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# INTRODUCTION




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

  
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## 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.



## 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:

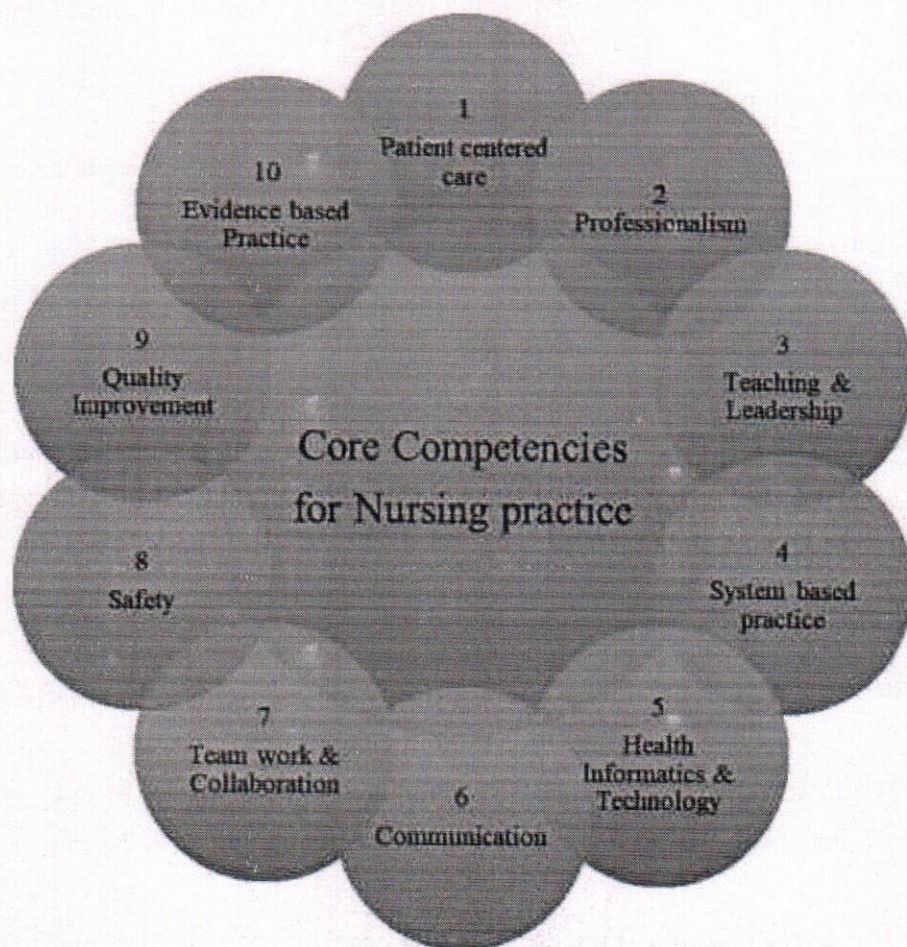
1. **Patient centered care:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing 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.



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## 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)}



## PROGRAMME STRUCTURE

V Semester	VI Semester
<ol style="list-style-type: none"> <li>1. *Child HealthNursing I</li> <li>2. Mental Health Nursing I</li> <li>3. Community Health Nursing I (including Environmental Science&amp; Epidemiology)</li> <li>4. Educational Technology/Nursing Education</li> <li>5. Introduction to Forensic Nursing and Indian Laws</li> </ol> <p><b>Mandatory Modules</b></p> <p>*Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part ofChild Health Nursing</p>	<ol style="list-style-type: none"> <li>1. Child HealthNursing II</li> <li>2. Mental HealthNursing II</li> <li>3. Nursing Management &amp;Leadership</li> <li>4. *Midwifery/Obstetrics and Gynecology (OBG)Nursing I</li> </ol> <p><b>Mandatory Module</b></p> <p>* SBA Module under OBG Nursing I/II (VI/VII Semester)</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)**

**V & VI Semesters:** To complete any **one** of the following before end of 6<sup>th</sup> semester


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





## COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

S.No	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/Skill Lab credits	Lab/Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
5	Fifth	N-CHN(I) 301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	60	1	40	2	160		260
		N-MHN(I) 305	Mental Health Nursing I	3		60		1	80		140
		N-COMH(I) 310	Community Health Nursing I including Environmental Science & Epidemiology	5		100		2	160		260
		EDUC 315	Educational Technology/Nursing Education	2	40	1		40		80	
		N-FORN 320	Introduction to Forensic Nursing and Indian laws	1		20				20	
		SSCC(I) 325	Self-study/Co-curricular							20+20	
			<b>TOTAL</b>	<b>14</b>	<b>280</b>	<b>2</b>	<b>80</b>	<b>5</b>	<b>400</b>	<b>14+2+5=21</b>	<b>760+40=800</b>
6	Sixth	N-CHN(II) 301	Child Health Nursing II	2		40		1	80		120
		N-MHN(II) 305	Mental Health Nursing II	2		40		2	160		200
		NMLE 330	Nursing Management & Leadership	3		60		1	80		140
		N-MIDW(I) / OBGN 335	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module	3	60	1	40	3	240		340
		SSCC(II) 325	Self-study/Co-curricular							-	
			<b>TOTAL</b>	<b>10</b>	<b>200</b>	<b>1</b>	<b>40</b>	<b>7</b>	<b>560</b>	<b>10+1+7=18</b>	<b>800</b>

  
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## SCHEME OF EXAMINATION

### V SEMESTER


S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Child Health Nursing I	*25				
2	Mental Health Nursing I	*25				
3	Community Health Nursing I including Environmental Science & Epidemiology	25		75	3	100
4	Educational Technology/Nursing Education	25		75	3	100
5	Introduction to Forensic Nursing and Indian Laws	25	25		2	50
	Practical					
6	Child Health Nursing I	*25				
7	Mental Health Nursing I	*25				
8	Community Health Nursing I	50		50		100

\*Will be added to the internal marks of Child Health Nursing II and Mental Health Nursing II in both theory and practical respectively in the next semester (Total weightage remains same).

### VI SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Child Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average ofboth)		75	3	100
2	Mental Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average ofboth)		75	3	100
3	Nursing Management & Leadership	25		75	3	100
4	Midwifery/Obstetrics & Gynecology I	*25				
	Practical					
5	Child Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
6	Mental Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
7	Midwifery/Obstetrics & Gynecology I	*25				

\*Will be added to Internal marks of Midwifery II theory and practical respectively in the next semester (Total weightage remains the same)


  
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## EXAMINATION REGULATIONS


### Note:

1. 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.
2. A candidate must have 100% attendance in each of the practical areas before award of degree.
3. 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.
  - a. Communicative English
  - b. Health/Nursing Informatics and Technology
  - c. Professionalism, Professional Values and Ethics including Bioethics
  - d. Introduction to Forensic Nursing & Indian Laws
4. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.
5. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
6. 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).
7. A candidate has to pass in theory and practical exam separately in each of the paper.
8. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
9. 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.
10. The candidate shall appear for exams in each semester:
  - a. 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.
  - b. 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.
  - c. The candidate shall have cleared all the previous examination before appearing for final year examination.
  - d. The maximum period to complete the course successfully should not exceed 8 years.

  
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11. 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).
12. 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.
13. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
14. All practical examinations must be held in the respective clinical areas.
15. One internal and one external examiner should jointly conduct practical examination for each student.
16. 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 Foundations course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.

  
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## 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

$$SGPA = \frac{C1G1 + C2G2 + C3G3}{C1 + C2 + C3}$$

$$= \frac{70}{10} = 7 \text{ (rounded off to two decimal points)}$$

  
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### Computation of CGPA

CGPA is calculated with SGPA of all semesters to two decimal points and is indicated in final grade in markcard/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 – CrCr: 20	Cr: 22	Cr: 25	Cr: 26
SGPA: 6.5	SGPA: 7.0	SGPA: 5.5	SGPA: 6.0
$Cr \times SGPA = 20 \times 6.5$			

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

$$= \frac{577.5}{93} = 6.2$$


### 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

  
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# INTERNAL ASSESSMENT: Distribution of marks

V

## SEMESTER

S.No.	Course	Continuous Assessment	Sessional Theory/ Practical Exams	Total Marks
	<b>Theory</b>			
1	Child Health Nursing I	10	15	25
2	Mental Health Nursing I	10	15	25
3	Community Health Nursing I	10	15	25
4	Educational Technology/ Nursing education	10	15	25
5	Introduction to Forensic Nursing and Indian Laws	10	15	25
	<b>Practical</b>			
6	Child Health Nursing I	10	15	25
7	Mental Health Nursing I	10	15	25
8	Community Health Nursing I	20	30	50

VI

## SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams/ Practical	Total Marks
	<b>Theory</b>			
1	Child Health Nursing III & II	10	15	25 I & II = 25+25 = 50/2
2	Mental Health Nursing III & II	10	15	25 I & II = 25+25 = 50/2
3	Nursing Management and Leadership	10	15	25
4	Midwifery/Obstetrics and Gynecology I	10	15	25
	<b>Practical</b>			
5	Child Health Nursing III & II	10	15	25 I & II = 25+25 = 50
6	Mental Health Nursing III & II	10	15	25 I & II = 25+25 = 50
7	Midwifery/Obstetrics and Gynecology (OBG) Nursing I	10	15	25

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## 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 totaling**

**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**
3. (Clinical presentation – 3, drug presentation & report – 2, case study report – 5)
4. Continuous evaluation of clinical performance – **10 marks**
5. End of posting OSCE – **5 marks**
6. 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**

**Note:** For 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.

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

### **1. Marks 75 (For all other university exams with 75 marks)**

MCQ –  $12 \times 1 = 12$

Essay/situation type –  $2 \times 15 = 30$

Short –  $5 \times 5 = 25$

Very Short –  $4 \times 2 = 8$

### **2. College Exam (End of Semester) – 50 marks ( $50/2 = 25$ marks)**

MCQ –  $8 \times 1 = 8$

Essay/situation type –  $1 \times 10 = 10$

Short –  $4 \times 5 = 20$

Very Short –  $6 \times 2 = 12$

## **II. UNIVERSITY PRACTICAL EXAMINATION – 50 marks**

**OSCE – 15 marks**


**DOP – 35 marks**

## **III. COMPETENCY ASSESSMENT – University Exam (VIII SEMESTER)**

Integrated OSCE including all 5 specialties (Stations based on every specialty) = 5 specialty  $5 \times 20 = 100$  marks

**Total of 5 Examiners:** external – 2 and internal – 3 (One from each specialty)

Internal examiners may be chosen from college faculty with required qualification or from hospital with required Qualification.

  
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## **SEMESTER - V**



## CHILD HEALTH NURSING - I

**PLACEMENT:** V SEMESTER

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

**PRACTICUM:** Lab/Skill Lab: 1 Credit (40 hours)      Clinical: 2 Credits (160 hours)

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

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

1. Develop understanding of the history and modern concepts of child health and child-care.
2. Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017.
3. Describe the role of preventive pediatrics and perform preventive measures towards accidents.
4. Participate in national immunization programs/Universal Immunization Program (UIP).
5. Identify the developmental needs of children and provide parental guidance.
6. Describe the principles of child health nursing and perform child health nursing procedures.
7. Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation.
8. Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI).
9. Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders.
10. Identify and meet childhood emergencies and perform child CPR.

### COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T) 10 (L)	Explain the modern concept of child-care  Describe National policy, programs and legislation in relation to child health & welfare  Describe role of preventive pediatrics	<b>Introduction: Modern concepts of child-care</b> <ul style="list-style-type: none"> <li>• Historical development of child health</li> <li>• Philosophy and modern concept of child-care</li> <li>• Cultural and religious considerations in child-care</li> <li>• National policy and legislations in relation to child health and welfare</li> <li>• National programs and agencies related to welfare services to the children</li> <li>• Internationally accepted rights of the child</li> <li>• Changing trends in hospital care, preventive, promotive and curative aspect of child health</li> <li>• <i>Preventive pediatrics:</i> <ul style="list-style-type: none"> <li>○ Concept</li> <li>○ Immunization</li> <li>○ Immunization programs and cold</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration of common pediatric procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>List major causes of death during infancy, early &amp; late childhood</p> <p>Differentiate between an adult and child in terms of illness and response</p> <p>Describe the major functions &amp; role of the pediatric nurse in caring for a hospitalized child.</p> <p>Describe the principles of child health nursing and perform child health nursing procedures</p>	<p>chain.</p> <ul style="list-style-type: none"> <li>○ Care of under-five and Under-five Clinics/Well-baby clinics</li> <li>○ Preventive measures towards accidents</li> <li><input type="checkbox"/> Child morbidity and mortality rates</li> <li><input type="checkbox"/> Difference between an adult and child which affect response to illness</li> <li>○ Physiological</li> <li>○ Psychological</li> <li>○ Social</li> <li>○ Immunological</li> <li><input type="checkbox"/> Hospital environment for sick child</li> <li><input type="checkbox"/> Impact of hospitalization on the child and family</li> <li><input type="checkbox"/> Communication techniques for children</li> <li><input type="checkbox"/> Grief and bereavement</li> <li><input type="checkbox"/> The role of a child health nurse in caring for a hospitalized child</li> <li><input type="checkbox"/> Principles of pre and postoperative care of infants and children.</li> </ul> <p><i>Child Health Nursing procedures:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administration of medication: oral, I/M, &amp; I/V</li> <li><input type="checkbox"/> Calculation of fluid requirement</li> <li><input type="checkbox"/> Application of restraints</li> <li><input type="checkbox"/> Assessment of pain in children. <ul style="list-style-type: none"> <li>○ FACES pain rating scale</li> <li>○ FLACC scale</li> <li>○ Numerical scale</li> </ul> </li> </ul>		
II	12 (T)	<p>Describe the normal growth and development of children at different ages</p> <p>Identify the needs of children at different ages &amp; provide parental guidance</p> <p>Identify the nutritional needs of children at different ages &amp; ways</p>	<p><b>The Healthy Child</b></p> <ul style="list-style-type: none"> <li>• Definition and principles of growth and development</li> <li>• Factors affecting growth and development</li> <li>• Growth and development from birth to adolescence</li> <li>• Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg)</li> <li>• The needs of normal children through the stages of developmental and parental guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Developmental study of infant and children</li> <li>• Observation study of normal &amp; sick child</li> <li>• Field visit to Anganwadi, child guidance clinic</li> <li>• Videos on breast feeding</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of field visits and developmental study reports</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		of meeting needs  Identify the role of play for normal & sick children	<ul style="list-style-type: none"> <li>Nutritional needs of children and infants               <ul style="list-style-type: none"> <li>breast feeding</li> <li>exclusive breast feeding</li> <li>Supplementary/artificial feeding and weaning</li> </ul> </li> <li>Baby friendly hospital concept</li> <li>Types and value of play and selection of play material</li> </ul>	<ul style="list-style-type: none"> <li>Clinical practice/field</li> </ul>	
III	15 (T) 20 (L)	Provide care to normal and high- risk neonates  Perform neonatal resuscitation  Recognize and manage common neonatal problems	<b>Nursing care of neonate:</b> <ul style="list-style-type: none"> <li>Appraisal of Newborn               <ul style="list-style-type: none"> <li>Nursing care of a normal newborn/essential newborn care</li> <li>Neonatal resuscitation</li> </ul> </li> <li>Nursing management of low birth weight baby</li> <li>Kangaroo mother care</li> <li>Nursing management of common neonatal disorder               <ul style="list-style-type: none"> <li>Hyperbilirubinemia</li> <li>Hypothermia</li> <li>Hyperthermia</li> <li>Metabolic disorder</li> <li>Neonatal infections</li> <li>Neonatal seizures</li> <li>Respiratory distress syndrome</li> <li>Retinopathy of Prematurity</li> </ul> </li> <li>Organization of neonatal care unit</li> <li>Neonatal equipment</li> </ul>	<ul style="list-style-type: none"> <li>Modular based teaching: <b>ENBC and FBNC module (oral drills, videos, self-evaluation exercises)</b></li> <li>Workshop on neonatal resuscitation: NRP module</li> <li>Demonstration</li> <li>Practice Session</li> <li>Clinical practice</li> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> <li>Short answer</li> <li>Objective type</li> </ul>
IV	10 (T) 5 (L)	Apply principles and strategies of IMNCI	<b>Integrated management of neonatal and childhood illnesses</b>	<i>Modular based teaching:</i>  <b>IMNCI module</b> <ul style="list-style-type: none"> <li>Clinical practice/field</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> </ul>
V	8 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, and endocrine system	<b>Nursing management in common childhood diseases</b>  <b>Respiratory system:</b> <ul style="list-style-type: none"> <li>Identification and Nursing management of congenital malformations</li> <li>Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Others: Acute naso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma</li> </ul> <b>Endocrine system:</b> <ul style="list-style-type: none"> <li>Juvenile Diabetes mellitus, Hypo-thyroidism</li> </ul>		
VI	5 (T) 5 (L)	Develop ability to meet child- hood emergencies and perform child CPR	<b>Childhood emergencies</b> <ul style="list-style-type: none"> <li>Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning</li> <li>PLS (AHA Guidelines)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>PLS Module/ Workshop</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> </ul>

### CHILD HEALTH NURSING - I & II CLINICAL (3 Credits – 240 hours)

**PLACEMENT:** V & VI SEMESTER

**PRACTICUM:** Skill Lab: 1 Credit (40 hours)

**Clinical:** V SEMESTER – 2 Credits (160

hours) VI SEMESTER – 1

Credit (80 hours)

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

1. Perform assessment of children: health, developmental & anthropometric.
2. Provide nursing care to children with various medical disorders.
3. Provide pre & postoperative care to children with common pediatric surgical conditions/ malformation.
4. Perform immunization as per NIS.
5. Provide nursing care to critically ill children.
6. Give health education/nutritional education to parents.
7. Counsel parents according to identified counseling needs.


#### Skill Lab

Use of Manikins and Simulators

PLS, CPAP, Endotracheal Suction

#### Pediatric Nursing Procedures:

- Administration of medication – Oral, IM & IV
- Oxygen administration
- Application of restraints
- Specimen collection
- Urinary catheterization and drainage
- Ostomy care
- Feeding – NG, gastrostomy, Jejunostomy
- Wound dressing
- Suture removal


  
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## CLINICAL POSTINGS

8 weeks × 30 hours per week (5 weeks + 3 weeks)

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Pediatric Medical Ward	V Sem – 2 weeks  VI Sem – 1 week	<ul style="list-style-type: none"> <li>Provide nursing care to children with various medical disorders</li> </ul>	<ul style="list-style-type: none"> <li>Taking pediatric history</li> <li>Physical examination &amp; assessment of children</li> <li>Administration of oral, I/M, &amp; I/V medicine/fluids</li> <li>Calculation of fluid replacement</li> <li>Preparation of different strengths of I/V fluids</li> <li>Application of restraints</li> <li>Administration of O<sub>2</sub> inhalation by different methods</li> <li>Baby bath/sponge bath</li> <li>Feeding children by Katori spoon, Paladai cup</li> <li>Collection of specimens for common investigations</li> <li>Assisting with common diagnostic procedures</li> <li>Teaching mothers/ parents                             <ul style="list-style-type: none"> <li>Malnutrition</li> <li>Oral rehydration therapy</li> <li>Feeding &amp; Weaning</li> <li>Immunization schedule</li> </ul> </li> <li>Play therapy</li> </ul>	<ul style="list-style-type: none"> <li>Nursing care plan – 1</li> <li>Case study presentation – 1</li> <li>Health talk – 1</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist OSCE/OSPE</li> <li>Evaluation of case study/ presentation &amp; health education session</li> <li>Completion of activity record</li> </ul>
Pediatric Surgical Ward	V Sem – 2 weeks  VI Sem – 1 week	<ul style="list-style-type: none"> <li>Recognize different pediatric surgical conditions/ malformations</li> <li>Provide pre &amp; post-operative care to children with common paediatric surgical conditions/ malformation</li> <li>Counsel &amp; educate parents</li> </ul>	<ul style="list-style-type: none"> <li>Calculation, preparation &amp; administration of I/V fluids</li> <li>Bowel wash, insertion of suppositories</li> <li>Care for ostomies:                             <ul style="list-style-type: none"> <li>Colostomy Irrigation</li> <li>Ureterostomy</li> <li>Gastrostomy</li> <li>Enterostomy</li> </ul> </li> <li>Urinary catheterization &amp; drainage</li> <li>Feeding                             <ul style="list-style-type: none"> <li>Naso-gastric</li> <li>Gastrostomy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Nursing care plan – 1</li> <li>Case study/ presentation – 1</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist OSCE/OSPE</li> <li>Evaluation of case study/ presentation</li> <li>Completion of activity record</li> </ul>


  
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Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			<ul style="list-style-type: none"> <li>o Jejunostomy</li> <li>• Care of surgical wounds               <ul style="list-style-type: none"> <li>o Dressing</li> <li>o Suture removal</li> </ul> </li> </ul>		
Pediatric OPD/ Immunization room	V Sem – 1 week	<ul style="list-style-type: none"> <li>• Perform assessment of children: health, developmental &amp; anthropometric</li> <li>• Perform immunization</li> <li>• Give health education/ nutritional education</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of children               <ul style="list-style-type: none"> <li>o Health assessment</li> <li>o Developmental assessment</li> <li>o Anthropometric assessment</li> <li>o Nutritional assessment</li> </ul> </li> <li>• Immunization</li> <li>• Health/Nutritional education</li> </ul>	<ul style="list-style-type: none"> <li>• Growth and developmental study:               <ul style="list-style-type: none"> <li>Infant – 1</li> <li>Toddler – 1</li> <li>Preschooler – 1</li> <li>Schooler – 1</li> <li>Adolescent – 1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Completion of activity record.</li> </ul>
NICU & PICU	VI Sem – 1 week	<ul style="list-style-type: none"> <li>• Provide nursing care to critically ill children</li> </ul>	<ul style="list-style-type: none"> <li>• Care of a baby in incubator/warmer</li> <li>• Care of a child on ventilator, CPAP</li> <li>• Endotracheal Suction</li> <li>• Chest Physiotherapy</li> <li>• Administration of fluids with infusion pumps</li> <li>• Total Parenteral Nutrition</li> <li>• Phototherapy</li> <li>• Monitoring of babies</li> <li>• Recording &amp; reporting</li> <li>• Cardiopulmonary Resuscitation (PLS)</li> </ul>	<ul style="list-style-type: none"> <li>• Newborn assessment – 1</li> <li>• Nursing Care Plan – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of observation report</li> <li>• Completion of activity record</li> </ul>

  
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## MENTAL HEALTH NURSING - I

**PLACEMENT:** V SEMESTER

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

**PRACTICUM:** Clinical: 1 Credit (80 hours)

**DESCRIPTION:** This course is designed to develop basic understanding of the principles and standards of mental health nursing and skill in application of nursing process in assessment and care of patients with mental health disorders.

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

1. Trace the historical development of mental health nursing and discuss its scope.
2. Identify the classification of the mental disorders.
3. Develop basic understanding of the principles and concepts of mental health nursing.
4. Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings.
5. Conduct mental health assessment.
6. Identify and maintain therapeutic communication and nurse patient relationship.
7. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.
8. Apply nursing process in delivering care to patients with mental disorders.
9. Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.
10. Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.
11. Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/therapies used.

### COURSE OUTLINE

#### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the historical development & current trends in mental health nursing Discuss the scope of mental health nursing Describe the concept of normal & abnormal behaviour	<b>Introduction</b> <ul style="list-style-type: none"> <li>Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices</li> <li>Mental health team</li> <li>Nature &amp; scope of mental health nursing</li> <li>Role &amp; functions of mental health nurse in various settings and factors affecting the level of nursing practice</li> <li>Concepts of normal and abnormal behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> </ul>
II	10 (T)	Define the various terms used in mental health Nursing Explain the classification of mental disorders Explain the psychodynamics of maladaptive behaviour Discuss the etiological factors & psychopathology of mental disorders Explain the principles and standards of Mental health Nursing Describe the conceptual models of mental health nursing	<b>Principles and Concepts of Mental Health Nursing</b> <ul style="list-style-type: none"> <li>Definition: mental health nursing and terminology used</li> <li>Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification</li> <li>Review of personality development, defense mechanisms</li> <li>Etiology bio-psycho-social factors</li> <li>Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission</li> <li>Principles of Mental health Nursing</li> <li>Ethics and responsibilities</li> <li>Practice Standards for Psychiatric Mental Health Nursing (INC practice standards)</li> <li>Conceptual models and the role of nurse:                             <ul style="list-style-type: none"> <li>oExistential model</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Explain using Charts</li> <li>Review of personality development</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> </ul>

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


Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Psychoanalytical models</li> <li>○ Behavioural model</li> <li>○ Interpersonal model</li> <li>• Preventive psychiatry and rehabilitation</li> </ul>		
III	6 (T)	Describe nature, purpose and process of assessment of mental health status	<b>Mental Health Assessment</b> <ul style="list-style-type: none"> <li>• History taking</li> <li>• Mental status examination</li> <li>• Mini mental status examination</li> <li>• Neurological examination</li> <li>• Investigations: Related Blood chemistry, EEG, CT &amp; MRI</li> <li>• Psychological tests</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of mental health status</li> </ul>
IV	6 (T)	Identify therapeutic communication & techniques  Describe therapeutic relationship  Describe therapeutic impasses and its interventions	<b>Therapeutic Communication and Nurse-Patient Relationship</b> <ul style="list-style-type: none"> <li>• Therapeutic communication: Types, techniques, characteristics and barriers</li> <li>• Therapeutic nurse-patient relationship</li> <li>• Interpersonal relationship-</li> <li>• Elements of nurse patient contract,</li> <li>• Review of technique of IPR- Johari window</li> <li>• Therapeutic impasse and its management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Role Play</li> <li>• Process recording</li> <li>• Simulation (video)</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• OSCE</li> </ul>
V	10 (T)	Explain treatment modalities and therapies used in mental disorders and role of the nurse	<b>Treatment modalities and therapies used in mental disorders</b> <ul style="list-style-type: none"> <li>• <b>Physical therapies:</b> Psychopharmacology,</li> <li>• Electro Convulsive therapy</li> <li>• <b>Psychological Therapies:</b> Psychotherapy, Behaviour therapy, CBT</li> <li>• <b>Psychosocial:</b> Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy</li> <li>• <b>Alternative &amp; Complementary:</b> Yoga, Meditation, Relaxation</li> <li>• <b>Consideration for special populations</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Group work</li> <li>• Practice session</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI	8 (T)	Describe the etiology, psycho-dynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	<b>Nursing management of patient with Schizophrenia, and other psychotic disorders</b> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classification</li> <li>• Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<b>Nursing process</b> <ul style="list-style-type: none"> <li>• Nursing Assessment: History, Physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders</li> <li>• Geriatric considerations and considerations for special populations</li> <li>• Follow up and home care and rehabilitation</li> </ul>		
VII	6 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders	<b>Nursing management of patient with mood disorders</b> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc.</li> <li>• Etiology, psycho dynamics, clinical manifestation, diagnosis</li> <li>• Nursing Assessment History, Physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with mood disorders</li> <li>• Geriatric considerations/ considerations for special populations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>
VIII	8 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	<b>Nursing management of patient with neurotic, stress related and somatisation disorders</b> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• classifications</li> <li>• Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders</li> <li>• Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations</li> <li>• Nursing Assessment: History, Physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with neurotic and stress related disorders</li> <li>• Geriatric considerations/ considerations for special populations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>

  
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## CLINICAL PRACTICUM

### MENTAL HEALTH NURSING - I & II

**PLACEMENT:** SEMESTER V & VI

**MENTAL HEALTH NURSING - I** – 1 Credit (80 hours)

**MENTAL HEALTH NURSING - II** – 2 Credits (160 hours)


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

1. Assess patients with mental health problems/disorders
2. Observe and assist in various treatment modalities or therapies
3. Counsel and educate patients and families
4. Perform individual and group psychoeducation
5. Provide nursing care to patients with mental health problems/disorders
6. Motivate patients in the community for early treatment and follow up
7. Observe the assessment and care of patients with substance abuse disorders in deaddiction centre.

### CLINICAL POSTINGS


(8 weeks × 30 hours per week = 240 hours)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
Psychiatric OPD	2	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>Observe and assist in therapies</li> <li>Counsel and educate patients, and families</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental status examination (MSE)</li> <li>Observe/practice Psychometric assessment</li> <li>Perform Neurological examination</li> <li>Observing and assisting in therapies</li> <li>Individual and group psycho-education                             <ul style="list-style-type: none"> <li>Mental hygiene practice education</li> <li>Family psycho-education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>History taking and Mental status examination – 2</li> <li>Health education – 1</li> <li>Observation report of OPD</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of health education</li> <li>Assessment of observation report</li> <li>Completion of activity record</li> </ul>
Child Guidance clinic	1	<ul style="list-style-type: none"> <li>Assess children with various mental health problems</li> <li>Counsel and educate children, families and significant others</li> </ul>	<ul style="list-style-type: none"> <li>History &amp; mental status examination</li> <li>Observe/practice psychometric assessment</li> <li>Observe and assist in various therapies</li> <li>Parental teaching for child with mental deficiency</li> </ul>	<ul style="list-style-type: none"> <li>Case work – 1</li> <li>Observation report of different therapies – 1</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of the observation report</li> </ul>
Inpatient ward	4	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>Provide nursing care for patients with various</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Mental status examination (MSE)</li> <li>Neurological examination</li> <li>Assisting in psychometric</li> </ul>	<ul style="list-style-type: none"> <li>Give care to 2-3 patients with various mental disorders</li> <li>Case study – 1</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> </ul>

  
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Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
		mental health problems • Assist in various therapies • Counsel and educate patients, families and significant others	assessment • Recording therapeutic communication • Administration of medications • Assist Electro-Convulsive Therapy (ECT) • Participating in all therapies • Preparing patients for Activities of Daily Living (ADL) • Conducting admission and discharge counselling • Counseling and teaching patients and families	• Care plan • Clinical presentation – 1 • Process recording – 2 • Maintain drug book	• Evaluation of the case study, care plan, clinical presentation, process recording • Completion of activity record
Community psychiatry & Deaddiction centre	1	• Identify patients with various mental disorders • Motivate patients for early treatment and follow up • Assist in follow up clinic • Counsel and educate patient, family and community • Observe the assessment and care of patients at deaddiction centre	• Conduct home visit and case work • Identifying individuals with mental health problems • Assisting in organizations of Mental Health camp • Conducting awareness meetings for mental health & mental illness • Counseling and Teaching family members, patients and community • Observing deaddiction care	• Case work – 1 • Observation report on field visits • Visit to deaddiction centre	• Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record

  
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## **COMMUNITY HEALTH NURSING - I** **Including Environmental Science & Epidemiology**

**PLACEMENT:** V SEMESTER

**THEORY:** 5 Credits (100 hours) includes Lab hours also

**PRACTICUM:** Clinical: 2 Credits (160 hours)

**DESCRIPTION:** This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environmental science. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum. It helps students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiological approach. It also helps the students to develop knowledge and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clients of all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.

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

1. Explore the evolution of public health in India and community health nursing
2. Explain the concepts and determinants of health
3. Identify the levels of prevention and health problems of India
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
6. Discuss health care policies and regulations in India
7. Demonstrate understanding about an overview of environmental science, environmental health and sanitation
8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
9. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings
10. Describe community health nursing approaches and concepts
11. Describe the role and responsibilities of community health nursing personnel
12. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
13. Make effective home visits applying principles and methods used for home visiting
14. Use epidemiological approach in community diagnosis
15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases
16. Investigate an epidemic of communicable diseases
17. Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level
18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)




## COURSE OUTLINE

### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4 (T)	<p>Define public health, community health and community health nursing</p> <p>Explain the evolution of public health in India and scope of community health nursing</p> <p>Explain various concepts of health and disease, dimensions and determinants of health</p> <p>Explain the natural history of disease and levels of prevention</p> <p>Discuss the health problems of India</p>	<p><b>Concepts of Community Health and Community Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Definition of public health, community health and community health nursing</li> <li>• Public health in India and its evolution and Scope of community health nursing</li> <li>• <i>Review:</i> Concepts of Health &amp; Illness/ disease: Definition, dimensions and determinants of health and disease</li> <li>• Natural history of disease Levels of prevention: Primary, Secondary &amp; tertiary prevention –Review</li> <li>• Health problems (Profile) of India</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using chart, graphs</li> <li>• Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community)</li> <li>• Explain using examples</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Objective type</li> <li>• Survey report</li> </ul>
II	8 (T)	<p>Describe health planning and its steps, and various health plans, and committees</p> <p>Discuss health care delivery system in India at various levels</p>	<p><b>Health Care Planning and Organization of Health Care at various levels</b></p> <ul style="list-style-type: none"> <li>• Health planning steps</li> <li>• Health planning in India: various committees and commissions on health and family welfare and Five Year plans</li> <li>• Participation of community and stakeholders in health planning</li> <li>• Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Evaluation of Field visit reports &amp; presentation</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Describe SDGs, primary health care and comprehensive primary health care (CPHC)	<ul style="list-style-type: none"> <li>• Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles</li> <li>• CPHC through SC/Health Wellness Center (HWC)</li> <li>• Role of MLHP/CHP</li> <li>• National Health Care Policies and Regulations               <ul style="list-style-type: none"> <li>○ National Health Policy (1983, 2002, 2017)</li> <li>○ National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM</li> <li>○ National Health Protection Mission (NHPM)</li> <li>○ Ayushman Bharat</li> <li>○ Universal Health Coverage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Directed reading</li> </ul>	


  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
III	15 (T)	<p>Identify the role of an individual in the conservation of natural resources</p> <p>Describe ecosystem, its structure, types and functions</p> <p>Explain the classification, value and threats to biodiversity</p> <p>Enumerate the causes, effects and control measures of environmental pollution</p> <p>Discuss about climate change, global warming, acid rain, and ozone layer depletion</p> <p>Enumerate the role of an individual in creating awareness about the social issues related to environment</p>	<p><b>Environmental Science, Environmental Health, and Sanitation</b></p> <ul style="list-style-type: none"> <li><i>Natural resources:</i> Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources</li> <li>Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles</li> <li><i>Ecosystem:</i> Concept, structure and functions of ecosystems, Types &amp; Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem</li> <li><i>Biodiversity:</i> Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity</li> <li><i>Environmental pollution:</i> Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards &amp; their impact on health</li> <li><i>Climate change, global warming:</i> ex. heat wave, acid rain, ozone layer depletion, waste land reclamation &amp; its impact on health</li> <li><i>Social issues and environment:</i> sustainable development, urban problems related to energy, water and environmental ethics</li> <li>Acts related to environmental protection and preservation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Debates on environmental protection and preservation</li> <li>Explain using Charts, graphs, Models, films, slides</li> <li>Directed reading</li> <li>Visits to water supply &amp; purification sites</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Essay</li> <li>Field visit reports</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>List the Acts related to environmental protection and preservation</p> <p>Describe the concept of environmental health and sanitation</p> <p>Describe water conservation, rain water harvesting and water shed management</p> <p>Explain waste management</p>	<p><b>Environmental Health &amp; Sanitation</b></p> <ul style="list-style-type: none"> <li>• Concept of environment health and sanitation</li> <li>• Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water</li> <li>• Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water</li> <li>• Concepts of water conservation: rain water harvesting and water shed management</li> <li>• Concept of Pollution prevention</li> <li>• Air &amp; noise pollution</li> <li>• Role of nurse in prevention of pollution</li> <li>• Solid waste management, human excreta disposal &amp; management and sewage disposal and management</li> <li>• Commonly used insecticides and pesticides</li> </ul>	<ul style="list-style-type: none"> <li>• Observe rain water harvesting plants</li> <li>• Visit to sewage disposal and treatment sites, and waste disposal sites</li> </ul>	
IV	7 (T)	<p>Describe the various nutrition assessment methods at the community level</p> <p>Plan and provide diet plans for all age groups including therapeutic diet</p> <p>Provide nutrition counseling and education to all age groups and describe</p>	<p><b>Nutrition Assessment and Nutrition Education</b></p> <ul style="list-style-type: none"> <li>• <i>Review of Nutrition</i> <ul style="list-style-type: none"> <li>◦ Concepts, types</li> <li>◦ Meal planning: aims, steps &amp; diet plan for different age groups</li> <li>◦ Nutrition assessment of individuals, families and community by using appropriate methods</li> </ul> </li> <li>• Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status</li> <li>• General nutritional advice</li> <li>• Nutrition education: purpose, principles &amp; methods and Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Market visit</li> <li>• Nutritional assessment for different age groups</li> </ul> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Performance assessment of nutrition assessment for different age groups</li> <li>• Evaluation on nutritional assessment reports</li> </ul> <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> </ul>


  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		the national nutrition programs and  Identify early the food borne diseases, and perform initial management and referral appropriately	<ul style="list-style-type: none"> <li>• <i>Review:</i> Nutritional deficiency disorders</li> <li>• National nutritional policy &amp; programs in India</li> </ul> <b>Food Borne Diseases and Food Safety</b> <b>Food borne diseases</b> <ul style="list-style-type: none"> <li>• Definition, &amp; burden, Causes and classification</li> <li>• Signs &amp; Symptoms</li> <li>• Transmission of food borne pathogens &amp; toxins</li> <li>• Early identification, initial management and referral</li> </ul> <b>Food poisoning &amp; food intoxication</b> <ul style="list-style-type: none"> <li>• Epidemiological features/clinical characteristics, Types of food poisoning</li> <li>• Food intoxication-features, preventive &amp; control measures</li> <li>• Public health response to food borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Field visits to milk purification plants, slaughterhouse</li> <li>• Refer Nutrition module-BPCCHN Block 2-unit I &amp; UNIT 5</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit reports</li> </ul>
V	6 (T)	Describe behaviour change communication skills          Counsel and provide health education to individuals, families and community for promotion of healthy lifestyle practices	<b>Communication management and Health Education</b> <ul style="list-style-type: none"> <li>• Behaviour change communication               <ul style="list-style-type: none"> <li>○ Human behaviour</li> <li>○ Health belief model: concepts &amp; definition, ways to influence behaviour</li> <li>○ Steps of behaviour change</li> <li>○ Techniques of behaviour change: Guiding principles in planning BCC activity</li> <li>○ Steps of BCC</li> <li>○ Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients</li> <li>○ Barriers to effective</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play</li> <li>• Demonstration: BCC skills</li> <li>• Supervised field practice</li> <li>• Refer: BCC/SBCC module (MoHFW &amp; USAID)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Performance evaluation of health</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		using appropriate methods and media	communication, and methods to overcome them  • Health promotion and Health education: methods/techniques, and audio-visual aids		education sessions to individuals and families
VI	7 (T)	Describe community health nursing approaches and concepts  Describe and identify the activities of community health nurse to promote and maintain family health through home visits	<b>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</b>  • <i>Approaches:</i> ○ Nursing process ○ Epidemiological approach ○ Problem solving approach ○ Evidence based approach ○ Empowering people to care for themselves  • <i>Review:</i> Primary health care and Comprehensive Primary Health Care (CPHC) <b>Home Visits:</b> • Concept, Principles, Process, & Techniques: Bag technique • Qualities of Community HealthNurse • Roles and responsibilities of community health nursing personnel in family health services • <i>Review:</i> Principles & techniques of counseling	• Lecture • Discussion • Demonstration • Role plays  • Supervised field practice	• Short answer • Essays  • Assessment of supervised field practice
VII	10 (T)	Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health	<b>Assisting individuals and families to promote and maintain their health</b>  <i>A. Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and OBG Nursing)  • Assessment of children, women, adolescents, elderly etc.	• Lecture • Discussion • Demonstration • Role plays	• Short answer • Essay • Assessment of clinical performance in the field practice area

  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Children: Monitoring growth and development, milestones</li> <li>Anthropometric measurements, BMI</li> <li>Social development</li> <li>Temperature and Blood pressure monitoring</li> <li>Menstrual cycle</li> <li>Breast self-examination (BSE) and testicles self-examination (TSE)</li> <li>Warning Signs of various diseases</li> <li>Tests: Urine for sugar and albumin, blood sugar, Hemoglobin</li> </ul> <p><i>B. Provision of health services/primary health care:</i></p> <ul style="list-style-type: none"> <li>Routine check-up, Immunization, counseling, and diagnosis</li> <li>Management of common diseases at home and health centre level               <ul style="list-style-type: none"> <li>Care based on standing orders/protocols approved by MoH&amp;FW</li> <li>Drugs dispensing and injections at health centre</li> </ul> </li> </ul> <p><i>C. Continue medical care and follow up in community for various diseases/disabilities</i></p> <p><i>D. Carry out therapeutic procedures as prescribed/required for client and family</i></p> <p><i>E. Maintenance of health records and reports</i></p> <ul style="list-style-type: none"> <li>Maintenance of client records</li> <li>Maintenance of health records at the facility level</li> <li>Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits</li> </ul>		<ul style="list-style-type: none"> <li>Assessment of procedural skills in lab procedures</li> <li>Evaluation of records and reports</li> </ul>
		<p>Provide primary care at home/ health centers (HWC) using standing orders/ protocols as per public health standards/approved by MoH&amp;FW and INC regulation</p> <p>Develop skill in maintenance of records and reports</p>		<ul style="list-style-type: none"> <li>Document and maintain:</li> <li>Individual records</li> </ul>	




Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>Develop beginning skills in handling social issues affecting the health and development of the family</p> <p>Identify and assist the families to utilize the community resources appropriately</p>	<p><i>F. Sensitize and handle social issues affecting health and development of the family</i></p> <ul style="list-style-type: none"> <li>• Women empowerment</li> <li>• Women and child abuse</li> <li>• Abuse of elders</li> <li>• Female foeticide</li> <li>• Commercial sex workers</li> <li>• Substance abuse</li> </ul> <p><i>G. Utilize community resources for client and family</i></p> <ul style="list-style-type: none"> <li>• Trauma services</li> <li>• Old age homes</li> <li>• Orphanages</li> <li>• Homes for physically challenged individuals</li> <li>• Homes for destitute</li> <li>• Palliative care centres</li> <li>• Hospice care centres</li> <li>• Assisted living facility</li> </ul>	<ul style="list-style-type: none"> <li>• Family records</li> <li>• Health center records</li> <li>• Field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of field visit reports</li> </ul>
VIII	10 (T)	Describe the concepts, approaches and methods of epidemiology	<p><b>Introduction to Epidemiology – Epidemiological Approaches and Processes</b></p> <ul style="list-style-type: none"> <li>• Epidemiology: Concept and Definition</li> <li>• Distribution and frequency of disease</li> <li>• Aims &amp; uses of epidemiology</li> <li>• Epidemiological models of causation of disease</li> <li>• Concepts of disease transmission</li> <li>• Modes of transmission: Direct, Indirect and chain of infection</li> <li>• Time trends or fluctuations in disease occurrence</li> <li>• Epidemiological approaches: Descriptive, analytical and experimental</li> <li>• Principles of control measures/levels of</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Field visits: communicable disease hospital &amp; Entomology office</li> <li>• Investigation of an epidemic</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Report on visit to communicable disease hospital</li> <li>• Report on visit to entomology office</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Investigate an epidemic of communicable disease	prevention of disease • Investigation of an epidemic of communicable disease • Use of basic epidemiological tools to make community diagnosis for effective planning and intervention	communicable disease	• Report and presentation on investigating an epidemic of communicable disease
IX	15 (T)	Explain the epidemiology of specific communicable diseases  Describe the various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility	<b>Communicable Diseases and National Health Programs</b> <b>1. Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)</b> <ul style="list-style-type: none"> <li>Epidemiology of the following vector born diseases</li> <li>Prevention &amp; control measures</li> <li>Screening, and diagnosing the following conditions, primary management, referral and follow up               <ul style="list-style-type: none"> <li>Malaria</li> <li>Filaria</li> <li>Kala-azar</li> <li>Japanese encephalitis</li> <li>Dengue</li> <li>Chickungunya</li> </ul> </li> </ul> <b>2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</b> <ul style="list-style-type: none"> <li>Epidemiology of the following infectious diseases</li> <li>Prevention &amp; Control measures</li> <li>Screening, diagnosing the following conditions, primary management, referral and follow up               <ul style="list-style-type: none"> <li>Leprosy</li> <li>Tuberculosis</li> <li>Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis</li> </ul> </li> </ul>	• Lecture • Discussion, • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with communicable diseases	• Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay

  
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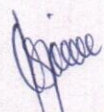
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs	<p>and measles</p> <ul style="list-style-type: none"> <li>○ Enteric fever</li> <li>○ Viral hepatitis</li> <li>○ HIV/AIDS/RTI infections</li> <li>○ HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs)</li> <li>○ Diarrhoea</li> <li>○ Respiratory tract infections</li> <li>○ COVID-19</li> <li>○ Helminthic – soil &amp; food transmitted and parasitic infections – Scabies and pediculosis</li> </ul> <p><b>3. Communicable diseases: Zoonotic diseases</b></p> <ul style="list-style-type: none"> <li>• Epidemiology of Zoonotic diseases</li> <li>• Prevention &amp; control measures</li> <li>• Screening and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> <li>○ Rabies: Identify, suspect, primary management and referral to a health facility</li> </ul> </li> <li>• Role of a nurses in control of communicable diseases</li> </ul> <p><b>National Health Programs</b></p> <ol style="list-style-type: none"> <li>1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B)</li> <li>2. National Leprosy Eradication Program (NLEP)</li> <li>3. Revised National Tuberculosis Control Program (RNTCP)</li> <li>4. Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory</li> </ol>		

  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			infections and Scabies 5. National Aids Control Organization (NACO) 6. National Vector Borne Disease Control Program 7. National Air Quality Monitoring Program 8. Any other newly added program		
X	15 (T)	Describe the national health program for the control of non-communicable diseases and the role of nurses in screening, identification, primary management and referral to a health facility	<b>Non-Communicable Diseases and National Health Program (NCD)</b> <ul style="list-style-type: none"> <li>National response to NCDs (Every disease will be dealt under the following headlines)</li> <li>Epidemiology of specific diseases</li> <li>Prevention and control measures</li> <li>Screening, diagnosing/identification and primary management, referral and follow up care</li> </ul> <b>NCD-1</b> <ul style="list-style-type: none"> <li>Diabetes Mellitus</li> <li>Hypertension</li> <li>Cardiovascular diseases</li> <li>Stroke &amp; Obesity</li> <li><b>Blindness:</b> Categories of visual impairment and national program for control of blindness</li> <li><b>Deafness:</b> national program for prevention and control of deafness</li> <li><b>Thyroid diseases</b></li> <li><b>Injury and accidents:</b> Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways</li> </ul> <b>NCD-2 Cancers</b> <ul style="list-style-type: none"> <li>Cervical Cancer</li> <li>Breast Cancer</li> <li>Oral cancer</li> <li>Epidemiology of specific cancers, Risk factors/</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Role play</li> <li>Suggested field visits</li> <li>Field practice</li> <li>Assessment of clients with non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>Field visit reports</li> <li>Assessment of family case study</li> <li>OSCE assessment</li> <li>Short answer</li> <li>Essay</li> </ul>

  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>Causes, Prevention, Screening, diagnosis – signs, Signs &amp; symptoms, and early management &amp; referral</p> <ul style="list-style-type: none"> <li>○ Palliative care</li> <li>○ Role of a nurse in non-communicable disease control program</li> </ul> <p><b>National Health Programs</b></p> <ul style="list-style-type: none"> <li>• National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS)</li> <li>• National program for control of blindness</li> <li>• National program for prevention and control of deafness</li> <li>• National tobacco control program</li> <li>• <b>Standard treatment protocols used in National Health Programs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Participation in national health programs</li> </ul>	
XI	3 (T)	Enumerate the school health activities and the role functions of a school health nurse	<p><b>School Health Services</b></p> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Health problems of school children</li> <li>• Components of school health services</li> <li>• Maintenance of school health records</li> <li>• Initiation and planning of school health services</li> <li>• Role of a school health nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Evaluation of health counseling to school children</li> <li>• Screen, diagnose, manage and refer school children</li> <li>• OSCE assessment</li> </ul>

**Note:** Lab hours less than 1 Credit is not specified separately.

### CLINICAL PRACTICUM

**CLINICAL: 2 Credits (160 hours)**

**CLINICAL POSTINGS: (4 weeks × 40 hours per week)**


  
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Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban	2 weeks	Build and maintain rapport	<ul style="list-style-type: none"> <li>• Interviewing skills using communication and</li> </ul>	<ul style="list-style-type: none"> <li>• Community needs assessment/ Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of survey report</li> </ul>




Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Rural	2 Weeks	<p>Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community</p> <p>Observe the functioning and document significant observations</p> <p>Perform nutritional assessment and plan diet plan for adult</p> <p>Educate individuals/family/community on</p> <ul style="list-style-type: none"> <li>- Nutrition</li> <li>- Hygiene</li> <li>- Food hygiene</li> <li>- Healthy lifestyle</li> <li>- Health promotion</li> </ul> <p>Perform health assessment for clients of various age groups</p> <p>Maintain records and reports</p>	<p>interpersonal relationship</p> <ul style="list-style-type: none"> <li>• Conducting community needs assessment/survey to identify health determinants of a community</li> <li>• Observation skills</li> <li>• Nutritional assessment skills</li> <li>• Skill in teaching individual/family on: <ul style="list-style-type: none"> <li>○ Nutrition, including food hygiene and safety</li> <li>○ Healthy lifestyle</li> <li>○ Health promotion</li> </ul> </li> <li>• Health assessment including nutritional assessment for clients of different age groups</li> <li>• Documentation skills</li> </ul>	<p>– Rural/urban – 1</p> <p>Field visits:</p> <ul style="list-style-type: none"> <li>• SC/HWC, PHC, CHC</li> <li>• Water resources &amp; purification site – water quality standards</li> <li>• Rain water harvesting</li> <li>• Sewage disposal</li> </ul> <p>Observation of</p> <ul style="list-style-type: none"> <li>• milk diary</li> <li>• slaughterhouse – meat hygiene</li> <li>• Observation of nutrition programs</li> <li>• Visit to market</li> <li>• Nutritional assessment of an individual (adult) – 1</li> <li>• Health teaching (Adult) – 1</li> <li>• Use of audio-visual aids <ul style="list-style-type: none"> <li>○ Flash cards</li> <li>○ Posters</li> <li>○ Flannel graph</li> <li>○ Flip charts</li> </ul> </li> <li>• Health assessment of woman – 1, infant/under five – 1, adolescent – 1, adult – 1</li> <li>• Growth monitoring of under-five children – 1</li> </ul> <p><b>Document and maintain:</b></p> <ul style="list-style-type: none"> <li>• Individual record</li> <li>• Family record</li> <li>• Health center record</li> <li>• Community health survey to investigate an epidemic – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of field visit and observation reports</li> <li>• Health talk evaluation</li> <li>• Assessment of clinical performance</li> <li>• Evaluations of reports &amp;</li> </ul>

  
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Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		<p>Investigate epidemic of communicable disease</p> <p>Identify prevalent communicable and non-communicable diseases</p> <p>Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols</p> <p>Participate in implementation of national health programs</p> <p>Participate in school health program</p>	<ul style="list-style-type: none"> <li>Investigating an epidemic – Community health survey</li> <li>Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs</li> <li>Conduct home visit</li> <li>Participation in implementation of national health programs</li> <li>Participation in school health program</li> </ul>	<p><b>Screening, diagnosing and primary management and referral:</b></p> <ul style="list-style-type: none"> <li>Communicable disease – 1</li> <li>Non- communicable diseases – 1</li> <li>Home visits – 2</li> <li>Participation in any two national health programs</li> <li>Participation in school health program – 1</li> </ul>	<p>records</p> <ul style="list-style-type: none"> <li>Clinical performance assessment</li> <li>OSCE</li> <li>Final clinical examination</li> <li>Evaluation of home visit</li> </ul>

  
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## EDUCATIONAL TECHNOLOGY / NURSING EDUCATION

**PLACEMENT:** V SEMESTER


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

**PRACTICUM:** Lab/Practical: 1 Credit (40 hours)

**DESCRIPTION:** This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning.

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

1. Develop basic understanding of theoretical foundations and principles of teaching and learning
2. Identify the latest approaches to education and learning
3. Initiate self- assessment to identify one's own learning styles
4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
5. Develop understanding of basics of curriculum planning, and organizing
6. Analyze and use different teaching methods effectively that are relevant to student population and settings
7. Make appropriate decisions in selection of teaching learning activities integrating basic principles
8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
9. Engage in team learning and collaboration through inter professional education
10. Integrate the principles of teaching and learning in selection and use of educational media/technology
11. Apply the principles of assessment in selection and use of assessment and evaluation strategies
12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
13. Develop basic understanding of student guidance through mentoring and academic advising
14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
16. Develop basic understanding of evidence-based teaching practices


  
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## COURSE OUTLINE

T – Theory, P – Practical (Laboratory)

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6	3	<p>Explain the definition, aims, types, approaches and scope of educational technology</p> <p>Compare and contrast the various educational philosophies</p> <p>Explain the teaching learning process, nature, characteristics and principles</p>	<p><b>Introduction and Theoretical Foundations:</b></p> <p><i>Education and educational technology</i></p> <ul style="list-style-type: none"> <li>• Definition, aims</li> <li>• Approaches and scope of educational technology</li> <li>• Latest approaches to education: <ul style="list-style-type: none"> <li>○ Transformational education</li> <li>○ Relationship based education</li> <li>○ Competency based education</li> </ul> </li> </ul> <p><i>Educational philosophy:</i></p> <ul style="list-style-type: none"> <li>• Definition of philosophy, education and philosophy</li> <li>• Comparison of educational philosophies</li> <li>• Philosophy of nursing education</li> </ul> <p><i>Teaching learning process:</i></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Teaching learning as a process</li> <li>• Nature and characteristics of teaching and learning</li> <li>• Principles of teaching and learning</li> <li>• Barriers to teaching and learning</li> <li>• Learning theories</li> <li>• Latest approaches to learning <ul style="list-style-type: none"> <li>○ Experiential learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>


  
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Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
				<ul style="list-style-type: none"> <li>○ Reflective learning</li> <li>○ Scenario based learning</li> <li>○ Simulation based learning</li> <li>○ Blended learning</li> </ul>	<b>Group exercise:</b> <ul style="list-style-type: none"> <li>• Create/discuss scenario-based exercise</li> </ul>	<b>Assessment of Assignment:</b> <ul style="list-style-type: none"> <li>• Learning theories – analysis of any one</li> </ul>
II	6	6	<p>Identify essential qualities/attributes of a teacher</p> <p>Describe the teaching styles of faculty</p> <p>Explain the determinants of learning and initiates self-assessment to identify own learning style</p> <p>Identify the factors that motivate the learner</p> <p>Define curriculum and classify types</p> <p>Identify the factors influencing curriculum development</p> <p>Develop skill in writing learning outcomes, and lesson plan</p>	<p><b>Assessment and Planning</b></p> <p><i>Assessment of teacher</i></p> <ul style="list-style-type: none"> <li>• Essential qualities of a teacher</li> <li>• Teaching styles – Formal authority, demonstrator, facilitator, delegator</li> </ul> <p><i>Assessment of learner</i></p> <ul style="list-style-type: none"> <li>• Types of learners</li> <li>• Determinants of learning – learning needs, readiness to learn, learning styles</li> <li>• Today's generation of learners and their skills and attributes</li> <li>• Emotional intelligence of the learner</li> <li>• Motivational factors – personal factors, environmental factors and support system</li> </ul> <p><b>Curriculum Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum – definition, types</li> <li>• Curriculum design – components, approaches</li> <li>• Curriculum development – factors influencing curriculum development, facilitators and barriers</li> <li>• Writing learning outcomes/ behavioral objectives</li> <li>• Basic principles of writing course plan, unit plan and lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul> <p><b>Self-assessment exercise:</b></p> <ul style="list-style-type: none"> <li>• Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory)</li> <li>• Lecture cum discussion</li> </ul> <p><b>Individual/group exercise:</b></p> <ul style="list-style-type: none"> <li>• Writing learning outcomes</li> <li>• Preparation of a lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul> <p><b>Assessment of Assignment:</b></p> <ul style="list-style-type: none"> <li>• Individual/ Group</li> </ul>
III	8	15	<p>Explain the principles and strategies of classroom management</p>	<p><b>Implementation</b></p> <p><i>Teaching in Classroom and Skill lab – Teaching Methods</i></p> <ul style="list-style-type: none"> <li>• Classroom management-principles and strategies</li> <li>• Classroom communication</li> <li>• Facilitators and Barriers to classroom communication</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objectivetype</li> </ul>



Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods</p> <p>Explain active learning strategies and participate actively in team and collaborative learning</p>	<p>o Information communication technology (ICT) – ICT used in education</p> <p><i>Teaching methods – Features, advantages and disadvantages</i></p> <ul style="list-style-type: none"> <li>• Lecture, Group discussion, microteaching</li> <li>• Skill lab – simulations, Demonstration &amp; re-demonstration</li> <li>• Symposium, panel discussion, seminar, scientific workshop, exhibitions</li> <li>• Role play, project</li> <li>• Field trips</li> <li>• Self-directed learning (SDL)</li> <li>• Computer assisted learning</li> <li>• One-to-one instruction</li> </ul> <p><i>Active learning strategies</i></p> <ul style="list-style-type: none"> <li>• Team based learning</li> <li>• Problem based learning</li> <li>• Peer sharing</li> <li>• Case study analysis</li> <li>• Journaling</li> <li>• Debate</li> <li>• Gaming</li> <li>• Inter-professional education</li> </ul>	<ul style="list-style-type: none"> <li>• Practice teaching/Micro teaching</li> <li>• Exercise (Peer teaching)</li> <li>• Patient teaching session</li> <li>• Construction of game – puzzle</li> <li>• Teaching in groups – interdisciplinary</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of microteaching</li> </ul>
IV	3	3	<p>Enumerate the factors influencing selection of clinical learning experiences</p> <p>Develop skill in using different clinical teaching strategies</p>	<p><b>Teaching in the Clinical Setting – Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Clinical learning environment</li> <li>• Factors influencing selection of clinical learning experiences</li> <li>• Practice model</li> <li>• Characteristics of effective clinical teacher</li> <li>• Writing clinical learning outcomes/practice competencies</li> <li>• Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Writing clinical outcomes – assignments in pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Assessment of written assignment</li> </ul>

  
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Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
V	5	5	<p>Explain the purpose, principles and steps in the use of media</p> <p>Categorize the different types of media and describe its advantages and disadvantages</p> <p>Develop skill in preparing and using media</p>	<p><b>Educational/Teaching Media</b></p> <ul style="list-style-type: none"> <li>Media use – Purpose, components, principles and steps</li> <li>Types of media</li> </ul> <p><i>Still visuals</i></p> <ul style="list-style-type: none"> <li>Non projected – drawings &amp; diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer</li> <li>Projected – film stripes, microscope, power point slides, overhead projector</li> </ul> <p><i>Moving visuals</i></p> <ul style="list-style-type: none"> <li>Video learning resources – videotapes &amp; DVD, blu-ray, USB flash drive</li> <li>Motion pictures/films</li> </ul> <p><i>Realia and models</i></p> <ul style="list-style-type: none"> <li>Real objects &amp; Models</li> </ul> <p><i>Audio aids/audio media</i></p> <ul style="list-style-type: none"> <li>Audiotapes/Compact discs</li> <li>Radio &amp; Tape recorder</li> <li>Public address system</li> <li>Digital audio</li> </ul> <p><i>Electronic media/computer learning resources</i></p> <ul style="list-style-type: none"> <li>Computers</li> <li>Web-based videoconferencing</li> <li>E-learning, Smart classroom</li> </ul> <p><i>Telecommunication (Distance education)</i></p> <ul style="list-style-type: none"> <li>Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing</li> </ul> <p><i>Mobile technology</i></p>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Preparation of different teaching aids – (Integrate with practice teaching sessions)</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> <li>Assessment of the teaching media prepared</li> </ul>
		3	<p>Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation</p> <p>Explain the guidelines to develop assessment</p>	<p><b>Assessment/Evaluation Methods/Strategies</b></p> <ul style="list-style-type: none"> <li>Purposes, scope and principles in selection of assessment methods and types</li> <li>Barriers to evaluation</li> <li>Guidelines to develop assessment</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>

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Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>Tests</p> <p>Develop skill in construction of different tests</p> <p>Identify various clinical evaluation tools and demonstrate skill in selected tests</p>	<p>tests</p> <p><i>Assessment of knowledge:</i></p> <ul style="list-style-type: none"> <li>• Essay type questions,</li> <li>• Short answer questions (SAQ)</li> <li>• Multiple choice questions (MCQ – single response &amp; multiple response)</li> </ul> <p><i>Assessment of skills:</i></p> <ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Observation (checklist, rating scales, videotapes)</li> <li>• Written communication – progress notes, nursing care plans, process recording, written assignments</li> <li>• Verbal communication (oral examination)</li> <li>• Simulation</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Self-evaluation</li> <li>• Clinical portfolio, clinical logs</li> </ul> <p><i>Assessment of Attitude:</i></p> <ul style="list-style-type: none"> <li>• Attitude scales</li> </ul> <p><i>Assessment tests for higher learning:</i></p> <ul style="list-style-type: none"> <li>• Interpretive questions, hot spot questions, drag and drop and ordered response questions</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on constructing assessment tool/s</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of tool/s prepared</li> </ul>
VII	3	3	<p>Explain the scope, purpose and principles of guidance</p> <p>Differentiate between guidance and counseling</p> <p>Describe the principles, types, and counseling process</p> <p>Develop basic skill of counseling and guidance</p>	<p><b>Guidance/academic advising, counseling and discipline</b></p> <p><i>Guidance</i></p> <ul style="list-style-type: none"> <li>• Definition, objectives, scope, purpose and principles</li> <li>• Roles of academic advisor/ faculty in guidance</li> </ul> <p><i>Counseling</i></p> <ul style="list-style-type: none"> <li>• Difference between guidance and counseling</li> <li>• Definition, objectives, scope, principles, types, process and steps of counseling</li> <li>• Counseling skills/techniques – basics</li> <li>• Roles of counselor</li> <li>• Organization of counseling services</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Role play on student counseling in different situations</li> <li>• Assignment on identifying situations requiring counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of performance in role play scenario</li> <li>• Evaluation of assignment</li> </ul>

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Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students</p>	<ul style="list-style-type: none"> <li>Issues for counseling innursing students</li> </ul> <p><i>Discipline and grievance in students</i></p> <ul style="list-style-type: none"> <li>Managing disciplinary/grievance problems – preventive guidance &amp; counseling</li> <li>Role of students' grievance redressal cell/committee</li> </ul>		
VIII	4	2	<p>Recognize the importance of value-based education</p> <p>Develop skill in ethical decision making and maintain ethical standards for students</p> <p>Introduce knowledge of EBT and its application in nursing education</p>	<p><b>Ethics and Evidence Based Teaching (EBT) in Nursing Education</b></p> <p><i>Ethics – Review</i></p> <ul style="list-style-type: none"> <li>Definition of terms</li> <li>Value based education in nursing</li> <li>Value development strategies</li> <li>Ethical decision making</li> <li>Ethical standards for students</li> <li>Student-faculty relationship</li> </ul> <p><i>Evidence based teaching – Introduction</i></p> <ul style="list-style-type: none"> <li>Evidence based education process and its application to nursing education</li> </ul>	<ul style="list-style-type: none"> <li>Value clarification exercise</li> <li>Case study analysis (student encountered scenarios) and suggest ethical decision-making steps</li> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Evaluation of case study analysis</li> <li>Quiz – MCQ</li> </ul>

  
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## INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

**PLACEMENT:** V SEMESTER

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

**DESCRIPTION:** This course is designed to help students to know the importance of forensic science in total patient care and to recognize forensic nursing as a specialty discipline in professional nursing practice.


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

1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice
2. Explore the history and scope of forensic nursing practice
3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence
4. Develop basic understanding of the Indian judicial system and legal procedures

### COURSE OUTLINE

#### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Describe the nature of forensic science and discuss issues concerning violence	<b>Forensic Science</b> <ul style="list-style-type: none"><li>• Definition</li><li>• History</li><li>• Importance in medical science</li><li>• Forensic Science Laboratory</li></ul> <b>Violence</b> <ul style="list-style-type: none"><li>• Definition</li><li>• Epidemiology</li><li>• Source of data</li></ul> <b>Sexual abuse – child and women</b>	<ul style="list-style-type: none"><li>• Lecture cum discussion</li><li>• Visit to Regional Forensic Science Laboratory</li></ul>	<ul style="list-style-type: none"><li>• Quiz – MCQ</li><li>• Write visit report</li></ul>
II	2 (T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	<b>Forensic Nursing</b> <ul style="list-style-type: none"><li>• Definition</li><li>• History and development</li><li>• Scope – setting of practice, areas of practice and subspecialties</li><li>• Ethical issues</li><li>• Roles and responsibilities of nurse</li><li>• INC &amp; SNC Acts</li></ul>	<ul style="list-style-type: none"><li>• Lecture cum discussion</li></ul>	<ul style="list-style-type: none"><li>• Short answer</li><li>• Objective type</li></ul>

  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	7 (T)	Identify members of forensic team and describe role of forensic nurse	<b>Forensic Team</b> <ul style="list-style-type: none"> <li>Members and their roles</li> </ul> <b>Comprehensive forensic nursing care of victim and family</b> <ul style="list-style-type: none"> <li>Physical aspects</li> <li>Psychosocial aspects</li> <li>Cultural and spiritual aspects</li> <li>Legal aspects</li> <li>Assist forensic team in care beyond scope of her practice</li> <li>Admission and discharge/referral/death of victim of violence</li> <li>Responsibilities of nurse as a witness</li> </ul> <b>Evidence preservation – role of nurses</b> <ul style="list-style-type: none"> <li>Observation</li> <li>Recognition</li> <li>Collection</li> <li>Preservation</li> <li>Documentation of Biological and other evidence related to criminal/traumatic event</li> <li>Forwarding biological samples for forensic examination</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Hypothetical/real case presentation</li> <li>Observation of post-mortem</li> <li>Visit to department of forensic medicine</li> </ul>	<ul style="list-style-type: none"> <li>Objective type</li> <li>Short answer</li> <li>Write report</li> </ul>
IV	3 (T)	Describe fundamental rights and human rights commission	<b>Introduction of Indian Constitution</b> <b>Fundamental Rights</b> <ul style="list-style-type: none"> <li>Rights of victim</li> <li>Rights of accused</li> </ul> <b>Human Rights Commission</b>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Written Assignment</li> <li>Visit to prison</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Assessment of written assignment</li> <li>Write visit report</li> </ul>
V	5 (T)	Explain Indian judicial system and laws	<b>Sources of laws and law-making powers</b> <b>Overview of Indian Judicial System</b> <ul style="list-style-type: none"> <li>JMFC (Judicial Magistrate First Class)</li> <li>District</li> <li>State</li> <li>Apex</li> </ul> <b>Civil and Criminal Case Procedures</b> <ul style="list-style-type: none"> <li>IPC (Indian Penal Code)</li> <li>ICPC</li> <li>IE Act (Indian Evidence Act)</li> </ul> <b>Overview of POSCO Act</b>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Guided reading</li> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Short answer</li> </ul>

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## **SEMESTER - VI**

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## CHILD HEALTH NURSING – II

**PLACEMENT:** VI SEMESTER


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

**PRACTICUM:** Clinical: 1 Credit (80 hours)

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

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

1. Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourinary, nervous system disorders, orthopedic disorders, eye, ear and skin disorders and communicable diseases
2. Provide care to children with common behavioural, social and psychiatric problems
3. Manage challenged children
4. Identify the social and welfare services for challenged children

  
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## COURSE OUTLINE


### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, and nervous system	<b>Cardiovascular system:</b> <ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital malformations</li> <li>• <b>Congenital heart diseases:</b> Cyanotic and Acyanotic (ASD,VSD, PDA,TOF)</li> <li>• Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure</li> <li>• <b>Hematological conditions:</b> <ol style="list-style-type: none"> <li>a) Congenital: Hemophilia, Thalassemia</li> <li>b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non-hodgkins lymphoma</li> </ol> </li> </ul> <b>Gastro-intestinal system:</b> <ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital malformations.</li> <li>• Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia</li> <li>• Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites</li> </ul> <b>Genitourinary urinary system:</b> <ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital malformations.</li> <li>• Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy</li> <li>• Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure</li> </ul> <b>Nervous system:</b> <ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital malformations               <ol style="list-style-type: none"> <li>a) Congenital: Spina bifida, Hydrocephalous.</li> <li>b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration and practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> </ul>
II	10 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing	<b>Orthopedic disorders:</b> <ul style="list-style-type: none"> <li>• Club foot</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of</li> </ul>

  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>management of children with Orthopedic disorders, eye, ear and skin disorders</p> <p>Explain the preventive measures and strategies for children with communicable diseases</p>	<ul style="list-style-type: none"> <li>• Hip dislocation and</li> <li>• Fracture</li> </ul> <p><b>Disorder of eye, ear and skin:</b></p> <ul style="list-style-type: none"> <li>• Refractory errors</li> <li>• Otitis media and</li> <li>• Atopic dermatitis</li> </ul> <p><b>Communicable diseases in children, their identification/ diagnosis, nursing management in hospital, in home, control &amp; prevention:</b></p> <ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Diphtheria</li> <li>• Tetanus</li> <li>• Pertussis</li> <li>• Poliomyelitis</li> <li>• Measles</li> <li>• Mumps, and</li> <li>• Chickenpox</li> <li>• HIV/AIDS</li> <li>• Dengue fever</li> <li>• COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>• Practice session</li> <li>• Clinical practice</li> </ul>	skills with checklist
III	10 (T)	<p>Describe the management of children with behavioral &amp; social problems</p> <p>Identify the social &amp; welfare services for challenged children</p>	<p><b>Management of behavior and social problems in children</b></p> <ul style="list-style-type: none"> <li>• Child Guidance clinic</li> <li>• Common behavior disorders in children and management               <ul style="list-style-type: none"> <li>◦ Enuresis and Encopresis</li> <li>◦ Nervousness</li> <li>◦ Nail biting</li> <li>◦ Thumb sucking</li> <li>◦ Temper tantrum</li> <li>◦ Stealing</li> <li>◦ Aggressiveness</li> <li>◦ Juvenile delinquency</li> <li>◦ School phobia</li> <li>◦ Learning disability</li> </ul> </li> <li>• Psychiatric disorders in children and management               <ul style="list-style-type: none"> <li>◦ Childhood schizophrenia</li> <li>◦ Childhood depression</li> <li>◦ Conversion reaction</li> <li>◦ Posttraumatic stress disorder</li> <li>◦ Autistic spectrum disorders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Field visits to child guidance clinics, school for mentally &amp; physically, socially challenged</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of field reports</li> </ul>


  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Eating disorder in children and management               <ul style="list-style-type: none"> <li>○ Obesity</li> <li>○ Anorexia nervosa</li> <li>○ Bulimia</li> </ul> </li> <li>• Management of challenged children.               <ul style="list-style-type: none"> <li>○ Mentally</li> <li>○ Physically</li> <li>○ Socially</li> <li>○ Child abuse,</li> <li>○ Substance abuse</li> </ul> </li> <li>• Welfare services for challenged children in India</li> </ul>		

**CHILD HEALTH NURSING - II – CLINICAL PRACTICUM (1 Credit – 80 hours)**

Given under Child Health Nursing - I as I & II

  
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## MENTAL HEALTH NURSING - II

**PLACEMENT:** VI SEMESTER

**THEORY:** 1 Credit (40 Hours)

**PRACTICUM:** Clinical: 2 Credits (160 Hours)

**DESCRIPTION:** This course is designed to provide the students with basic understanding and skills essential to meet psychiatric emergencies and perform the role of community mental health nurse.

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

1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders.
2. Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence.
3. Apply nursing process in providing care to patients with organic brain disorders.
4. Identify and respond to psychiatric emergencies.
5. Carry out crisis interventions during emergencies under supervision.
6. Perform admission and discharge procedures as per MHCA 2017.
7. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.



## COURSE OUTLINE

### T – Theory


Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	<b>Nursing Management of Patients with Substance Use Disorders</b> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal</li> <li>• Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal)</li> <li>• Diagnostic criteria/formulations</li> <li>• Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay</li> <li>• Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders</li> <li>• Special considerations for vulnerable population</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>
II	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders	<b>Nursing Management of Patient with Personality and Sexual Disorders</b> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classification of disorders</li> <li>• Etiology, psychopathology, characteristics, diagnosis</li> <li>• Nursing Assessment: History, Physical and mental health assessment</li> <li>• Treatment modalities and nursing management of patients with personality, and sexual disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>
III	8 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency	<b>Nursing Management of Behavioural &amp; Emotional Disorders occurring during Childhood and Adolescence</b> (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder) <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classifications</li> <li>• Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>

  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Nursing Assessment: History, Physical, mental status examination and IQ assessment</li> <li>• Treatment modalities and nursing management of childhood disorders including intellectual disability</li> <li>• Follow-up and home care and rehabilitation</li> </ul>		
IV	5 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.	<b>Nursing Management of Organic Brain Disorders</b> (Delirium, Dementia, amnesic disorders) <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classification</li> <li>• Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis</li> <li>• Nursing Assessment: History, Physical, mental and neurological assessment</li> <li>• Treatment modalities and nursing management of organic brain disorders</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>
V	6 (T)	Identify psychiatric emergencies and carry out crisis intervention	<b>Psychiatric Emergencies and Crisis Intervention</b> <ul style="list-style-type: none"> <li>• Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements</li> <li>• Maladaptive behaviour of individual and groups, stress, crisis and disaster(s)</li> <li>• Types of crisis</li> <li>• Crisis intervention: Principles, Techniques and Process               <ul style="list-style-type: none"> <li>- Stress reduction interventions as per stress adaptation model</li> <li>- Coping enhancement</li> <li>- Techniques of counseling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI	4 (T)	Explain legal aspects applied in mental health settings and role of the nurse	<b>Legal Issues in Mental Health Nursing</b> <ul style="list-style-type: none"> <li>• Overview of Indian Lunacy Act and The Mental Health Act 1987</li> <li>• (Protection of Children from Sexual Offence) POSCO Act</li> <li>• Mental Health Care Act (MHCA) 2017</li> <li>• Rights of mentally ill clients</li> <li>• Forensic psychiatry and nursing</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>


  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Admission and discharge procedures as per MHCA 2017</li> <li>• Role and responsibilities of nurses in implementing MHCA 2017</li> </ul>		
VII	5 (T)	<p>Describe the model of preventive psychiatry</p> <p>Describe Community Mental health services and role of the nurse</p>	<p><b>Community Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Development of Community Mental Health Services:</li> <li>• National mental health policy viz. National Health Policy</li> <li>• National Mental Health Program</li> <li>• Institutionalization versus Deinstitutionalization</li> <li>• Model of Preventive psychiatry</li> <li>• Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities</li> <li>• Mental Health Agencies: Government and voluntary, National and International</li> <li>• Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Clinical/ field practice</li> <li>• Field visits to mental health service agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of the field visit reports</li> </ul>

#### CLINICAL PRACTICUM – 2 Credits (80 hours)

Clinical Practicum for Mental Health Nursing - I & II are given under Mental Health Nursing - I Clinical Practicum

  
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## NURSING MANAGEMENT AND LEADERSHIP

**PLACEMENT:** VI Semester


**THEORY:** 3 Credits (60 hours) includes Lab/Skill Lab hours also

**PRACTICUM:** Clinical: 1 Credits (80 hours)

**DESCRIPTION:** This course is designed to enable students to acquire knowledge and competencies in areas of administration, and management of nursing services and education. Further prepares the students to develop leadership competencies and perform their role as effective leaders in an organization.

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

1. Analyze the health care trends influencing development of nursing services and education in India.
2. Describe the principles, functions and process of management applied to nursing.
3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.
4. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.
5. Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.
6. Develop skill in management of materials and supplies including inventory control.
7. Develop team working and inter professional collaboration competencies.
8. Identify effective leadership styles and develop leadership competencies.
9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.
10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process.
11. Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.
12. Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.
13. Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum.
14. Identify the legal issues and laws relevant to nursing practice and education.
15. Apply the knowledge and utilize the various opportunities for professional advancement.


  
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## COURSE OUTLINE

### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Explore the health care, development of nursing services and education in India and trends	<b>Health Care and Development of Nursing Services in India</b> <ul style="list-style-type: none"> <li>• Current health care delivery system of India – review</li> <li>• Planning and development of nursing services and education at global and national scenario</li> <li>• Recent trends and issues of nursing service and management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Directed reading and written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Assessment of assignment</li> </ul>
II	2 (T)	Explain the principles and functions of management applied to nursing  Describe the introductory concepts of management as a process	<b>Management Basics Applied to Nursing</b> <ul style="list-style-type: none"> <li>• Definitions, concepts and theories of management</li> <li>• Importance, features and levels of management</li> <li>• Management and administration</li> <li>• Functions of management</li> <li>• Principles of management</li> <li>• Role of a nurse as a manager</li> </ul> <b>Introduction to Management Process</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Staffing</li> <li>• Directing/Leading</li> <li>• Controlling</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> </ul>
			<b>MANAGEMENT OF NURSING SERVICES</b>		
III	4 (T)	Describe the essential elements of planning	<b>Planning Nursing Services</b> <ul style="list-style-type: none"> <li>• Vision, Mission, philosophy, objectives</li> <li>• Nursing service policies, procedures and manuals</li> <li>• Functional and operational planning</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Visit to specific hospital/ patient care units</li> <li>• Demonstration of disaster drill in the respective setting</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate Mission &amp; Vision Statement for the nursing department/ unit</li> <li>• Assessment</li> </ul>

  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Strategic planning</li> <li>• Program planning – Gantt chart &amp; milestone chart</li> <li>• Budgeting – concepts, principles, types,</li> <li>• Budget proposal, cost benefit analysis</li> <li>• Planning hospital and patient care unit (Ward)</li> <li>• Planning for emergency and disaster</li> </ul>		<ul style="list-style-type: none"> <li>• of problem-solving exercises</li> <li>• Visit Report</li> </ul>
IV	4 (T)	Discuss the concepts of organizing including hospital organization	<b>Organizing</b> <ul style="list-style-type: none"> <li>• Organizing as a process – assignment, delegation and coordination</li> <li>• Hospital – types, functions &amp; organization</li> <li>• Organizational development</li> <li>• Organizational structure</li> <li>• Organizational charts</li> <li>• Organizational effectiveness</li> <li>• Hospital administration, Control &amp; line of authority</li> <li>• Hospital statistics including hospital utilization indices</li> <li>• Nursing care delivery systems and trends</li> <li>• Role of nurse in maintenance of effective organizational climate</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Comparison of organizational structure of various organizations</li> <li>• Nursing care delivery systems – assignment</li> <li>• Preparation of Organizational chart of hospital/ Nursing services</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Assessment of assignment</li> </ul>
V	6 (T)	Identify the significance of human resource management (HRM) and material management and discuss its elements	<b>Staffing (Human resource management)</b> <ul style="list-style-type: none"> <li>• Definition, objectives, components and functions</li> </ul> <b>Staffing &amp; Scheduling</b> <ul style="list-style-type: none"> <li>• Staffing – Philosophy, staffing activities</li> <li>• Recruiting, selecting, deployment</li> <li>• Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation</li> <li>• Staffing units – Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system</li> <li>• Categories of nursing personnel including job description of all levels</li> <li>• Assignment and nursing care responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Role play</li> <li>• Games self-assessment, case discussion and practice session</li> <li>• Calculation of staffing requirements for a specified ward</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate Job description at different levels of care &amp; compare with existing system</li> <li>• Preparation of duty roster</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Explain the procedural steps of material management</p> <p>Develop managerial skill in inventory control and actively participate in procurement process</p>	<ul style="list-style-type: none"> <li>• Turnover and absenteeism</li> <li>• Staff welfare</li> <li>• Discipline and grievances</li> </ul> <p><b>In-Service Education</b></p> <ul style="list-style-type: none"> <li>• Nature and scope of in-service education program</li> <li>• Principles of adult learning – review</li> <li>• Planning and organizing in-service educational program</li> <li>• Methods, techniques and evaluation</li> <li>• Preparation of report</li> </ul> <p><b>Material Resource Management</b></p> <ul style="list-style-type: none"> <li>• Procurement, purchasing process, inventory control &amp; role of nurse</li> <li>• Auditing and maintenance in hospital and patient care unit</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to inventory store of the institution</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of MMF/records</li> <li>• Preparation of log book &amp; condemnation documents</li> <li>• Visit Report</li> </ul>
VI	5 (T)	Describe the important methods of supervision and guidance	<p><b>Directing and Leading</b></p> <ul style="list-style-type: none"> <li>• Definition, principles, elements of directing</li> <li>• Supervision and guidance</li> <li>• Participatory management</li> <li>• Inter-professional collaboration</li> <li>• Management by objectives</li> <li>• Team management</li> <li>• Assignments, rotations</li> <li>• Maintenance of discipline</li> <li>• Leadership in management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of record &amp; report maintenance in specific wards/ departments</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Reports &amp; Records maintained in nursing department/</li> <li>• Preparation of protocols and manuals</li> </ul>
VII	4 (T)	<p>Discuss the significance and changing trends of nursing leadership</p> <p>Analyze the different leadership styles and develop leadership competencies</p>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Definition, concepts, and theories</li> <li>• Leadership principles and competencies</li> <li>• Leadership styles: Situational leadership, Transformational leadership</li> <li>• Methods of leadership development</li> <li>• Mentorship/preceptorship in nursing</li> <li>• Delegation, power &amp; politics, empowerment, mentoring and coaching</li> <li>• Decision making and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Self-assessment</li> <li>• Report on types of leadership adopted at different levels of health care in the given setting</li> <li>• Problem solving/ Conflict management exercise</li> <li>• Observation of managerial roles at different levels (middle level managers-ward incharge, ANS)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of exercise/report</li> </ul>

  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Conflict management and negotiation</li> <li>• Implementing planned change</li> </ul>		
VIII	4 (T)	Explain the process of controlling and its activities	<b>Controlling</b> <ul style="list-style-type: none"> <li>• Implementing standards, policies, procedures, protocols and practices</li> <li>• Nursing performance audit, patient satisfaction</li> <li>• Nursing rounds, Documentation – records and reports</li> <li>• Total quality management – Quality assurance, Quality and safety</li> <li>• Performance appraisal</li> <li>• Program evaluation review technique (PERT)</li> <li>• Bench marking, Activity plan (Gantt chart)</li> <li>• Critical path analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Preparation of policies/ protocols for nursing units/ department</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of prepared protocols</li> </ul>
IX	4 (T)	Explain the concepts of organizational behavior and group dynamics	<b>Organizational Behavior and Human Relations</b> <ul style="list-style-type: none"> <li>• Concepts and theories of organizational behavior</li> <li>• Group dynamics</li> <li>• Review – Interpersonal relationship</li> <li>• Human relations</li> <li>• Public relations in the context of nursing</li> <li>• Relations with professional associations and employee unions</li> <li>• Collective bargaining</li> <li>• Review – Motivation and morale building</li> <li>• Communication in the workplace – assertive communication</li> <li>• Committees – importance in the organization, functioning</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Role play/ exercise – Group dynamics &amp; human relations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• OSCE</li> </ul>
X	2 (T)	Describe the financial management related to nursing services	<b>Financial Management</b> <ul style="list-style-type: none"> <li>• Definition, objectives, elements, functions, principles &amp; scope of financial management</li> <li>• Financial planning (budgeting for nursing department)</li> <li>• Proposal, projecting requirement for staff, equipment and supplies for – Hospital &amp; patient care units &amp; emergency and disaster units</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Budget proposal review</li> <li>• Preparation of budget proposal for a specific department</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of assignment</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Budget and Budgetary process</li> <li>Financial audit</li> </ul>		
XI	1 (T)	Review the concepts, principles and methods and use of nursing informatics	<b>Nursing Informatics/ Information Management – Review</b> <ul style="list-style-type: none"> <li>Patient records</li> <li>Nursing records</li> <li>Use of computers in hospital, college and community</li> <li>Telemedicine &amp; Tele nursing</li> <li>Electronic Medical Records (EMR), EHR</li> </ul>	<ul style="list-style-type: none"> <li>Review</li> <li>Practice session</li> <li>Visit to departments</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> </ul>
XII	1 (T)	Review personal management in terms of management of emotions, stress and resilience	<b>Personal Management – Review</b> <ul style="list-style-type: none"> <li>Emotional intelligence</li> <li>Resilience building</li> <li>Stress and time management – de-stressing</li> <li>Career planning</li> </ul>	<ul style="list-style-type: none"> <li>Review</li> <li>Discussion</li> </ul>	
			<b>MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS</b>		
XIII	4 (T)	Describe the process of establishing educational institutions and its accreditation guidelines	<b>Establishment of Nursing Educational Institutions</b> <ul style="list-style-type: none"> <li>Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines</li> <li>Coordination with regulatory bodies – INC and State Nursing Council</li> <li>Accreditation – Inspections</li> <li>Affiliation with university/State council/board of examinations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Visit to one of the regulatory bodies</li> </ul>	<ul style="list-style-type: none"> <li>Visit report</li> </ul>
XIV	4 (T)	Explain the planning and organizing functions of a nursing college	<b>Planning and Organizing</b> <ul style="list-style-type: none"> <li>Philosophy, objectives and mission of the college</li> <li>Organization structure of school/college</li> <li>Review – Curriculum planning</li> <li>Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation</li> <li>Budget planning – faculty, staff, equipment &amp; supplies, AV aids, Lab equipment, library books, journals, computers and maintenance</li> <li>Infrastructure facilities – college, classrooms, hostel, library, labs,</li> </ul>	<ul style="list-style-type: none"> <li>Directed reading – INC Curriculum</li> <li>Preparation of organizational structure of the college</li> <li>Written assignment – writing philosophy of a teaching department</li> <li>Preparation of master plan, time table and clinical rotation</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Essay</li> <li>Assessment of assignment</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			computer lab, transport facilities • Records & reports for students, staff, faculty and administrative • Committees and functioning • Clinical experiences		
XV	4 (T)	Develop understanding of staffing the college and selecting the students	<b>Staffing and Student Selection</b> • Faculty/staff selection, recruitment and placement, job description • Performance appraisal • Faculty development • Faculty/staff welfare • Student recruitment, admission, clinical placement	• Guided reading on faculty norms • Faculty welfare activities report • Writing job description of tutors	• Short answer • Activity report • Assessment of job description
XVI	4 (T)	Analyze the leadership and management activities in an educational organization	<b>Directing and Controlling</b> • Review – Curriculum implementation and evaluation • Leadership and motivation, supervision – review • Guidance and counseling • Quality management – educational audit • Program evaluation, evaluation of performance • Maintaining discipline • Institutional records and reports – administrative, faculty, staff and students	• Review principles of evaluation • <b>Assignment</b> – Identify disciplinary problems among students • Writing student record	• Short answer • Assessment of assignment and record
XVII	4 (T)	Identify various legal issues and laws relevant to nursing practice	<b>PROFESSIONAL CONSIDERATIONS</b> <b>Review – Legal and Ethical Issues</b> • Nursing as a profession – Characteristics of a professional nurse • Nursing practice – philosophy, aim and objectives • Regulatory bodies – INC and SNC constitution and functions <b>Review – Professional ethics</b> • Code of ethics and professional conduct – INC & ICN • Practice standards for nursing – INC • International Council for Nurses (ICN) <b>Legal aspects in nursing:</b> • Consumer protection act, patient rights • Legal terms related to practice, legal		

  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			system – types of law, tort law & liabilities <ul style="list-style-type: none"> <li>• Laws related to nursing practice – negligence, malpractice, breach, penalties</li> <li>• Invasion of privacy, defamation of character</li> <li>• Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice</li> </ul>		
XVIII	2 (T)	Explain various opportunities for professional advancement	<b>Professional Advancement</b> <ul style="list-style-type: none"> <li>• Continuing Nursing Education</li> <li>• Career opportunities</li> <li>• Membership with professional organizations – national and international</li> <li>• Participation in research activities</li> <li>• Publications – journals, newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare journal list available in India</li> <li>• Write an article – research/ clinical</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of assignments</li> </ul>

**Note:** Less than 1 credit lab hours are not specified

### CLINICAL PRACTICUM

**Clinical:** 2 Credits (80 hours) 2 weeks × 40 hours per week = 80 hours

#### Practice Competencies:


##### Hospital

1. Prepare organizational chart of hospital/Nursing services/nursing department
2. Calculate staffing requirements for a particular nursing unit/ward
3. Formulate Job description at different levels of care
4. Prepare duty roster for staff/students at different levels
5. Participate in procuring/purchase of equipment & supplies
6. Prepare log book/MMF for specific equipment/materials
7. Maintain and store inventory and keep daily records
8. Prepare and maintain various records & reports of the settings – incident reports/adverse reports/audit reports
9. Prepare and implement protocols & manuals
10. Participate in supervision, evaluation and conducting in service education for the staff

##### College & Hostel

1. Prepare organizational chart of college
2. Formulate job description for tutors
3. Prepare Master plan, time table and clinical rotation
4. Prepare student anecdotes
5. Participate in planning, conducting and evaluation of clinical teaching
6. Participate in evaluation of students' clinical experience
7. Participate in planning and conducting practical examination OSCE – end of posting

**CLINICAL POSTING:** Management experience in hospital & college.

  
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**MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I**  
including SBA module

**PLACEMENT:** VI SEMESTER

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

**PRACTICUM:** Skill Lab: 1 Credit (40 hours); Clinical: 3 Credits (240 hours)

**DESCRIPTION:** This course is designed for students to develop knowledge and competencies on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programs.

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

1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
3. Recognize the trends and issues in midwifery and obstetrical nursing.
4. Review and describe the anatomy and physiology of human reproductive system and conception.
5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium.
6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.
7. Uphold the fundamental human rights of individuals when providing midwifery care.
8. Promote physiologic labour and birth, and conduct normal childbirth.
9. Provide evidence based essential newborn care.
10. Apply nursing process approach in caring for women and their families.
11. Describe the methods of contraception and role of nurse/midwife in family welfare services.
12. Recognize the importance of and actively participate in family welfare programs.
13. Provide youth friendly health services and care for women affected by gender based violence.

**COURSE OUTLINE**

T – Theory, SL/L – Skill Lab/Lab, C – Clinical

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	8 (T)	Explain the history and current scenario of midwifery in India  Review vital health	<b>Introduction to midwifery</b> <ul style="list-style-type: none"> <li>History of midwifery in India</li> <li>Current scenario:                             <ul style="list-style-type: none"> <li>Trends of maternity care in India</li> <li>Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India</li> </ul> </li> <li>Vital health indicators – Maternal mortality ratio, Infant Mortality Rate,</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Role play</li> <li>Directed reading and assignment: ICM competencies</li> <li>Scenario based learning</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> <li>Essay</li> <li>Quiz</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>indicators</p> <p>Describe the various national health programs related to RMNCH+A</p> <p>Identify the trends and issues in midwifery</p> <p>Discuss the legal and ethical issues relevant to midwifery practice</p>	<p>Neonatal Mortality Rate, perinatal mortality rate, fertility rates</p> <p>oMaternal death audit</p> <ul style="list-style-type: none"> <li>National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health)</li> </ul> <p><i>Current trends in midwifery and OBG nursing:</i></p> <ul style="list-style-type: none"> <li>Respectful maternity and newborn care (RMNC)</li> <li>Midwifery-led care units (MLCU)</li> <li>Women centered care, physiologic birthing and demedicalization of birth</li> <li>Birthing centers, water birth, lotus birth</li> <li>Essential competencies for midwifery practice (ICM)</li> <li>Universal rights of child-bearing women</li> <li>Sexual and reproductive health and rights</li> <li>Women's expectations &amp; choices about care</li> </ul> <p><i>Legal provisions in midwifery practice in India:</i></p> <ul style="list-style-type: none"> <li>INC/MOH&amp;FW regulations</li> <li>ICM code of ethics</li> <li>Ethical issues in maternal and neonatal care</li> <li>Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers</li> <li>Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community)</li> <li>Scope of practice for midwives</li> </ul>		
II	6 (T) 3 (L)	Review the anatomy and physiology of human reproductive system	<p><b>Anatomy and physiology of human reproductive system and conception (Maternal, Fetal &amp; Newborn physiology)</b></p> <p><i>Review:</i></p> <ul style="list-style-type: none"> <li>Female organs of reproduction</li> <li>Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations</li> <li>Foetal skull – bones, sutures,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Self-directed learning</li> <li>Models</li> <li>Videos &amp; films</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Short answer</li> <li>Essay</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			fontanelles, diameters, moulding <ul style="list-style-type: none"> <li>Fetopelvic relationship</li> <li>Physiology of menstrual cycle, menstrual hygiene</li> <li>Fertilization, conception and implantation</li> <li>Embryological development</li> <li>Placental development and function, placental barrier</li> <li>Fetal growth and development</li> <li>Fetal circulation &amp; nutrition</li> </ul>		
III	12 (T) 10 (L) 40 (C)	Provide preconception care to eligible couples  Describe the physiology, assessment and management of normal pregnancy  Demonstrate knowledge, attitude and skills of midwifery practice throughout 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup>	<b>Assessment and management of normal pregnancy (ante-natal):</b> <b>Pre-pregnancy Care</b> <ul style="list-style-type: none"> <li>Review of sexual development (<i>Self Learning</i>)</li> <li>Socio-cultural aspects of human sexuality (<i>Self Learning</i>)</li> <li>Preconception care</li> <li>Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>)</li> <li>Planned parenthood</li> </ul> <b>Pregnancy assessment and antenatal care (I, II &amp; III Trimesters)</b> <b>Normal pregnancy</b> <ul style="list-style-type: none"> <li>Physiological changes during pregnancy</li> <li>Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests</li> <li>Review of maternal nutrition &amp; malnutrition</li> <li>Building partnership with women following RMC protocol</li> <li>Fathers' engagement in maternity care</li> </ul> <b>Ante-natal care:</b> <b>1<sup>st</sup> Trimesters</b> <ul style="list-style-type: none"> <li>Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation</li> <li>Identification and management of minor discomforts of pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Self-Learning</li> <li>Health talk</li> <li>Role play</li> <li>Counseling session</li> <li>Case discussion/presentation</li> <li>Simulation</li> <li>Supervised clinical practice</li> <li>Refer SBA module &amp; Safe motherhood</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Case study evaluation</li> <li>OSCE</li> </ul>

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		trimesters	<ul style="list-style-type: none"> <li>• Antenatal care : as per GoI guidelines</li> <li>• Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.)</li> <li>• Danger signs during pregnancy</li> <li>• Respectful care and compassionate communication</li> <li>• Recording and reporting: as per the GoI guidelines</li> <li>• Role of Doula/ASHAs</li> </ul> <p><b>II Trimester</b></p> <ul style="list-style-type: none"> <li>• Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope</li> <li>• Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests.</li> <li>• Antenatal care</li> <li>• Women centered care</li> <li>• Respectful care and compassionate communication</li> <li>• Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc.</li> <li>• Education and management of physiological changes and discomforts of 2<sup>nd</sup> trimester</li> <li>• Rh negative and prophylactic anti D</li> <li>• Referral and collaboration, empowerment</li> <li>• Ongoing risk assessment</li> <li>• Maternal Mental Health</li> </ul> <p><b>III Trimester</b></p> <ul style="list-style-type: none"> <li>• Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope</li> <li>• Education and management of physiological changes and discomforts of 3<sup>rd</sup> trimester</li> <li>• Third trimester tests and screening</li> <li>• Fetal engagement in late pregnancy.</li> <li>• Childbirth preparation classes</li> </ul>	<p>booklet</p> <ul style="list-style-type: none"> <li>• Lab tests – performance and interpretation</li> <li>• Demonstration</li> <li>• Roleplay</li> </ul> <p>• Demonstration of antenatal assessment</p>	



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Birth preparedness and complication readiness including micro birth planning</li> <li>• Danger signs of pregnancy – recognition of ruptured membranes</li> <li>• Education on alternative birthing positions – women's preferred choices, birth companion</li> <li>• Ongoing risk assessment</li> <li>• Cultural needs</li> <li>• Women centered care</li> <li>• Respectful and compassionate communication</li> <li>• Health education on exclusive breastfeeding</li> <li>• Role of Doula/ASHA's</li> </ul>	<ul style="list-style-type: none"> <li>• Scenario based learning</li> <li>• Lecture</li> <li>• Simulation</li> <li>• Role play</li> <li>• Refer GoI Guidelines</li> <li>• Health talk</li> <li>• Counseling session</li> <li>• Demonstration of birthing positions</li> <li>• Workshop on alternative birthing positions</li> </ul>	
IV	12 (T) 12 (L) 80 (C)	<p>Apply the physiology of labour in promoting normal childbirth</p> <p>Describe the management and care during labour</p> <p>Discuss how to maintain a safe environment for labour</p> <p>Work effectively for pain management during labour</p>	<p><b>Physiology, management and care during labour</b></p> <ul style="list-style-type: none"> <li>• Normal labour and birth</li> <li>• Onset of birth/labour</li> <li>• Per vaginal examination (if necessary)</li> <li>• Stages of labour</li> <li>• Organization of labour room – Triage, preparation for birth</li> <li>• Positive birth environment</li> <li>• Respectful care and communication</li> <li>• Drugs used in labour as per GoI guidelines</li> </ul> <p><b>Fist Stage</b></p> <ul style="list-style-type: none"> <li>• Physiology of normal labour</li> <li>• Monitoring progress of labour using Partograph/labour care guide</li> <li>• Assessing and monitoring fetal well being</li> <li>• Evidence based care during 1st stage of labour</li> <li>• Pain management in labour (non-pharmacological)</li> <li>• Psychological support – Managing fear</li> <li>• Activity and ambulation during first stage of labour</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Bedside clinics</li> <li>• Case discussion/presentation</li> <li>• Simulated practice</li> <li>• Supervised Clinical practice – Per vaginal examination, Conduction of normal childbirth</li> <li>• Refer SBA module</li> <li>• LaQshya guidelines</li> <li>• Dakshata guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Case study evaluation</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>Discuss how the midwife provides care and support for the women during birth to enhance physiological birthing and promote normal birth</p> <p>Assess and provide care of the newborn immediately following birth</p>	<ul style="list-style-type: none"> <li>• Nutrition during labour</li> <li>• Promote positive childbirth experience for women</li> <li>• Birth companion</li> <li>• Role of Doula/ASHA's</li> </ul> <p><b>Second stage</b></p> <ul style="list-style-type: none"> <li>• Physiology (Mechanism of labour)</li> <li>• Signs of imminent labour</li> <li>• Intrapartum monitoring</li> <li>• Birth position of choice</li> <li>• Vaginal examination</li> <li>• Psychological support</li> <li>• Non-directive coaching</li> <li>• Evidence based management of physiological birth/Conduction of normal childbirth</li> <li>• Essential newborn care (ENBC)</li> <li>• Immediate assessment and care of the newborn</li> <li>• Role of Doula/ASHA's</li> </ul> <p><b>Third Stage</b></p> <ul style="list-style-type: none"> <li>• Physiology – placental separation and expulsion, hemostasis</li> <li>• Physiological management of third stage of labour</li> <li>• Active management of third stage of labour (recommended)</li> <li>• Examination of placenta, membranes and vessels</li> <li>• Assess perineal, vaginal tear/ injuries and suture if required</li> <li>• Insertion of postpartum IUCD</li> <li>• Immediate perineal care</li> <li>• Initiation of breast feeding</li> <li>• Skin to skin contact</li> <li>• Newborn resuscitation</li> </ul> <p><b>Fourth Stage</b></p> <p><i>Observation, Critical Analysis and Management of mother and newborn</i></p> <ul style="list-style-type: none"> <li>• Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss</li> <li>• Documentation and Record of birth</li> </ul>	<ul style="list-style-type: none"> <li>• Refer ENBC, NSSK module</li> <li>• Demonstration</li> <li>• Group work</li> <li>• Scenario based learning</li> <li>• Simulation</li> <li>• Role play</li> <li>• Demonstration</li> <li>• Videos</li> </ul>	
		Discuss the impact of labour and birth as a transitional event in the woman's life			

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
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Ensure initiation of breast feeding and adequate latching	<ul style="list-style-type: none"> <li>Breastfeeding and latching</li> <li>Managing uterine cramp</li> <li>Alternative/complementary therapies</li> <li>Role of Doula/ASHA's</li> <li>Various childbirth practices</li> <li>Safe environment for mother and newborn to promote bonding</li> <li>Maintaining records and reports</li> </ul>		
V	7 (T) 6 (L) 40 (C)	Describe the physiology, management and care of normal puerperium	<b>Postpartum care/Ongoing care of women</b> <ul style="list-style-type: none"> <li>Normal puerperium – Physiology, duration</li> <li>Post-natal assessment and care – facility and home-based care</li> <li>Perineal hygiene and care</li> <li>Bladder and bowel function</li> <li>Minor disorders of puerperium and its management</li> <li>Physiology of lactation and lactation management</li> <li>Postnatal counseling and psychological support</li> <li>Normal postnatal baby blues and recognition of post-natal depression</li> <li>Transition to parenthood</li> <li>Care for the woman up to 6 weeks after childbirth</li> <li>Cultural competence (Taboos related to postnatal diet and practices)</li> <li>Diet during lactation-review</li> <li>Post-partum family planning</li> <li>Follow-up of postnatal mothers</li> <li>Drugs used in the postnatal period</li> <li>Records and reports</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Health talk</li> <li>Simulated practice</li> <li>Supervised clinical practice</li> <li>Refer SBA module</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> <li>OSCE</li> </ul>
VI	7 (T) 7 (L) 40 (C)	<p>Discuss the need for and provision of compassionate, family centered midwifery care of the newborn</p> <p>Describe the assessment and care of normal neonate</p>	<b>Assessment and ongoing care of normal neonates</b> <ul style="list-style-type: none"> <li>Family centered care</li> <li>Respectful newborn care and communication</li> <li>Normal Neonate – Physiological adaptation</li> <li>Newborn assessment – Screening for congenital anomalies</li> <li>Care of newborn up to 6 weeks after</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Simulated practice session</li> <li>Supervised clinical practice</li> <li>Refer safe deliver app module – newborn</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> <li>OSCE</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>the childbirth (Routine care of newborn)</p> <ul style="list-style-type: none"> <li>• Skin to skin contact and thermoregulation</li> <li>• Infection prevention</li> <li>• Immunization</li> <li>• Minor disorders of newborn and its management</li> </ul>	<p>management</p> <ul style="list-style-type: none"> <li>• Partial completion of SBA module</li> </ul>	
VII	8 (T) 2 (L) 40 (C)	<p>Explain various methods of family planning and role of nurse/midwife in providing family planning services</p> <p>Describe youth friendly services and role of nurses/ midwives</p> <p>Recognize the role of nurses/midwives in gender based violence</p>	<p><b>Family welfare services</b></p> <ul style="list-style-type: none"> <li>• Impact of early/frequent childbearing</li> <li>• Comprehensive range of family planning methods <ul style="list-style-type: none"> <li>◦ Temporary methods – Hormonal, non-hormonal and barrier methods</li> <li>◦ Permanent methods – Male sterilization and female sterilization</li> </ul> </li> <li>• Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods</li> <li>• Emergency contraceptives</li> <li>• Recent trends and research in contraception</li> <li>• Family planning counseling using Balanced Counseling Strategy (BCS)</li> <li>• Legal and rights aspects of FP</li> <li>• Human rights aspects of FP adolescents</li> <li>• Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review)</li> <li>• Importance of follow up and recommended timing</li> </ul> <p><b>Gender related issues in SRH</b></p> <ul style="list-style-type: none"> <li>• Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife</li> <li>• Special courts for abused people</li> <li>• Gender sensitive health services including family planning</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Supervised practice</li> <li>• Field visits</li> <li>• Scenario based learning</li> <li>• Discussion</li> <li>• GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Field visit reports</li> <li>• Vignettes</li> </ul>

  
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## **PRACTICUM**

### **PLACEMENT: VI & VII SEMESTER**

#### **VI SEMESTER: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I**

**SKILL LAB & CLINICAL:** Skill Lab – 1 Credit (40 hours); Clinical – 3 Credits (240 hours)

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

1. Counsel women and their families on pre-conception care
2. Demonstrate lab tests ex. urine pregnancy test
3. Perform antenatal assessment of pregnant women
4. Assess and care for normal antenatal mothers
5. Assist and perform specific investigations for antenatal mothers
6. Counsel mothers and their families on antenatal care and preparation for parenthood
7. Conduct childbirth education classes
8. Organize labour room
9. Prepare and provide respectful maternity care for mothers in labour
10. Perform per-vaginal examination for a woman in labour if indicated
11. Conduct normal childbirth with essential newborn care
12. Demonstrate skills in resuscitating the newborn
13. Assist women in the transition to motherhood
14. Perform postnatal and newborn assessment
15. Provide care for postnatal mothers and their newborn
16. Counsel mothers on postnatal and newborn care
17. Perform PPIUCD insertion and removal
18. Counsel women on family planning and participate in family welfare services
19. Provide youth friendly health services
20. Identify, assess, care and refer women affected with gender based violence

**SKILL LAB:** Procedures/Skills for demonstration and return demonstration:

1. Urine pregnancy test
2. Calculation of EDD, Obstetrical score, gestational weeks
3. Antenatal assessment
4. Counseling antenatal mothers
5. Micro birth planning
6. PV examination
7. Monitoring during first stage of labour – Plotting and interpretation of partograph
8. Preparation for delivery – setting up labour room, articles, equipment
9. Mechanism of labour – normal
10. Conduction of normal childbirth with essential newborn care
11. Active management of third stage of labour
12. Placental examination
13. Newborn resuscitation
14. Monitoring during fourth stage of labour
15. Postnatal assessment
16. Newborn assessment
17. Kangaroo mother care
18. Family planning counseling
19. PPIUCD insertion and removal



**CLINICAL POSTINGS (6 weeks × 40 hours per week = 240 hours)**

<b>Clinical Area</b>	<b>Duration (weeks)</b>	<b>Clinical Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
Antenatal OPD and Antenatal ward	1 week	<p>Perform antenatal assessment</p> <p>Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures</p> <p>Counsel antenatal women</p>	<ul style="list-style-type: none"> <li>History collection</li> <li>Physical examination</li> <li>Obstetric examination</li> <li>Pregnancy confirmation test</li> <li>Urine testing</li> <li>Blood testing for Hemoglobin, grouping &amp; typing</li> <li>Blood test for malaria</li> <li>KICK chart</li> <li>USG/NST</li> <li>Antenatal counseling</li> <li>Preparation for childbirth</li> <li>Birth preparedness and complication readiness</li> </ul>	<ul style="list-style-type: none"> <li>Antenatal palpation</li> <li>Health talk</li> <li>Case study</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> <li>Case presentation</li> </ul>
Labour room	3 weeks	<p>Monitor labour using partograph</p> <p>Provide care to women during labour</p> <p>Conduct normal childbirth, provide care to mother and immediate care of newborn</p>	<ul style="list-style-type: none"> <li>Assessment of woman in labour</li> <li>Partograph</li> <li>Per vaginal examination when indicated</li> <li>Care during first stage of labour</li> <li>Pain management techniques</li> <li>Upright and alternative positions in labour</li> <li>Preparation for labour – articles, physical, psychological</li> <li>Conduction of normal childbirth</li> <li>Essential newborn care</li> <li>Newborn resuscitation</li> <li>Active management of third stage of labour</li> <li>Monitoring and care during fourth stage of labour</li> </ul>	<ul style="list-style-type: none"> <li>Partograph recording</li> <li>PV examination</li> <li>Assisting/Conduction of normal childbirth</li> <li>Case study</li> <li>Case presentation</li> <li>Episiotomy and suturing if indicated</li> <li>Newborn resuscitation</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> <li>case study</li> <li>Case presentation</li> <li>OSCE</li> </ul>
Post-partum clinic and Postnatal Ward including FP unit	2 weeks	<p>Perform postnatal assessment</p> <p>Provide care to normal postnatal mothers and newborn</p> <p>Provide postnatal counseling</p> <p>Provide family welfare services</p>	<ul style="list-style-type: none"> <li>Postnatal assessment</li> <li>Care of postnatal mothers – normal</li> <li>Care of normal newborn</li> <li>Lactation management</li> <li>Postnatal counseling</li> <li>Health teaching on postnatal and newborn care</li> <li>Family welfare counseling</li> </ul>	<ul style="list-style-type: none"> <li>Postnatal assessment</li> <li>Newborn assessment</li> <li>Case study</li> <li>Case presentation</li> <li>PPIUCD Insertion and removal</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> <li>Case study</li> <li>Case presentation</li> </ul>

**Note :** Partial completion of SBA module during VI Semester



