional values & Ethics including bioethics	10	15	25
	<b>Practical</b>			
4	Adult Health Nursing II	20	30	50





**SEMESTER - III**

**APPLIED MICROBIOLOGY AND INFECTION CONTROL  
INCLUDING SAFETY**

**PLACEMENT:** III SEMESTER

**THEORY:** 2 Credits (40 hours)

**PRACTICAL:** 1 Credit (40 hours) (Lab/Experiential Learning — L/E)

**SECTION A: APPLIED MICROBIOLOGY**

**THEORY:** 20 hours

**PRACTICAL:** 20 hours (Lab/Experiential Learning — L/E)

**DESCRIPTION:** This course is designed to enable students to acquire understanding of fundamentals of Microbiology, compare and contrast different microbes and comprehend the means of transmission and control of spread by various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

**COMPETENCIES:** On completion of the course, the students will be able to:

1. Identify the ubiquity and diversity of microorganisms in the human body and the environment.
2. Classify and explain the morphology and growth of microbes.
3. Identify various types of microorganisms.
4. Explore mechanisms by which microorganisms cause disease.
5. Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms.
6. Apply the principles of preparation and use of vaccines in immunization.
7. Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection.

**COURSE OUTLINE**

**T — Theory, L/E — Lab/Experiential Learning**

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	3		Explain concepts and principles of microbiology and its importance in nursing	<b>Introduction:</b> * Importance and relevance to nursing .Historical perspective Concepts and terminology Principles of microbiology	Lecture cum Discussion	Short answer * Objective type

II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria Identify Microorganisms	<b>General characteristics of Microbes:</b> . Structure and classification of Microbes. Morphological types * Size and form of bacteria . Motility Colonization Growth and nutrition of microbes Temperature Moisture Blood and body fluids Laboratory methods for Identification of Microorganisms Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic,	Lecture cum Discussion * Demonstration . Experiential Learning through visual	Short answer. Objective type
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				enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria		
III	4	6 (L/E)	Describe the different disease producing organisms	<b>Pathogenic organisms</b> Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative Viruses * Fungi: Superficial and Deep mycoses Parasites Rodents & Vectors o Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms	Lecture cum Discussion . Demonstration Experiential learning through visual	Short answer . Objective type
IV	3	4 (L/E)	Explain the concepts of	<b>Immunity</b>	Lecture	Short answer . Objective

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			immunity, hyper sensitivity and immunization	Immunity: Types, classification  * Antigen and antibody reaction  Hypersensitivity reactions  Serological tests  Immunoglobulins : Structure, types & properties Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases Immunization Schedule	Discussion  * Demonstration Visit to observe vaccine storage  Clinical practice	type  * Visit report

**SECTION B: INFECTION CONTROL & SAFETY**

**THEORY:** 20 hours

**PRACTICAL/LAB:** 20 hours (Lab/Experiential Learning – L/E)

**DESCRIPTION:** This course is designed to help students to acquire knowledge and develop competencies required for fundamental patient safety and infection control in delivering patient care. It also focuses on identifying patient safety indicators, preventing and managing hospital acquired infections, and in following universal precautions.

**COMPETENCIES:** The students will be able to:

1. Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.
2. Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions.

3. Demonstrate and practice steps in Hand washing and appropriate use of different types of PPE.
4. Illustrate various disinfection and sterilization methods and techniques.
5. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.
6. Incorporate the principles and guidelines of Bio Medical waste management.
7. Apply the principles of Antibiotic stewardship in performing the nurses' role.
8. Identify patient safety indicators and perform the role of nurse in the patient safety audit process.
9. Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings.
10. Identify employee safety indicators and risk of occupational hazards.
11. Develop understanding of the various safety protocols and adhere to those protocols.

### COURSE OUTLINE

**T — Theory, L/E — Lab/Experiential Learning**

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	2	2 (E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare	<b>HAI (Hospital acquired Infection)</b> Hospital acquired infection * Bundle approach - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (SSI) - Prevention of Ventilator	Lecture & Discussion * Experiential learning	Knowledge assessment * MCQ Short answer

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			setting	Associated events (VAE) - Prevention of Central Line Associated Blood Stream Infection		

				(CLABSI) Surveillance of HAI – Infection control team & Infection control committee		
<b>II</b>	3	4 (L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	<b>Isolation Precautions and use of Personal Protective Equipment (PPE)</b> * Types of isolation system, standard precaution and transmission- based precautions (Direct Contact, Droplet, Indirect) Epidemiology & Infection prevention – CDC guidelines Effective use of PPE	Lecture * Demonstrat ion & Re- demonstrati on	Performance assessment * OSCE
<b>III</b>	1	2 (L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	<b>Hand Hygiene</b> * Types of Hand hygiene. Hand washing and use of alcohol hand rub Moments of Hand Hygiene WHO hand hygiene promotion	Lecture * Demonstrat ion & Re- demonstrati on	Performance assessment
<b>IV</b>	1	2 (E)	Illustrates disinfection and sterilization in the healthcare setting	<b>Disinfection and sterilization</b> * Definitions Types of disinfection and sterilization * Environment cleaning Equipment	Lecture * Discussion Experientia l learning through visit	Short answer * Objective type

				Cleaning Guides on use of disinfectants Spaulding's principle		
<b>V</b>	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	<b>Specimen Collection (Review)</b> * Principle of specimen collection * Types of specimens Collection techniques and special considerations * Appropriate containers Transportation of the sample Staff precautions in handling specimens	Discussion	Knowledge evaluation * Quiz Performance assessment * Checklist
<b>VI</b>	2	2 (E)	Explain on Bio Medical waste management & laundry management	<b>BMW (Bio Medical Waste Management)</b> Laundry management process and infection control and prevention	Discussion * Demonstration * Experiential learning through	Knowledge assessment by short answers, objective type Performance

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
				Waste management process and infection prevention Staff precautions Laundry management Country ordinance and	visit	assessment



				BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation		
<b>VII</b>	2		Explain in detail about Antibiotic stewardship, AMR Describe MRSA/ MDRO and its prevention	<b>Antibiotic stewardship</b> Importance of Antibiotic Stewardship Anti-Microbial Resistance Prevention of MRSA, MDRO in healthcare setting	Lecture Discussion Written assignment – Recent AMR (Antimicrobial resistance) guidelines	Short answer Objective type Assessment of assignment
<b>VIII</b>	3	5 (L/E)	Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process Captures and analyzes incidents and events for quality improvement	<b>Patient Safety Indicators</b> Care of Vulnerable patients Prevention of Iatrogenic injury Care of lines, drains and tubing's Restrain policy and care – Physical and Chemical Blood & blood transfusion policy Prevention of IV Complication	Lecture Demonstration Experiential learning Lecture	Knowledge assessment Performance assessment Checklist/ OSCE Knowledge assessment Short answer

				Prevention of Fall Prevention of DVT Shifting and transporting of patients Surgical safety Care coordination event related to medication reconciliation and administration Prevention of communication errors Prevention of HAI Documentation <b>Incidents and adverse Events</b> Capturing of incidents RCA (Root Cause Analysis) CAPA (Corrective and Preventive Action) Report writing		
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Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
					Role play Inquiry Based Learning	Objective type
<b>IX</b>	1		Enumerate IPSPG and application of the goals in the patient	<b>IPSPG (International Patient safety Goals)</b> Identify patient	Lecture Role play	Objective type

			care settings.	<p>correctly</p> <p>Improve effective communication</p> <p>Improve safety of High Alert medication</p> <p>Ensure safe surgery</p> <p>Reduce the risk of health care associated infection</p> <p>Reduce the risk of patient harm resulting from falls</p> <p>Reduce the harm associated with clinical alarm system</p>		
<b>X</b>	2	3 (L/E)	Enumerate the various safety protocols and its applications	<p><b>Safety protocol</b></p> <p>5S (Sort, Set in order, Shine, Standardize, Sustain)</p> <p>Radiation safety</p> <p>Laser safety</p> <p>Fire safety</p> <p>- Types and classification of fire - Fire alarms</p> <p>- Firefighting equipment</p> <p>HAZMAT (Hazardous Materials) safety</p> <p>- Types of</p>	Lecture Demonstration/ Experiential learning	Mock drills Post tests Checklist

				spill - Spillage management - MSDS (Material Safety Data Sheets) Environmental safety - Risk assessment - Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) - Audits Emergency Codes Role of Nurse in times of disaster		
<b>XI</b>	2		Explain importance of employee safety	<b>Employee Safety Indicators</b> Vaccination Needle stick injuries (NSI)	Lecture Discussion	Knowledge assessment by short answers,

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
			<p>indicators</p> <p>Identify risk of occupational hazards, prevention and post exposure prophylaxis.</p>	<p>prevention</p> <p>Fall prevention</p> <p>Radiation safety</p> <p>Annual health check</p> <p><b>Healthcare Worker Immunization Program and management of occupational exposure</b></p> <p>Occupational health ordinance</p> <p>Vaccination program for healthcare staff</p> <p>Needle stick injuries and prevention and post exposure prophylaxis</p>	<p>Lecture method</p> <p>Journal review</p>	<p>objective type</p> <p>Short answer</p>

**PHARMACOLOGY - I**

**PLACEMENT:** III SEMESTER

**THEORY:** 1 Credit (20 hours)

**DESCRIPTION:**

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

**COMPETENCIES:**

On completion of the course, the students will be able to

1. Describe pharmacodynamics and pharmacokinetics.
2. Review the principles of drug calculation and administration.
3. Explain the commonly used antiseptics and disinfectants.
4. Describe the pharmacology of drugs acting on the GI system.
5. Describe the pharmacology of drugs acting on the respiratory system.
6. Describe drugs used in the treatment of cardiovascular and blood disorders.
7. Explain the drugs used in the treatment of endocrine system disorders.
8. Describe the drugs acting on skin and drugs used to treat communicable diseases.

**COURSE OUTLINE****T — Theory**

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Teaching / Learning Activities</b>	<b>Assessment Methods</b>
<b>I</b>	3 (T)	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs	<b>Introduction to Pharmacology</b> * Definitions & Branches Nature & Sources of drugs * Dosage Forms and Routes of drug administration Terminology used Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures Pharmacodynamics: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance	Lecture cum Discussion Guided reading and written assignment on schedule K drugs	Short answer Objective type Assessment of assignments

			<p>Pharmacokinetics: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion</p> <p>Review: Principles of drug administration and treatment individualization</p> <p>o Factors affecting dose, route etc.</p> <p>Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs</p> <p>Rational Use of Drugs</p> <p>Principles of Therapeutics</p>		
<b>II</b>	1 (T)	Describe antiseptics, and disinfectant & nurse's responsibilities	<p><b>Pharmacology of commonly used antiseptics and disinfectants</b></p> <p>Antiseptics and Disinfectants</p> <p>Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	Lecture cum Discussion Drug study/ presentation	Short answer Objective type
<b>III</b>	2 (T)	Describe drugs acting on gastro-intestinal system &	<p><b>Drugs acting on G.I. system</b></p> <p>* Pharmacology of commonly used drugs o</p>	Lecture cum Discussion Drug study/ presentation	Short answer * Objective type

		nurse's responsibilities	<p>Emetics and Antiemetics</p> <ul style="list-style-type: none"> <li>o Laxatives and Purgatives</li> <li>o Antacids and antipeptic ulcer drugs</li> <li>o Anti-diarrhoeals –</li> </ul> <p>Fluid and electrolyte therapy, Furazolidone, dicyclomine</p> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
<b>IV</b>	2 (T)	Describe drugs acting on respiratory system & nurse's responsibilities	<p><b>Drugs acting on respiratory system</b></p> <p>Pharmacology of commonly used</p> <ul style="list-style-type: none"> <li>o Antiasthmatics – Bronchodilators (Salbutamol inhalers)</li> <li>o Decongestants</li> <li>o Expectorants, Antitussives and Mucolytics</li> <li>o Broncho-constrictors and Antihistamines</li> </ul> <p>Composition, action, dosage, route, indications, contraindications,</p>	Lecture cum Discussion Drug study/ presentation	Short answer Objective type



			drug interactions, side effects, adverse effects toxicity and role of nurse		
<b>V</b>	4 (T)	Describe drugs used on cardiovascular system & nurse's responsibilities	<b>Drugs used in treatment of Cardiovascular system and blood disorders</b> Haematinics, & treatment of anemia and antiadrenergics Cholinergic and anticholinergic Adrenergic Drugs for CHF & vasodilators Antianginals Antiarrhythmics Antihypertensives Coagulants & Anticoagulants Antiplatelets & thrombolytics Hypolipidemics Plasma expanders & treatment of shock Drugs used to treat blood disorders Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	Lecture cum Discussion Drug study/presentation	Short answer Objective type
<b>VI</b>	2 (T)	Describe the drugs used in treatment of endocrine system	<b>Drugs used in treatment of endocrine system disorders</b> Insulin & oral	Lecture cum Discussion Drug study/presentation	Short answer Objective type

		disorders	hypoglycemics Thyroid and anti-thyroid drugs Steroids o Corticosteroids o Anabolic steroids Calcitonin, parathormone, vitamin D3, calcium metabolism o Calcium salts		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VII	1 (T)	Describe drugs used in skin diseases & nurse's responsibilities	<b>Drugs used in treatment of integumentary system</b> * Antihistaminics and antipruritics Topical applications for skin- Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns) Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	Lecture cum Discussion * Drug study/ presentation	Short answer * Objective type
VIII	5 (T)	Explain drug therapy/ chemotherapy of specific infections & infestations &	<b>Drugs used in treatment of communicable diseases (common infections, infestations)</b>	Lecture cum Discussion * Drug study/ presentation	Short answer Objective type

		nurse's responsibilities	General Principles for use of Antimicrobials Pharmacology of commonly used drugs: o Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials Anaerobic infections Antitubercular drugs, Antileprosy drugs Antimalarials Antiretroviral drugs Antiviral agents Anthelmintics, Antiscabies agents Antifungal agents Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse		
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**PATHOLOGY - I**

**PLACEMENT:** III SEMESTER

**THEORY:** 1 Credit (20 hours) (includes lab hours also)

**DESCRIPTION:**

This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.

**COMPETENCIES:**

On completion of the course, the students will be able to

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology.
2. Rationalize the various laboratory investigations in diagnosing pathological disorders.
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests.
4. Apply the knowledge of genetics in understanding the various pathological disorders.
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities.
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

**COURSE OUTLINE****T — Theory**

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Teaching/ Learning Activities</b>	<b>Assessment Methods</b>
<b>I</b>	8 (T)	Define the common terms used in pathology Identify the deviations from normal to abnormal structure and functions of body system	<b>Introduction</b> Importance of the study of pathology Definition of terms in pathology Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis Inflammation: o Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) o Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation)	Lecture Discussion Explain using slides Explain with clinical scenarios	Short answer Objective type

			<p>Wound healing</p> <p>Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route</p> <p>Circulatory disturbances: Thrombosis, embolism, shock</p> <p>Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates</p>		
<b>II</b>	5 (T)	Explain pathological changes in disease conditions of various systems	<p><b>Special Pathology</b></p> <p><b>Pathological changes in disease conditions of selected systems:</b></p> <p><b>1. Respiratory system</b></p> <p>Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis</p> <p>Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis</p> <p>Tumors of Lungs</p> <p><b>2. Cardio-vascular system</b></p> <p>Atherosclerosis</p> <p>Ischemia and Infarction.</p> <p>Rheumatic Heart Disease</p>	Lecture Discussion Explain using slides, X-rays and scans Visit to pathology lab, endoscopy unit and OT	Short answer Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Infective endocarditis <b>3. Gastrointestinal tract</b> Peptic ulcer disease (Gastric and Duodenal ulcer) Gastritis-H Pylori infection Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma Esophageal cancer Gastric cancer Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer <b>4. Liver, Gall Bladder and Pancreas</b> Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver Gall bladder: Cholecystitis. Pancreas: Pancreatitis Tumors of liver, Gall bladder and Pancreas <b>5. Skeletal system</b> Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis <b>6. Endocrine system</b> Diabetes Mellitus Goitre Carcinoma thyroid		

<b>III</b>	7 (T)	Describe various laboratory tests in assessment and monitoring of disease conditions	<b>Hematological tests for the diagnosis of blood disorders</b> Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT) Blood chemistry Blood bank: Blood grouping and cross matching Blood components Plasmapheresis Transfusion reactions <b>Note:</b> Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately)	Lecture Discussion Visit to clinical lab, biochemistry lab and blood bank	Short answer Objective type
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**ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module)**

**PLACEMENT:** III SEMESTER

**THEORY:** 7 Credits (140 hours)

**PRACTICUM:** Lab/Skill Lab (SL) – 1 Credit (40 hours) Clinical — 6 Credits (480 hours)

**DESCRIPTION:** This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach and critical thinking. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative care to patients with various Medical Surgical disorders.

**COMPETENCIES:**

On completion of Medical Surgical Nursing I course, students will be able to

1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders.
2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection.
3. Identify nursing diagnoses, list them according to priority and formulate nursing care plan.
4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
5. Integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
9. Identify the drugs used in treating patients with medical surgical conditions.
10. Plan and give relevant individual and group education on significant medical surgical topics.
11. Maintain safe environment for patients and the health care personnel in the hospital.
12. Integrate evidence-based information while giving nursing care to patients.

**COURSE CONTENT****T — Theory, L/SL — Lab / Skill Lab**

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Teaching/ Learning Activities</b>	<b>Assessment Methods</b>
I	6 (T) 4 (L/SL)	Narrate the evolution of medical surgical nursing Apply nursing process in caring for patients with medical surgical problems Execute the role of	<b>Introduction</b> Evolution and trends of medical and surgical nursing * International classification of diseases Roles and responsibility of a nurse in medical and surgical settings o Outpatient department o In-patient unit o Intensive care	Lecture cum discussion Demonstration & Practice session Role play Visit to outpatient department, in patient and intensive care unit	Short Answer OSCE



		a nurse in various medical surgical setting Develop skills in assessment and care of wound	unit Introduction to medical and surgical asepsis o Inflammation, infection o Wound healing — stages, influencing factors		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Develop competency in providing pre and postoperative care	o Wound care and dressing technique Care of surgical patient o pre-operative o post-operative Alternative therapies used in caring for patients with Medical Surgical Disorders		
<b>II</b>	15 (T) 4 (L/SL)	Explain organizational set up of the operating theatre Differentiate the role of scrub nurse and circulating nurse Describe the different positioning for various surgeries Apply principles of	<b>Intraoperative Care</b> * Organization and physical set up of the operation theatre o Classification o O.T Design o Staffing o Members of the OT team o Duties and responsibilities of the nurse in OT . Position and draping for	Lecture cum Discussion Demonstration Practice session, and Case Discussion Visit to receiving bay	Caring for patient intra operatively Submit a list of disinfectants used for instruments with the action and precaution

		<p>asepsis in handling the sterile equipment          Demonstrate skill in scrubbing procedures          Demonstrate skill in assessing the patient and document accurately the surgical safety checklist          Develop skill in assisting with selected surgeries          Explain the types, functions, and nursing considerations for different types of anaesthesia</p>	<p>common surgical procedures          Instruments, sutures and suture materials, equipment for common surgical procedures          Disinfection and sterilization of equipment          Preparation of sets for common surgical procedures          Scrubbing procedures – Gowning, masking and gloving          Monitoring the patient during the procedures          Maintenance of the therapeutic environment in OT          Assisting in major and minor operation, handling specimen          Prevention of accidents and hazards in OT          Anaesthesia – types, methods of administration, effects and stages,</p>		
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			equipment & drugs Legal aspects		
<b>III</b>	6 (T) 4 (L/SL)	Identify the signs and symptoms of shock and electrolyte imbalances Develop skills in managing fluid and electrolyte imbalances	<b>Nursing care of patients with common signs and symptoms and management</b> Fluid and electrolyte imbalance . Shock Pain	Lecture, discussion, demonstration * Case discussion	Short answer * MCQ Case report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Perform pain assessment and plans for the nursing management			
<b>IV</b>	18 (T) 4 (L)	Demonstrate skill in respiratory assessment Differentiates different breath sounds and lists the indications Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems Describe the health behaviour	<b>Nursing Management of patients with respiratory problems</b> Review of anatomy and physiology of respiratory system Nursing Assessment — history taking, physical assessment and diagnostic tests Common respiratory problems: o Upper respiratory	Lecture, discussion, Demonstration . Practice session Case presentation Visit to PFT Lab	Essay Short answer OSCE

		to be adopted in preventing respiratory illnesses	tract infections o Chronic obstructive pulmonary diseases o Pleural effusion, Empyema o Bronchiectasis o Pneumonia o Lung abscess o Cyst and tumors o Chest Injuries o Acute respiratory distress syndrome o Pulmonary embolism Health behaviours to prevent respiratory illness		
V	16 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders Demonstrate skill in gastrointestinal assessment Prepare patient for upper and	<b>Nursing Management of patients with disorders of digestive system</b> * Review of anatomy and physiology of GI system Nursing assessment History and physical assessment GI investigations Common GI	Lecture, Discussion * Demonstration, * Role play Problem Based Learning Visit to stoma clinic	Short answer Quiz * OSCE

		lower gastrointestinal investigations Demonstrate skill in gastric decompression, gavage, and stoma care	disorders: o Oral cavity: lips, gums and teeth o GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis o Peptic & duodenal ulcer, o Mal-absorption, Appendicitis, Hernias o Hemorrhoids, fissures, Fistulas o Pancreas: inflammation, cysts, and tumors		
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<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Teaching/ Learning Activities</b>	<b>Assessment Methods</b>
		Demonstrate skill in different feeding techniques	o Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors o Gall bladder: inflammation, Cholelithiasis, tumors Gastric decompression, gavage and stoma care,		

			different feeding techniques Alternative therapies, drugs used in treatment of disorders of digestive system		
<b>VI</b>	20 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders Demonstrate skill in cardiovascular assessment Prepare patient for invasive and non-invasive cardiac procedures Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders Complete BLS/BCLS module	<b>Nursing Management of patients with cardiovascular problems</b> * Review of anatomy and physiology of cardio-vascular system Nursing Assessment: History and Physical assessment Invasive & non-invasive cardiac procedures Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction Valvular	Lecture, discussion . Demonstration Practice session Case Discussion . Health education Drug Book/ presentation <b>Completion of BCLS Module</b>	Care plan Drug record BLS/ BCLS evaluation

			<p>disorders: congenital and acquired Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardio-myopathies Cardiac dysrhythmias, heart block Congestive heart failure, cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade Cardiopulmonary arrest</p>		
<b>VII</b>	7 (T) 3 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological disorders Interpret blood reports</p>	<p><b>Nursing Management of patients with disorders of blood</b> Review of Anatomy and Physiology of blood Nursing assessment: history, physical assessment &amp; Diagnostic tests Anemia, Polycythemia . Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia,</p>	Field visit to blood bank Counseling	<p>Interpretation of blood reports Visit report</p>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Prepare and provides health education on blood donation	agranulocytosis * Lymphomas, myelomas		
<b>VIII</b>	8 (T) 2 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of endocrine disorders Demonstrate skill in assessment of endocrine organ dysfunction Prepare and provides health education on diabetic diet Demonstrate skill in insulin administration	<b>Nursing management of patients with disorders of endocrine system</b> * Review of anatomy and physiology of endocrine system Nursing Assessment – History and Physical assessment Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors) . Diabetes mellitus	Lecture, discussion, demonstration * Practice session * Case Discussion * Health education	Prepare health education on self-administration of insulin * Submits a diabetic diet plan
<b>IX</b>	8 (T) 2 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of disorders of integumentary system	<b>Nursing management of patients with disorders of Integumentary system</b> * Review of anatomy and physiology of skin Nursing Assessment: History and	Lecture, discussion * Demonstration * Practice session Case Discussion	Drug report * Preparation of Home care plan



		Demonstrate skill in integumentary assessment Demonstrate skill in medicated bath Prepare and provide health education on skin care	Physical assessment Infection and infestations; Dermatitis Dermatoses; infectious and Non infectious Acne, Allergies, Eczema & Pemphigus . Psoriasis, Malignant melanoma, Alopecia . Special therapies, alternative therapies Drugs used in treatment of disorders of integumentary system		
<b>X</b>	16 (T) 4 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders	<b>Nursing management of patients with musculoskeletal problems</b> * Review of Anatomy and physiology of the musculoskeletal system * Nursing Assessment: History and physical assessment, diagnostic tests Musculoskeletal trauma: Dislocation, fracture, sprain, strain,	Lecture/ * Discussion * Demonstration * Case Discussion Health education	Nursing care plan * Prepare health teaching on care of patient with cast

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Demonstrate skill in musculoskeletal assessment</p> <p>Prepare patient for radiological and non-radiological investigations of musculoskeletal system</p> <p>Demonstrate skill in crutch walking and splinting</p> <p>Demonstrate skill in care of patient with replacement surgeries</p> <p>Prepare and provide health education on bone healing</p>	<p>contusion, amputation</p> <p>Musculoskeletal infections and tumors:</p> <p>Osteomyelitis, benign and malignant tumour</p> <p>Orthopedic modalities: Cast, splint, traction, crutch walking</p> <p>Musculoskeletal inflammation: Bursitis, synovitis, arthritis</p> <p>Special therapies, alternative therapies</p> <p>Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease</p> <p>Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine</p> <p>Rehabilitation, prosthesis</p> <p>Replacement surgeries</p>		
<b>XI</b>	20 (T) 3 (L)	Explain the etiology, pathophysiology	<b>Nursing management of patients with</b>	Lecture, discussion, demonstrati	Prepares and submits protocol on

		<p>y, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases</p> <p>Demonstrate skill in barrier and reverse barrier techniques</p> <p>Demonstrate skill in execution of different isolation protocols</p>	<p><b>Communicable diseases</b></p> <p>* Overview of infectious diseases, the infectious process</p> <p>. Nursing Assessment: History and Physical assessment, Diagnostic tests Tuberculosis Diarrhoeal diseases, hepatitis A-E, Typhoid Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza Meningitis Gas gangrene Leprosy Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis Diphtheria, Pertussis, Tetanus, Poliomyelitis COVID-19</p> <p>Special infection control measures: Notification, Isolation, Quarantine, Immunization</p>	<p>on</p> <p>* Practice session</p> <p>Case Discussion/ seminar</p> <p>* Health education</p> <p>Drug Book/ presentation</p> <p>* <b>Refer TB Control &amp; Management module</b></p>	<p>various isolation techniques</p>
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## **CLINICAL PRACTICUM**

### **CLINICAL PRACTICUM: 6 Credits (480 hours) - 18 weeks X 27 hours**

**PRACTICE COMPETENCIES:** On completion of the clinical practicum, the Students will be able to apply nursing process and critical thinking in delivering holistic nursing care including rehabilitation to the adult patients undergoing surgery, with shock and fluid and electrolyte imbalance and with selected medical & surgical conditions i.e., Gastrointestinal, Respiratory, Endocrine, Orthopedic, Dermatology and Cardiovascular disorders.

The students will be competent to:

1. Utilize the nursing process in providing care to the sick adults in the hospital:
  - a. Perform complete health assessment to establish a data base for providing quality patient care.
  - b. Integrate the knowledge of diagnostic tests in the process of data collection.
  - c. Identify nursing diagnoses and list them according to priority.
  - d. Formulate nursing care plan, using problem solving approach.
  - e. Apply scientific principles while giving nursing care to patients.
  - f. Perform nursing procedures skillfully on patients.
  - g. Establish/develop interpersonal relationship with patients and family members.
  - h. Evaluate the expected outcomes and modify the plan according to the patient needs.
2. Provide comfort and safety to adult patients in the hospital.
3. Maintain safe environment for patients during hospitalization.
4. Explain nursing actions appropriately to the patients and family members.
5. Ensure patient safety while providing nursing procedures.
6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.
7. Provide pre, intra and post-operative care to patients undergoing surgery.
8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing various medical and surgical disorders.
9. Integrate evidence-based information while giving nursing care to patients.
10. Demonstrate the awareness of legal and ethical issues in nursing practice.

**I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS**

**A. Skill Lab**

**Use of manikins and simulators**

- Intravenous therapy
- Oxygen through mask
- Oxygen through nasal prongs
- Venturi mask
- Nebulization
- Chest physiotherapy

**B. Clinical Postings**

<b>Clinical area / unit</b>	<b>Duration (weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies / Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
General medical	4	Develop skill in intravenous injection administration and IV therapy	Intravenous therapy <ul style="list-style-type: none"> <li>o IV cannulation</li> <li>o IV maintenance and monitoring o Administration of IV medication</li> </ul>	Care Study – 1 * Health education Clinical presentation/ Care	Clinical evaluation OSCE * Care Study

Clinical area / unit	Duration (weeks)	Learning Outcomes	Procedural Competencies / Clinical Skills	Clinical Requirements	Assessment Methods
		<p>Assist with diagnostic procedures</p> <p>Develop skill in the management of patients with Respiratory problems</p> <p>Develop skill in managing patients with metabolic abnormality</p>	<p>Care of patient with Central line</p> <p>. Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis</p> <p>Management patients with respiratory problems</p> <p>Administration of oxygen through mask, nasal prongs, venturi mask</p> <p>Pulse oximetry</p> <p>Nebulization</p> <p>Chest physiotherapy</p> <p>Postural drainage</p> <p>Oropharyngeal suctioning</p> <p>Care of patient with chest drainage</p>	<p>note) – 1</p>	<p>evaluation</p> <p>Care Note/</p> <p>Clinical presentation</p>

Clinical area / unit	Duration (weeks)	Learning Outcomes	Procedural Competencies / Clinical Skills	Clinical Requirements	Assessment Methods
			Diet Planning o High Protein diet o Diabetic diet Insulin administration Monitoring GRBS		

## II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

### A. Skill Lab

#### Use of manikins and simulators

- Nasogastric aspiration
- Surgical dressing
- Suture removal
- Colostomy care/ileostomy care
- Enteral feeding

### B. Clinical Postings

Clinical area / unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General surgical wards	4	Develop skill in caring for patients during pre- and post-operative period Assist with diagnostic procedures Develop skill in managing patient with Gastro-intestinal Problems	Pre-Operative care * Immediate Post-operative care Post-operative exercise Pain assessment Pain Management Assisting diagnostic procedure and after care of patients undergoing o Colonoscopy o ERCP o Endoscopy o Liver Biopsy	Care study – 1 * Health teaching	Clinical evaluation, OSCE * Care study . Care note/ Clinical presentation

		Develop skill in wound management	Nasogastric aspiration Gastrostomy/Jejunostomy feeds Ileostomy/Colostomy care Surgical dressing Suture removal Surgical soak Sitz bath Care of drain		
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### III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

#### A. Skill Lab

##### Use of manikins and simulators

- Cardiovascular assessment
- Interpreting ECG
- BLS/BCLS
- CPR
- ABG analysis
- Taking blood sample
- Arterial blood gas analysis — interpretation

#### B. Clinical Postings

Clinical area /unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Cardiology wards	2	Develop skill in management of patients with cardiac problems Develop skill in management of patients with disorders of Blood	. Cardiac monitoring * Recording and interpreting ECG * Arterial blood gas analysis — interpretation Administer cardiac drugs . Preparation and after care of patients for cardiac catheterization CPR Collection of blood sample for:	Cardiac assessment – 1 * Drug presentation_1	Clinical evaluation * Drug presentation



			Blood grouping/cross matching Blood sugar Serum electrolytes Assisting with blood transfusion * Assisting for bone marrow aspiration Application of anti-embolism stockings (TED hose) Application/maintenance of sequential Compression device		
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#### IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM

##### A. Skill Lab

- Use of manikins and simulators
- Application of topical medication

##### B. Clinical Postings

Clinical area / unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Dermatology wards	1	Develop skill in management of patients with disorders of integumentary system	Intradermal injection-Skin allergy testing Application of topical medication Medicated bath		Clinical evaluation

**V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES**

**A. Skill Lab**

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

**B. Clinical Postings**

<b>Clinical area / unit</b>	<b>Duration (Weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
Isolation ward	1	Develop skill in the management of patients requiring isolation	Barrier Nursing Reverse barrier nursing Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices)	Care Note - 1	Clinical evaluation Care note

**VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS**

**A. Skill Lab**

- Use of manikins and simulators**
- Range of motion exercises
- Muscle strengthening exercises
- Crutch walking

### B. Clinical Postings

Clinical area/ unit	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
<b>Duration (Weeks)- 2</b>				
Orthopedic wards	Develop skill in management of patients with musculoskeletal problems	Preparation of patient with Myelogram/CT/MRI Assisting with application & removal of POP/Cast Preparation, assisting and after care of patient with Skin	Care Note – 1	Clinical evaluation, Care Note
		traction/ skeletal traction Care of orthotics Muscle strengthening exercises Crutch walking Rehabilitation		

### VII. Nursing management of patients in the operating rooms

#### A. Skill Lab : Use of manikins and simulators

Scrubbing, gowning and gloving

Orient to instruments for common surgeries

Orient to suture materials

Positioning

#### B. Clinical Postings

Clinical area / unit	Learning Outcomes	Procedural Competencies / Clinical Skills	Clinical Requirements	Assessment Methods
<b>Duration (Weeks) - 4</b>				
4	Develop skill in caring for intra-operative patients	Position and draping * Preparation of operation table * Set up of trolley with instrument Assisting in major and minor operation Disinfection and sterilization of equipment Scrubbing procedures – Gowning, masking and gloving Intra operative monitoring	Assist as circulatory nurse – 4 Positioning & draping – 5 . Assist as scrub nurse in major surgeries – 4 Assist as scrub nurse in minor surgeries – 4	Clinical evaluation * OSCE



**SEMESTER - IV**

## **PHARMACOLOGY – II**

### **INCLUDING FUNDAMENTALS OF PRESCRIBING MODULE**

#### **PLACEMENT: IV SEMESTER**

**THEORY:** 3 Credits (60 hours)

**DESCRIPTION:** This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics & nursing implications. Further it develops understanding of fundamental principles of prescribing in students.

#### **COMPETENCIES:**

On completion of the course, the students will be able to

1. Explain the drugs used in the treatment of ear, nose, throat and eye disorders.
2. Explain the drugs used in the treatment of urinary system disorders.
3. Describe the drugs used in the treatment of nervous system disorders.
4. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.
5. Explain the drugs used to treat emergency conditions and immune disorders.
6. Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology.
7. Demonstrate understanding about the drugs used in alternative system of medicine.
8. Demonstrate understanding about the fundamental principles of prescribing.

**COURSE OUTLINE**

**T — Theory**

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Teaching/ Learning Activities</b>	<b>Assessment Methods</b>
<b>I</b>	4 (T)	Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	<b>Drugs used in disorders of ear, nose, throat &amp; Eye</b> Antihistamines Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity- chlorhexidine mouthwash Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	Lecture cum Discussion Drug study/ presentation	Short answer . Objective type
<b>II</b>	4 (T)	Describe drugs acting on urinary system & nurse's responsibilities	<b>Drugs used on urinary system</b> Pharmacology of commonly used drugs o Renin angiotensin system o Diuretics and antidiuretics o Drugs toxic to kidney o Urinary antiseptics o Treatment of UTI – acidifiers and alkalinizers	Lecture cum Discussion Drug study/ presentation	Short answer Objective type

			Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse		
<b>III</b>	10 (T)	Describe drugs used on nervous system & nurse's responsibilities	<b>Drugs acting on nervous system</b> * Basis & applied pharmacology of commonly used drugs Analgesics and anaesthetics o Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs o Antipyretics o Opioids & other central analgesics General (techniques of GA, pre anesthetic medication) & local anesthetics Gases: oxygen, nitrous, oxide, carbon-dioxide & others Hypnotics and sedatives Skeletal muscle relaxants Antipsychotics o Mood stabilizers	Lecture cum Discussion Drug study/ presentation	Short answer * Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Antidepressants Antianxiety Drugs Anticonvulsants Drugs for neurodegenerative disorders & miscellaneous drugs Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse		
<b>IV</b>	5 (T)	Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities	<b>Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy</b> Estrogens and progesterones o Oral contraceptives and hormone replacement therapy Vaginal contraceptives Drugs for infertility and medical termination of	Lecture cum Discussion Drug study/ presentation	Short answer . Objective type



			pregnancy o Uterine stimulants and relaxants Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse		
<b>V</b>	3 (T)	Develop understanding about important drugs used for women before, during and after labour	<b>Drugs used for pregnant women during antenatal, labour and postnatal period</b> Tetanus prophylaxis Iron and Vit K1 supplementation Oxytocin, Misoprostol Ergometrine Methyl prostaglandin F2-alpha Magnesium sulphate Calcium gluconate	Lecture cum Discussion Drug study/ presentation	Short answer Objective type
<b>VI</b>	10 (T)	Describe drugs used in deaddiction, emergency, poisoning, vitamins & minerals supplementation drugs used for immunization & immune-suppression & nurse's responsibilities	<b>Miscellaneous</b> Drugs used for deaddiction Drugs used in CPR and emergency-adrenaline, Chlorpheniramine , hydrocortisone, Dexamethasone IV fluids & electrolytes replacement . Common	Lecture cum Discussion Drug study/ presentation	Short answer . Objective type

			poisons, drugs used for treatment of poisoning o Activated charcoal		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Ipecac Antidotes, Anti-snake venom (ASV) Vitamins and minerals supplementation Vaccines & sera (Universal immunization program schedules) Anticancer drugs: Chemotherapeutic drugs commonly used Immuno-suppressants and Immunostimulants		
<b>VII</b>	4 (T)	Demonstrate awareness of common drugs used in alternative system of medicine	<b>Introduction to drugs used in alternative systems of medicine</b> * Ayurveda, Homeopathy, Unani and Siddha etc. Drugs used for common ailments	Lecture cum Discussion * Observational visit	Short answer Objective J type
<b>VIII</b>	20 (T)	Demonstrate understanding about fundamental principles of prescribing	<b>Fundamental principles of prescribing</b> * Prescriptive role of nurse practitioners: Introduction	Completion of module on Fundamental principles of prescribing	Short answer * Assignments evaluation

			Legal and ethical issues related to prescribing Principles of prescribing Steps of prescribing Prescribing competencies		
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## **PATHOLOGY - II AND GENETICS**

**PLACEMENT:** IV SEMESTER

**THEORY:** 1 Credit (20 hours) (Includes lab hours also)

**DESCRIPTION:** This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.

### **COMPETENCIES:**

On completion of the course, the students will be able to

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology
2. Rationalize the various laboratory investigations in diagnosing pathological disorders
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests
4. Apply the knowledge of genetics in understanding the various pathological disorders
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

**COURSE OUTLINE**

**T — Theory**

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Teaching/ Learning Activities</b>	<b>Assessment Methods</b>
<b>I</b>	5 (T)	Explain pathological changes in disease conditions of various systems	<p><b>Special Pathology: Pathological changes in disease conditions of selected systems</b></p> <p><b>1. Kidneys and Urinary tract</b>                      Glomerulonephritis                      * Pyelonephritis                      Renal calculi                      Cystitis                      Renal Cell Carcinoma                      Renal Failure (Acute and Chronic)</p> <p><b>2. Male genital systems</b>                      Cryptorchidism                      Testicular atrophy                      Prostatic hyperplasia                      Carcinoma penis and Prostate.</p> <p><b>3. Female genital system</b>                      Carcinoma cervix                      Carcinoma of endometrium                      Uterine fibroids                      Vesicular mole and Choriocarcinoma                      Ovarian cyst and tumors</p> <p><b>4. Breast</b>                      Fibrocystic changes                      Fibroadenoma                      Carcinoma of the Breast</p> <p><b>5. Central nervous system</b>                      Meningitis.                      Encephalitis                      Stroke                      Tumors of CNS</p>	. Lecture * Discussion Explain using slides, X-rays and scans* Visit to pathology lab, endoscopy unit and OT	Short answer * Objective type

<b>II</b>	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	<b>Clinical Pathology</b> Examination of body cavity fluids: o Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests	Lecture . Discussion . Visit to clinical lab and biochemistry lab	Short answer Objective type
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<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Teaching/ Learning Activities</b>	<b>Assessment Methods</b>
			Analysis of semen: o Sperm count, motility and morphology and their importance in infertility Urine: o Physical characteristics, Analysis, Culture and Sensitivity Faeces: o Characteristics o Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. o Methods and collection of urine and faeces for various tests		

**GENETICS**  
**COURSE OUTLINE**  
**T — Theory**

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Teaching/ Learning Activities</b>	<b>Assessment Methods</b>
<b>I</b>	2 (T)	Explain nature, principles and perspectives of heredity	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>. Practical application of genetics in nursing</li> <li>Impact of genetic condition on families</li> <li>Review of cellular division: mitosis and meiosis</li> <li>Characteristics and structure of genes</li> <li>Chromosomes: sex determination</li> <li>Chromosomal aberrations</li> <li>Patterns of inheritance</li> <li>Mendelian theory of inheritance</li> <li>Multiple allots and blood groups</li> <li>Sex linked inheritance</li> <li>Mechanism of inheritance</li> <li>Errors in transmission (mutation)</li> </ul>	Lecture Discussion Explain using slides	Short answer Objective type
<b>II</b>	2 (T)	Explain maternal, prenatal and genetic influences on development of defects and diseases	<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: genetic and infections</li> <li>Consanguinity atopy</li> <li>Prenatal nutrition and food allergies</li> <li>Maternal age</li> </ul>	Lecture Discussion Explain using slides	Short answer Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Maternal drug therapy Prenatal testing and diagnosis Effect of Radiation, drugs and chemicals Infertility Spontaneous abortion Neural Tube Defects and the role of folic acid in lowering the risks Down syndrome (Trisomy 21)		
<b>III</b>	2 (T)	Explain the screening methods for genetic defects and diseases in neonates and children	<b>Genetic testing in the neonates and children</b> Screening for Congenital abnormalities Developmental delay Dysmorphism	Lecture Discussion Explain using slides	Short answer Objective type J
<b>IV</b>	2 (T)	Identify genetic disorders in adolescents and adults	<b>Genetic conditions of adolescents and adults</b> Cancer genetics: Familial cancer Inborn errors of metabolism Blood group alleles and hematological disorder Genetic haemochromatosis Huntington's disease Mental illness	Lecture Discussion Explain using slides	Short answer Objective type
<b>V</b>	2 (T)	Describe the role of nurse in genetic services and counselling	<b>Services related to genetics</b> Genetic testing Gene therapy Genetic counseling Legal and Ethical issues Role of nurse	Lecture Discussion	Short answer Objective type

**ADULT HEALTH NURSING - II WITH INTEGRATED  
PATHOPHYSIOLOGY INCLUDING GERIATRIC NURSING  
AND PALLIATIVE CARE MODULE**

**PLACEMENT:** IV SEMESTER **THEORY:** 7 Credits (140 hours) **PRACTICUM:**  
Lab/Skill Lab (SL): 1 Credit (40 hours) Clinical: 6 Credits (480 hours)

**DESCRIPTION:** This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative and rehabilitative care to adult patients with various Medical Surgical disorders.

**COMPETENCIES:** On completion of the course the students will apply nursing process and critical thinking in delivering holistic nursing care with selected Medical and Surgical conditions.

At the completion of Adult Health Nursing II course, students will

1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders.
2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection.
3. Identify diagnoses, list them according to priority and formulate nursing care plan.
4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
5. Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
9. Identify the drugs used in treating patients with selected medical surgical conditions.
10. Plan and provide relevant individual and group education on significant medical surgical topics.
11. Maintain safe environment for patients and the health care personnel in the hospital.



**COURSE OUTLINE**  
**T — Theory, L/SL — Lab/Skill Lab**

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Teaching/ Learning Activities</b>	<b>Assessment Methods</b>
<b>I</b>	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders	<p><b>Nursing management of patient with disorders of Ear, Nose and Throat</b> (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management)</p> <p>Review of anatomy and physiology of the ear, nose and throat</p> <p>History, physical assessment, and diagnostic tests</p> <p><b>Ear</b></p> <p>External ear: deformities otalgia, foreign bodies and tumors</p> <p>Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors</p> <p>Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors</p> <p>Upper respiratory airway infections: Rhinitis, sinusitis,</p>	Lecture and discussion * Demonstration of hearing aids, nasal packing, medication administration * Visit to audiology and speech clinic	MCQ * Short answer Essay OSCE * Assessment of skill (using checklist) Quiz Drug book

			tonsillitis, laryngitis Epistaxis, Nasal obstruction, laryngeal obstruction Deafness and its management		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
<b>II</b>	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye Describe eye donation, banking and transplantation	<b>Nursing management of patient with disorder of eye</b> * Review of anatomy and physiology of the eye * History, physical assessment, diagnostic assessment <b>Eye Disorders</b> Refractive errors Eyelids: infection, deformities Conjunctiva: inflammation and infection bleeding Cornea: inflammation and infection Lens: cataract Glaucoma Retinal detachment Blindness Eye donation, banking and transplantation	Lecture and discussion * Demonstration of visual aids, lens, medication administration * Visit to eye bank	MCQ . Short Essay OSCE * Drug book

<b>III</b>	15 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders Demonstrate skill in genitourinary assessment Prepare patient for genitourinary investigations Prepare and provide health education on prevention of renal calculi	<b>Nursing management of patient with Kidney and Urinary problems</b> Review of Anatomy and physiology of the genitourinary system * History, physical assessment, diagnostic tests Urinary tract infections: acute, chronic, lower, upper * Nephritis, nephrotic syndrome Renal calculi Acute and chronic renal failure Disorders of ureter, urinary bladder and Urethra * Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy	Lecture cum Discussion * Demonstration Case Discussion * Health education Drug book * Field visit – Visits hemodialysis unit	MCQ Short Note * Long essay * Case report Submits health teaching on prevention of urinary calculi
<b>IV</b>	6 (T)	Explain the etiology, pathophysiology, clinical manifestations,	<b>Nursing management of disorders of male reproductive</b>	Lecture, Discussion Case Discussion Health	Short essay

		diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders	<b>system</b> Review of Anatomy and physiology of the male reproductive system . History, Physical Assessment, Diagnostic tests Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and	education	
			Orchitis Sexual dysfunction, infertility, contraception Male Breast Disorders: gynecomastia, tumor, climacteric changes		
<b>V</b>	10 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	<b>Nursing management of patient with burns, reconstructive and cosmetic surgery</b> * Review of anatomy and physiology of the skin and connective tissues * History, physical assessment,	Lecture and discussion * Demonstration of burn wound assessment, vacuum dressing and fluid calculations Visit to burn rehabilitation centers	OSCE . Short notes

			assessment of burns and fluid & electrolyte loss Burns Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment Legal and ethical aspects Special therapies: LAD, vacuumed dressing, Laser, liposuction, skin health rejuvenation, use of derma filters		
<b>VI</b>	16 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	<b>Nursing management of patient with neurological disorders</b> Review of anatomy and physiology of the neurological system * History, physical and neurological	Lecture and discussion * Demonstration of physiotherapy, neuro assessment, tracheostomy care Visit to rehabilitation center, long term care clinics, EEG,	OSCE Short notes Essay * Drug book

			<p>assessment, diagnostic tests Headache, Head injuries Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia * Spinal cord compression: herniation of in vertebral disc Intra cranial and cerebral aneurysms Meningitis, encephalitis, brain, abscess, neuro- cysticercosis Movement disorders: Chorea, Seizures &amp; Epilepsies Cerebrovascul ar disorders: CVA Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia Peripheral Neuropathies Degenerative diseases: Alzheimer's disease, Parkinson's disease Guillain-</p>	NCV study unit,	
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			Barré syndrome, Myasthenia gravis & Multiple sclerosis		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Rehabilitation of patient with neurological deficit		
<b>VII</b>	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders Prepare and provides health education on prevention of HIV infection and rehabilitation Describe the national infection control programs	<b>Nursing management of patients with Immunological problems</b> * Review of Immune system Nursing Assessment: History and Physical assessment HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS . Role of Nurse; Counseling, Health education and home care consideration and rehabilitation National AIDS Control Program – NACO, various national and	Lecture, discussion Case Discussion/ seminar Refer Module on HIV/AIDS	

			international agencies for infection control		
<b>VII I</b>	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments	<b>Nursing management of patient with Oncological conditions</b> * Structure and characteristics of normal and cancer cells * History, physically assessment, diagnostic tests Prevention screening early detections warning sign of cancer . Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain,	Lecture and discussion * Demonstration of chemotherapy preparation and administration Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit Completion of palliative care	OSCE * Essay * Quiz * * Drug book Counseling, health teaching



			Spinal cord. Oncological emergencies Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy , Gene therapy Psychological aspects of cancer: anxiety, depression, insomnia, anger * Supportive care Hospice care		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				module during clinical hours (20 hours)	
<b>IX</b>	15 (T) 4 (L/SL)	Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of	<b>Nursing management of patient in Emergency and Disaster situations</b> <b>Disaster Nursing</b> . Concept and principles of disaster nursing, Related Policies Types of	Lecture and discussion * Demonstration of disaster preparedness (Mock drill) and triaging Filed visit to local disaster management	OSCE presentations and case study

		patients with acute emergencies	disaster: Natural and manmade . Disaster preparedness: Team, guidelines, protocols, equipment, resources Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies * Principles of emergency management Medico legal aspects	centers or demo by fire extinguishers Group presentation (role play, skit, concept mapping) on different emergency care <b>Refer Trauma care management/ ATCN module</b> * Guided reading on National Disaster Management Authority (NDMA) guidelines	
X	10 (T)	Explain the Concept, physiological changes, and psychosocial problems of ageing Describe the nursing management of the elderly	<b>Nursing care of the elderly</b> * History and physical assessment * Aging process and age-related body changes and psychosocial aspects * Stress and	Lecture and discussion * Demonstration of communication with visual and hearing impaired Field visit to old age	OSCE * Case presentations * Assignment on family systems of India focusing on geriatric population

			<p> coping in elder patient  . Psychosocial and sexual abuse of elderly  Role of family and formal and non- formal caregivers  Use of aids and prosthesis (hearing aids, dentures)  Legal and ethical issues  National programs for elderly, privileges, community programs and health services  Home and institutional care </p>	homes	
<b>XI</b>	15 (T) 8 (L/SL)	<p> Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units </p>	<p> <b>Nursing management of patients in critical Care units</b>  Principles of critical care nursing  Organization: physical set-up, policies, staffing norms  Protocols, equipment and supplies </p>	<p> Lecture and discussion  Demonstration on the use of mechanical ventilators, cardiac monitors etc.  * Clinical practice in </p>	<p> Objective type. Short notes  Case presentations  . Assessment of skill on monitoring of </p>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other Advanced Cardiac Life support Nursing management of critically ill patient Transitional care Ethical and Legal Aspects Breaking Bad News to Patients and/or their families: Communication with patient and family End of life care	Different ICUs Written assignment on	patients in ICU. ethical and legal issues in critical care
<b>XII</b>	5 (T)	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/ industrial health disorders	<b>Nursing management of patients occupational and industrial disorders</b> * History, physical examination, Diagnostic tests Occupational diseases and management	Lecture and discussion * Industrial visit	Assignment on industrial health hazards

## **CLINICAL PRACTICUM**

**CLINICAL PRACTICUM : 6 Credits (480 Hours) — 20 weeks × 24 hours**

**PRACTICE COMPETENCIES:** On completion of the clinical practicum, the students will develop proficiency in applying nursing process and critical thinking in rendering holistic nursing care including rehabilitation to the adult/geriatric patients admitted in Critical Care Units, undergoing cosmetic and reconstructive surgery and with selected medical & surgical disorders of ear, nose, throat, eye, Genitourinary, reproductive, immunologic, nervous systems and in emergency/disaster conditions. The students will be competent to

1. Utilize the nursing process in providing care to the sick adults in the hospital
  - a. Perform complete health assessment to establish a data base for providing quality patient care.
  - b. Integrate the knowledge of diagnostic tests in patient assignment.
  - c. Identify nursing diagnoses and list them according to priority.
  - d. Formulate nursing care plan, using problem solving approach.
  - e. Apply scientific principles while giving nursing care to patients.
  - f. Develop skill in performing nursing procedures applying scientific principle.
  - g. Establish/develop interpersonal relationship with patients and family members.
  - h. Evaluate the expected outcomes and modify the plan according to the patient needs.
2. Provide comfort and safety to adult patients in the hospital.
3. Maintain safe environment for patients during hospitalization.
4. Explain nursing actions appropriately to the patients and family members.
5. Ensure patient safety while providing nursing procedures.
6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.
7. Provide pre, intra and post-operative care to patients undergoing surgery.
8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders.
9. Integrate evidence-based information while giving nursing care to patients.
10. Demonstrate the awareness of legal and ethical issues in nursing practice.

## I. NURSING MANAGEMENT OF PATIENTS WITH ENT DISORDERS

### A. Skill Lab

#### Use of manikins and simulators

Tracheostomy care

Instilling Ear and Nasal medications

Bandage application

### B. Clinical Postings

Clinical area / unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ENT Ward and OPD	2	Provide care to patients with ENT disorders Educate the patients and their families	Examination of ear, nose, throat and History taking Applying bandages to Ear, Nose Tracheostomy care Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures o Auditory screening tests o <b>Audiometric tests</b> Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing Preparation and after care of patients undergoing ENT surgical procedures Instillation of drops / medication	ENT assessment –1 Case study/ Clinical presentation – 1	Clinical evaluation OSCE Case report * study/ Clinical presentation

## II. NURSING MANAGEMENT OF PATIENTS WITH EYE CONDITIONS

### A. Skill Lab

#### Use of manikins and simulators

Instilling Eye medications

Eye irrigation

Eye bandage

### B. Clinical Postings

Clinical area /unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Ophthalmology unit	2	Develop skill in providing care to patients with Eye disorders Educate the patients and	History taking, Examination of eyes and interpretation Assisting procedures o Visual acuity o Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, o Refraction tests	Eye assessment – 1 Health teaching Case study/ Clinical Presentation– 1	Clinical evaluation OSCE Clinical presentation
		their families	Pre and post-operative care Instillation of drops/ medication Eye irrigation Application of eye bandage Assisting with foreign body removal		

## III. NURSING MANAGEMENT OF PATIENTS WITH KIDNEY AND URINARY SYSTEM DISORDERS

### A. Skill Lab

#### Use of manikins and simulators

Assessment: kidney & urinary system

Preparation: dialysis

Catheterization and care

**B. Clinical Postings**

<b>Clinical area / unit</b>	<b>Duration (weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
Renal ward/ nephrology ward including Dialysis unit	2	Develop skill in Management of patients with urinary, male reproductive problems	Assessment of kidney and urinary system <ul style="list-style-type: none"> <li>o History taking</li> <li>o Physical examination</li> <li>o Testicular self-examination</li> <li>o digital rectal exam</li> </ul> Preparation and assisting with diagnostic and therapeutic procedures <ul style="list-style-type: none"> <li>o Cystoscopy,</li> <li>Cystometrogram,</li> <li>o Contrast studies: IVP etc.</li> <li>o Peritoneal dialysis</li> <li>o Hemodialysis,</li> <li>o Lithotripsy</li> <li>o Specific tests: Semen analysis, gonorrhoea test, Renal/ Prostate Biopsy etc.</li> </ul> Catheterization: care Bladder irrigation I/O recording and monitoring Ambulation and exercise	Assessment – 1 Drug presentation – 1 Care study/ Clinical presentation –1 Preparing and assisting in hemodialysis	Clinical evaluation Care plan OSCE Quiz Drug presentation



**IV. NURSING MANAGEMENT OF PATIENTS WITH BURNS AND RECONSTRUCTIVE SURGERY A. SKILL LAB**

**Use of manikins and simulators**

Assessment of burns wound

Wound dressing

**B. Clinical Postings**

<b>Clinical area /unit</b>	<b>Duration (weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies / Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
Burns unit/ reconstructive surgical unit	2	Develop skill in burns assessment and providing care to Patients with different p types of burns Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries	Assessment of burns First aid of burns Fluid &electrolyte replacement therapy Skin care Care of Burn wounds – Bathing – Dressing Pre-operative and post-operative care of patients Caring of skin graft and post cosmetic surgery Rehabilitation	burn wound assessment – 1 care study/case presentation – 1	Clinical evaluation, Care study/case report

**V. NURSING MANAGEMENT OF PATIENTS WITH NEUROLOGICAL DISORDERS**

**A. Skill Lab**

**Use of manikins and simulators**

Range of motion exercises

Muscle strengthening exercises

Crutch walking

**B. Clinical Postings**

<b>Clinical area/unit</b>	<b>Duration (weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
Neurology-medical/ Surgery wards	3	Develop skill in of patients Management with Neurological problems	History taking; Neurological Examination Patient monitoring Prepare and assist for various invasive and non-invasive diagnostic procedures Range of motion exercises, muscle strengthening Care of medical, surgical and rehabilitative patients	<ul style="list-style-type: none"> <li>• euro-assessment –1 Case study/ case presentation – 1 Drug presentation – 1</li> </ul>	Clinical evaluation Neuro assessment OSCE Case report/ presentations

**VI. NURSING MANAGEMENT OF PATIENTS WITH IMMUNOLOGICAL DISORDERS**

**A. SKILL LAB**

Barrier Nursing

Reverse Barrier Nursing

**B. Clinical Postings**

<b>Clinical area / unit</b>	<b>Duration (weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
Isolation ward/ Medical ward	1	Develop skill in the Management of patients with immunological disorders	History taking Immunological status assessment (e.g. HIV) and Interpretation of specific tests Caring of patients with low immunity Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills	Assessment of immune status Teaching of isolation to patient and family care givers Nutritional management Care Note – 1	Care note Quiz Health Teaching

**VII. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF ONCOLOGICAL CONDITIONS**

**A. Skill Lab**

Use of manikins and simulators

Application of topical medication

Administration of chemotherapy

**B. Clinical Postings**

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Oncology wards (including day care radiotherapy unit)	3	Develop skill in providing care to patients with oncological disorders	History taking & physical examination of cancer patients Screening for common cancers: TNM classification Preparation, assisting and after care patients undergoing diagnostic procedures — Biopsies/FNAC — Pap smear — Bone-marrow aspiration Various modalities of treatment — Chemotherapy — Radiotherapy — Pain management — Stoma therapy — Hormonal therapy — Immuno therapy — Gene therapy	Assessment – 1 Care study/clinical presentation – 1 Pre and post-operative care of patient with various modes of cancer treatment Teaching on BSE to family members Visit to palliative care unit	Clinical evaluation Care study Quiz Drug book

			— Alternative therapy Stoma care and feeding Caring of patients treated with nuclear medicine Rehabilitation		
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### VIII. NURSING MANAGEMENT OF PATIENTS IN EMERGENCY CONDITIONS

#### A. Skill Lab

##### Use of manikins and simulators

Assessment: primary and secondary survey

Trauma care: bandaging, wound care, splinting, positions

#### B. Clinical Postings

Clinical area / unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical skills	Clinical Requirements	Assessment Methods
Emergency room/ Emergency unit	2	Develop skill in providing care to patients with emergency health problems	Practicing 'triage' Primary and secondary survey in emergency Examination, investigations & their interpretations, in emergency & disaster situations Emergency care of medical and traumatic injury patients Documentations, assisting in legal procedures in emergency unit Managing crowd Counseling the patient and family in dealing with grieving & bereavement	Triage Immediate care Use of emergency trolley	Clinical evaluation Quiz

**IX. NURSING MANAGEMENT OF GERIATRIC PATIENTS**

**A. Skill Lab**

Use of manikins and simulators

Use of assistive safety devices

**B. Clinical Postings**

<b>Clinical area/ unit</b>	<b>Duration (weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
Geriatric ward	1	Develops skill in geriatric assessment and providing care to patients with geriatric illness	History taking and assessment of Geriatric patient	Geriatric assessment – 1 Care of normal and geriatric patient with illness Fall risk assessment – 1 Functional status assessment – 1	Clinical evaluation Care plan

**X. NURSING MANAGEMENT OF PATIENTS IN CRITICAL CARE UNITS**

**A. SKILL LAB**

**Use of manikins and simulators**

Assessment critically ill

ET tube set up –suction

TT suction

Ventilator set up

Chest drainage

Bag mask ventilation

Central & Peripheral line

Pacemaker

**B. Clinical Postings**

<b>Clinical area/unit</b>	<b>Duration (weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
Critical Care Unit	2	Develop skill in assessment of critically ill and providing care to patients with critical health conditions	<p>Assessment of critically ill patients</p> <p>'Assisting in arterial puncture, ET Tube intubation &amp; extubation</p> <p>* ABG analysis &amp; interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis</p> <p>* Setting up of Ventilator modes and settings and care of patient on a ventilator</p> <p>Set up of trolley with instruments</p> <p>Monitoring and maintenance of Chest drainage system</p> <p>Bag and mask ventilation</p> <p>Assisting and maintenance of Central and peripheral lines</p> <p>invasive</p> <p>Setting up of infusion pump, defibrillator, Drug administration- infusion, intracardiac, intrathecal, epidural,</p> <p>Monitoring pacemaker</p> <p>ICU care bundle</p> <p>Management of the dying patient in the ICU</p>	<p>Hemodynamic monitoring</p> <p>* Different scales used in ICU</p> <p>. Communicating with critically ill patients</p>	<p>Clinical evaluation</p> <p>* OSCE</p> <p>RASS scale assessment</p> <p>* Use of VAE bundle VAP, CAUTI, BSI</p> <p>. Case Presentation</p>

## **PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS**

### **INCLUDING BIOETHICS PLACEMENT: IV SEMESTER**

**THEORY:** 1 Credit (20 hours)

**DESCRIPTION:** This course is designed to help students to develop an understanding of professionalism and demonstrate professional behavior in their workplace with ethics and professional values. Further the students will be able to identify ethical issues in nursing practice and participate effectively in ethical decision making along with health team members.

#### **COMPETENCIES:**

On completion of this course, the students will be able to

1. Describe profession and professionalism.
2. Identify the challenges of professionalism.
3. Maintain respectful communication and relationship with other health team members, patients and society.
4. Demonstrate professional conduct.
5. Describe various regulatory bodies and professional organizations related to nursing.
6. Discuss the importance of professional values in patient care.
7. Explain the professional values and demonstrate appropriate professional values in nursing practice.
8. Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting.
9. Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.
10. Advocate for patients' wellbeing, professional growth and advancing the profession.
11. Identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare.
12. Apply knowledge of ethics and bioethics in ethical decision making along with health team members.
13. Protect and respect patient's rights.

**COURSE OUTLINE**

**T — Theory**

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Teaching/ Learning Activities</b>	<b>Assessment Methods</b>
<b>I</b>	5 (T)	Discuss nursing as a profession Describe the concepts and attributes of professionalism Identify the challenges of professionalism Maintain respectful communication and relationship with other health team members, patients and society Demonstrate professional conduct Respect and maintain professional boundaries between patients, colleagues and society Describe the roles and responsibilities of regulatory bodies and professional organizations	<b>PROFESSION ALISM</b> <b>Profession</b> Definition of profession Criteria of a profession Nursing as a profession <b>Professionalism</b> Definition and characteristics of professionalism Concepts, attributes and indicators of professionalism Challenges of professionalism o Personal identity vs professional identity o Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records o Communication & Relationship with team members: Respectful and open communication and relationship	Lecture cum Discussion Debate Role play Case based discussion Lecture cum Discussion Visit to INC, SNC, TNAI	Short answer Essay Objective type Visit reports



			<p>pertaining to relevant interests for ethical decision making</p> <ul style="list-style-type: none"> <li>o Relationship with patients and society</li> </ul> <p><b>Professional Conduct</b>  Following ethical principles  Adhering to policies, rules and regulation of the institutions  Professional etiquettes and behaviours  Professional grooming:  Uniform, Dress code  Professional boundaries:  Professional relationship with the patients, caregivers and team members</p> <p><b>Regulatory Bodies &amp; Professional Organizations:</b>  <b>Roles &amp; Responsibilities</b>  Regulatory bodies: Indian Nursing Council, State Nursing Council  Professional Organizations:  Trained Nurses Association of India (TNAI), Student Nurses</p>		
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			Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	5 (T)	Discuss the importance of professional values Distinguish between personal values and professional values Demonstrate appropriate professional values in nursing practice	<b>PROFESSIONAL VALUES</b> Values: Definition and characteristics of values Value clarification Personal and professional values * Professional socialization: Integration of professional values with personal values <b>Professional values in nursing</b> Importance of professional values in nursing and health care Caring: definition, and process Compassion: Sympathy Vs empathy, Altruism Conscientiousness Dedication/devotion to work Respect for the person- Human dignity	Lecture cum Discussion Value clarification exercise Interactive learning * Story telling Sharing experiences Scenario based discussion	Short answer Essay Assessment of student's behavior with patients and families

			Privacy and confidentiality: Incidental disclosure Honesty and integrity: Truth telling Trust and credibility: Fidelity, Loyalty Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession		
<b>III</b>	10 (T)	Define ethics & bioethics Explain ethical principles Identify ethical concerns Ethical issues and dilemmas in health care	<b>ETHICS &amp; BIOETHICS</b> <b>Definitions: Ethics, Bioethics and Ethical Principles</b> Beneficence * Non-maleficence: Patient safety, protecting patient from harm, Reporting errors Justice: Treating each person as equal Care without discrimination, equitable access to care and safety of the public Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice <b>Ethical issues and ethical dilemma:</b> <b>Common ethical problems</b> * Conflict of interest Paternalism Deception Privacy and confidentiality	Lecture cum discussion Group discussion with examples * Flipping/self-directed learning * Role play Story telling * Sharing experiences Case based Clinical discussion * Role modeling Group exercise on ethical decision-making following steps on a given scenario Assignment	Short answer Essay Quiz * Reflective diary Case report Attitude test Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions</p> <p>Explain code of ethics stipulated by ICN and INC</p>	<p>Valid consent and refusal</p> <p>Allocation of scarce nursing resources</p> <p>Conflicts concerning new technologies</p> <p>Whistle-blowing</p> <p>Beginning of life issues</p> <p>Abortion</p> <p>Substance abuse</p> <p>Fetal therapy</p> <p>Selective deduction</p> <p>Intrauterine treatment of fetal conditions</p> <p>Mandated contraception</p> <p>Fetal injury</p> <p>Infertility treatment</p> <p>End of life issues</p> <p>End of life</p> <p>Euthanasia</p> <p>Do Not Resuscitate (DNR)</p> <p>Issues related to psychiatric care</p> <p>Non compliance</p> <p>Restrain and seclusion</p> <p>Refuse to take food</p>		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Discuss the rights of the patients and families to make decisions about health care</p> <p>Protect and respect patients' rights</p>	<p><b>Process of ethical decision making</b></p> <p>Assess the situation (collect information)</p> <p>Identify the ethical problem</p> <p>Identify the alternative decisions</p> <p>Choose the solution to the ethical decision</p> <p>Implement the decision</p> <p>Evaluate the decision</p> <p><b>Ethics committee:</b></p> <p><b>Roles and responsibilities</b></p> <p>Clinical decision making</p> <p>Research</p> <p><b>Code of Ethics</b></p> <p>International Council of Nurses (ICN)</p> <p>Indian Nursing Council</p> <p><b>Patients' Bill of Rights-17 patients' rights (MoH&amp;FW, GoI)</b></p> <ol style="list-style-type: none"> <li>1. Right to emergency medical care</li> <li>2. Right to safety and quality care according to standards</li> <li>3. Right to preserve dignity</li> <li>4. Right to nondiscrimination</li> </ol>		

		<p>5.Right to privacy and confidentiality</p> <p>6.Right to information</p> <p>7.Right to records and reports</p> <p>8.Right to informed consent</p> <p>9.Right to second opinion</p> <p>10.Right to patient education</p> <p>11.Right to choose alternative treatment options if available</p> <p>12.Right to choose source for obtaining medicines or tests</p> <p>13.Right to proper referral and transfer, which is free from perverse commercial influences</p> <p>14.Right to take discharge of patient or receive body of deceased from hospital</p> <p>15.Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure</p> <p>16.Right to protection for patients involved in clinical trials, biomedical and health research</p> <p>17.Right to be heard and seek redressal</p>	
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**INTERNAL ASSESSMENT GUIDELINES  
THEORY**

- I. CONTINUOUS ASSESSMENT: 10 marks**
1. Attendance—**2 marks** (95-100%:2marks,90-94:1.5marks,85-89:1mark,80-84:0.5mark, <80:0)
  2. Written assignments (Two)—**10 marks**
  3. Seminar / microteaching / individual presentation (Two)—**12 marks**
  4. Group project/work/report – **6 marks Total=30/3=10**  
If there is mandatory module in that semester, marks obtained by student out of 10 can be added to 30 totalling 40 marks  
Total = 40/4 = 10 marks
- II. SESSIONAL EXAMINATIONS: 15 Marks**  
Two sessional exams per course  
**Exam pattern:** MCQ—4×1=4  
Essay—1×10=10  
Short—2×5=10  
Very Short—3×2=6  
**30 marks × 2=60/4 =15**

**PRACTICAL**

- I. CONTINUOUS ASSESSMENT : 10 Marks**
1. Attendance—**2 marks** (95-100%:2marks,90-94:1.5marks,85-89:1mark, 80-84:0.5mark, <80:0)
  2. Clinical assignments –**10 marks** (Clinical presentation—3, drug presentation & report—2, case study report—5)
  3. Continuous evaluation of clinical performance—**10 marks**
  4. End of posting OSCE –**5 marks**
  5. Completion of procedures and clinical requirements – **3 marks**  
**Total=30/3 =10**
- II. SESSIONAL EXAMINATIONS: 15 marks Exam pattern:**  
OSCE—10marks(2-3hours)  
DOP—20 marks(4-5hours)  
{DOP—Directly observed practical in the clinical setting}  
**Total=30/2=15**

**Note:** For Adult Health Nursing I, Adult Health Nursing II, Community Health Nursing I & Community Health Nursing II, the marks can be calculated as per weightage. Double the weightage as 20 marks for continuous assessment and 30 for sessional exams.

## SEMESTER – III

### I. UNIVERSITY THEORY QUESTION PAPER PATTERN (For 75 marks)

#### 1. Applied Microbiology & Infection Control including Safety:

**Section A** - Applied Microbiology

**Section B** - Infection Control including Safety

**Section A (37 marks)**

MCQ –  $6 \times 1 = 6$

Essay –  $1 \times 10 = 10$

Short –  $3 \times 5 = 15$

Very Short –  $3 \times 2 = 6$

**Section B (38 marks)** MCQ –  $7 \times 1 = 7$

Essay –  $1 \times 10 = 10$

Short –  $3 \times 5 = 15$

Very Short –  $3 \times 2 = 6$

#### 2. Adult Health Nursing – I

##### THEORY

**Section A** - MCQ –  $12 \times 1 = 12$  Marks

**Section B** - Short –  $5 \times 5 = 25$  Marks

Very Short –  $4 \times 2 = 8$  Marks

**Section C** - Essay –  $2 \times 15 = 30$  Marks

##### PRACTICAL

University Practical Examination - **50 Marks**

OSCE – 15 Marks

DOP – 35 Marks



## SEMESTER – IV

### 1. Pharmacology, Pathology and Genetics

<b>Section A</b> – Pharmacology	- 38 marks,
<b>Section B</b> – Pathology	- 25 marks
<b>Section C</b> – Genetics	- 12 marks

#### **Section A** (38 marks)

MCQ –  $7 \times 1 = 7$

Essay –  $1 \times 10 = 10$

Short –  $3 \times 5 = 15$

Very Short –  $3 \times 2 = 6$

#### **Section B** (25 marks)

MCQ –  $4 \times 1 = 4$

Short –  $3 \times 5 = 15$

Very Short –  $3 \times 2 = 6$

#### **Section C** (12 marks)

MCQ –  $3 \times 1 = 3$

Short –  $1 \times 5 = 5$

Very Short –  $2 \times 2 = 4$

### 2. Adult Health Nursing – II

#### **THEORY**

**Section A** - MCQ –  $12 \times 1 = 12$  Marks

**Section B** - Short –  $5 \times 5 = 25$  Marks

Very Short –  $4 \times 2 = 8$  Marks

**Section C** - Essay –  $2 \times 15 = 30$  Marks

#### **PRACTICAL**

University Practical Examination - **50 Marks**

OSCE – 15 Marks

DOP – 35 Marks