



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

(Deemed to be University)

**Regulations and Competency
Based Curriculum for
B.Sc. Nursing
(Fourth Year)
(Semester - VII & VIII)**

Academic Year 2024-25 onwards



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

(Accredited (3rd Cycle) by NAAC with a CGPA of 3.64 on four point scale at 'A++' Grade)
(Declared as Category - I University by UGC Under Graded Autonomy Regulations, 2018)
(An ISO 9001:2015 and 14001:2015 Certified University and Green Education Campus)

Dr. Narendra M. Kadu
Registrar (Offg)

Ref. No. : DPU/ 922-A(ii) 23
Date : 29/09/2023

NOTIFICATION

Whereas in pursuance of various decisions taken by the Board of Management regarding the "Syllabus for B. Sc. (Nursing) 2014-15," which was revised up to April 2019, it is hereby notified that this syllabus is repealed for students admitted to the Fourth Year of the B. Sc. (Nursing) Programme from the Academic Year 2024-25 onwards. However, it will continue for the repeater students until the last student clears their Degree Programme.

And whereas in accordance with the regulations notified and published by the Indian Nursing Council on 5th July 2021 regarding "The Indian Nursing Council [Revised Regulations and Curriculum for B. Sc. (Nursing) Program, Regulations, 2020]".

And whereas in pursuance of the resolution passed by the Academic Council at its meeting held on 31st July, 2023 (Resolution No. AC-22(i)-23) regarding Regulations and Competency-Based Curriculum containing a Credit System and Semester System of the Fourth Year B. Sc. (Nursing) Programme, it is resolved to implement these changes from the Academic Year 2024-25 onwards.

And whereas in pursuance of the resolution passed by the Board of Management at its meeting held on 13th August, 2023 (Resolution No. BM-20(i)-23) regarding the implementation of the Regulations and Competency-Based Curriculum containing a Credit System and Semester System of the Fourth Year B. Sc. (Nursing) Programme, from the Academic Year 2024-25 onwards, it is hereby notified that these changes are officially adopted and published.

It is notified to all concerned that the new Regulations and Competency-Based Curriculum for the Fourth Year B. Sc. (Nursing) Programme from the Academic Year 2024-25 onwards (applicable for the batch admitted to the First Year of B. Sc. (Nursing) in 2021-22) are now officially published.

Contd...2/-

The **Fourth Year B.Sc. (Nursing) Programme** is structured into **two semesters, VII and VIII**, and employs a **Credit and Semester System**. The curriculum for these semesters is outlined below:

VII Semester		VIII Semester	
Course Code	Course/Subject	Course Code	Course/Subject
N-COMH (II) 401	Community Health Nursing II	INTE 415	Community Health Nursing
NRST 405	Nursing Research & Statistics	INTE 420	Adult Health Nursing
N-MIDW(II)/ OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module	INTE 425	Child Health Nursing
		INTE 430	Mental Health Nursing
		INTE 435	Midwifery

These changes come into force with immediate effect and will be useful to all concerned.




(Dr. Narendra M. Kadu)
Registrar (Offg.)

Copy to:

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

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Sr No.	Content
	VII Semester
1.	Community Health Nursing -II
2.	Nursing Research & Statistics
3.	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II
	VIII Semester
1.	Competency assessment – 5 specialties (Adult Health Nursing, Mental Health Nursing, Paediatrics, Midwifery, Community Health Nursing)
	MANDATORY MODULE
1	SBA MODULE & SAFE DELIVERY APP MODULE (Midwifery/Obstetrics & Gynecology Nursing I & II) VI & VII semester
	LIST OF ELECTIVE MODULES
	VII & VIII Semesters: To complete any one of the following before end of 8th semester
1	Scientific writing skills
2	Lactation management
3	Sexuality & Health
4	Stress management
5	Job readiness and employability in health care setting

1. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor y Conta ct hours	Lab/ Skill Lab credits	Lab/ Skill Lab Conta ct hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
7	Seventh	N-COMH(II) 401	Community Health Nursing II	5	100			2	160		260
		NRST 405	Nursing Research & Statistics	2	40	2	80(Proj ect- 40)				120
		N-MIDW(II)/ OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Mandatory module- Safe delivery app module	3	60	1	40	4	320		420
			Self-study/Co-curricular								-
			TOTAL	10	200	3	120	6	480	10+3+ 6=19	800
8	Eight (Internship)	INTE 415	Community Health Nursing – 4 weeks								
		INTE 420	Adult Health Nursing – 6 weeks								
		INTE 425	Child Health Nursing – 4 weeks								
		INTE 430	Mental Health Nursing – 4 weeks								
		INTE 435	Midwifery – 4 weeks								
			TOTAL = 22 weeks	12(1 credit= 4 hours per week per semester)					1056{4 hours ×22 weeks =88 hours ×12 credits =1056(48 hours per week× 22 weeks)		

***Elective Module VII/VIII semester**

1 credit theory – 1 hour per week per semester

1 credit practical/lab/skill lab/simulation lab – 2 hours per week per semester

1 credit clinical – 4 hours per week per semester

1 credit elective course – 1 hour per week per semester

Total Semesters = 8

(Seven semesters: One semester = 20 weeks × 40 hours per week = 800 hours)

(Eighth semester – Internship: One semester = 22 weeks × 48 hours per week = 1056 hours)

Total number of course credits including internship and electives – 156 (141+12+3)

Distribution of credits and hours by courses, internship and electives

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

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

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

Practicum (7 semesters) excluding internship

Lab/skill lab/simulation lab – 600 (17%)

Clinical – 2880 (83%)

Total – 3480

Lab/skill lab/simulation lab = 17% of the total practicum planned

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

2. SCHEME OF EXAMINATION

The distribution of marks in internal assessment, End Semester College Exam, and End Semester University Exam for each course is shown below.

VII SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University	Hours	Total marks
	Theory					
1	Community Health Nursing II	25		75	3	100
2	Nursing Research & Statistics	25		75	3	100
2	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	25 Sem VI-25 &Sem VII-25 (with average of both)		75	3	100
	Practical					
3	Community Health Nursing II	50		50		100
4	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	50 (Sem VI-25 & Sem VII-25)		50		100

VIII SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
	Practical					
1	Competency Assessment	100		100		200

3. EXAMINATION REGULATIONS

Note:

1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
4. Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Nutrition and Dietetics of 50 marks and Section-B Biochemistry of 25 marks.
5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. Following exams shall be conducted as College exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate. i. Communicative English ii. Health/Nursing Informatics and Technology iii. Professionalism, Professional Values and Ethics including Bioethics
iv. Introduction to Forensic Nursing & Indian Laws
10. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.
11. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
12. The student has to pass in all **mandatory modules** placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College/University Examination (Refer Appendix 2).
13. A candidate has to pass in theory and practical exam separately in each of the paper.
14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
16. The candidate shall appear for exams in each semester:
 - i. The candidate shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - ii. The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - iii. The candidate shall have cleared all the previous examination before appearing for final year examination.
 - iv. The maximum period to complete the course successfully should not exceed 8 years.
17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
19. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
20. All practical examinations must be held in the respective clinical areas.

21. One internal and one external examiner should jointly conduct practical examination for each student.
22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundations course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.

COMMUNITY HEALTH NURSING – II

PLACEMENT: VII SEMESTER

THEORY: 5 Credits (100 hours) – includes lab hours also

PRACTICUM: Clinical: 2 Credit (160 hours)

DESCRIPTION: This course is designed to help students gain broad perspective of specialized roles and responsibilities of community health nurses and to practice in various specialized health care settings. It helps students to develop knowledge and competencies required for assessment, diagnosis, treatment, and nursing management of individuals and families within the community in wellness and illness continuum.

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

1. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MOH&FW
2. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
3. Describe the methods of collection and interpretation of demographic data
4. Explain population control and its impact on the society and describe the approaches towards limiting family size
5. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs
6. Identify health problems of older adults and provide primary care, counseling and supportive health services
7. Participate in screening for mental health problems in the community and providing appropriate referral services
8. Discuss the methods of data collection for HMIS, analysis and interpretation of data
9. Discuss about effective management of health information in community diagnosis and intervention
10. Describe the management system of delivery of community health services in rural and urban areas
11. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports
12. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)
13. Identify the roles and responsibilities of health team members and explain their job description
14. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management
15. Demonstrate skills in proper bio-medical waste management as per protocols
16. Explain the roles and functions of various national and international health agencies

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	10 (T)	Explain nurses role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid	Management of common conditions and emergencies including first aid • Standing orders : Definition, uses • Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System • Abdominal pain • Nausea and vomiting • Diarrhea • Constipation • Jaundice • GI bleeding • Abdominal distension • Dysphagia and dyspepsia • Aphthous ulcers • Respiratory System • Acute upper respiratory infections • Rhinitis, Sinusitis, Pharyngitis, Laryngitis, • Tonsillitis • Acute lower respiratory infections • Bronchitis, pneumonia pneumonia and bronchial asthma • Hemoptysis, Acute chest pain • Heart & Blood • Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia • Blood anemia, blood cancers, bleeding disorders	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with common conditions and provide referral	• Short answer • Essay • Field visit reports • OSCE assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			Eye & ENT conditions • Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors • ENT – Epistaxis, ASOM, sore throat, deafness Urinary System • Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children First aid in common emergency conditions Review • High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies		
II	20 (T)	Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings	• Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting) • Present situation of reproductive, maternal and child health in India • Antenatal care • Objectives, antenatal visits & examination, nutrition during pregnancy, counseling Calcium and iron supplementation in pregnancy	• Lecture • Discussion • Demonstration • Role play • Suggested field visits and field practice • Assessment of antenatal, postnatal preschool child, school child, and adolescent health	• Short answer • Essay • OSCE • assessment
			• Antenatal care at health central level • Birth preparedness • High risk approach –		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, • Gestational diabetes mellitus, Hypothyroidism, Syphilis • Referral, follow up and maintenance of records and reports Intra natal care • Normal labour – process, onset, stages of labour • Monitoring and active management of different stages of labour • Care of women after labour • Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perennial tears, ruptured uterus • Care of newborn immediately after birth • Maintenance of records and reports • Use of Safe child birth check list • SBA module- Review • Organization of labour room Postpartum care • Objectives, Postnatal visits, care of mother and baby, breast feeding, diet		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			During lactation, and health counseling Early identification, primary management referral and follow up of complications, Danger signs- postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression Postpartum visit by health care provider Newborn and child care • Review: Essential newborn care • Management of common neonatal problems • Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral • Review: IMNCI Module • Under five clinics Adolescent Health • Common health problems and risk factors in adolescent girls and boys • Common Gynecological conditions – • dysmenoorhea, Premenstrual Syndrome		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Promote adolescent health and youth friendly services	• (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse • Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme • Youth friendly services: • SRH Service needs • Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication • Counseling for parents and teenagers (BCS balanced counseling strategy) • National Programs • RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A • strategies, Interventions across life stages, • program management, monitoring and evaluation systems • Universal Immunization Program (UIP) as per Government of India guidelines – Review • Rashtriya Bal Swasthya Karyakram (RSBK) -children Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents • Any other new programs	• Screen, manage and refer adolescents • Counsel adolescents	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
III	4 (T)	Discuss the concepts and scope of demography	• Demography, Surveillance and Interpretation of Data • Demography and vital statistics-demographic cycle, world population trends, vital statistics • Sex ratio and child sex ratio, in India, the causes and social implications • Sources of vital statistics – Census, registration of vital events, sample registration system • Morbidity and mortality indicators – • Definition, calculation and interpretation • Surveillance, Integrated disease • surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India • Collection, analysis, interpretation, use of data • Review: Common sampling techniques- random and non-random techniques • Disaggregation of data	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answer • Essay

COMMUNITY HEALTH NURSING - II
Clinical practicum – 2 credits (160 hours)
CLINICAL POSTINGS (4 weeks × 40 hours per week)

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban Rural	2 weeks 2 Weeks	Screen, diagnose, manage and refer clients with common conditions/emergencies Promote adolescent Health Screen, assess and manage elderly with health problems and refer appropriately Screen, diagnose, manage and refer clients who are mentally unhealthy	• Screening, diagnosing, management and referral of clients with common conditions/ emergencies • Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn • Conduction of normal delivery at health center • Newborn care • Counsel adolescents • Family planning counselling • Distribution of temporary contraceptives – • condoms, OCP's, emergency contraceptives • Screening, diagnosing, management and referral of clients with occupational health problems • Health assessment of elderly	• Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH&FW • Minor ailments – 2 • Emergencies – 1 • Dental problems – 1 • Eye problems – 1 • Ear, nose, and throat problems– 1 • High risk pregnant woman – High risk neonate – 1 • Assessment of antenatal – 1, intrapartum – 1, postnatal – 1 and newborn – 1 • Conduction of normal delivery at health center and documentation – 2	• Clinical performance • assessment • OSCE during posting • Final clinical examination • (University)

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Participate in community diagnosis – data management Participate in health centre activities Organize and conduct clinics/health camps in the community Prepare for disaster preparedness and management Recognize the importance and observe the biomedical waste management process	• Mental health • Screening • Participation in Community diagnosis – data management • Writing health center activity report • Organizing and Conducting clinics/camp Participation in disaster mock drills	• Immediate newborn care and documentation – 1 • Adolescent counseling – 1 • Family planning counselling – 1 • Family case study – 1 (Rural/Urban) • Screening, diagnosing, management and referral of clients with occupational health problems – 1 • Group project: Community diagnosis – data management • Write report on health center activities – 1 • Organizing and conducting Antenatal/under- five clinic/Health camp – 1 • Participation in disaster mock drills • Field visit to bio-medical waste management site • Visit to AYUSH clinic	• Clinical performance assessment OSCE • Family Case study • evaluation • Clinical performance • evaluation • OSCE • Project evaluation

NURSING RESEARCH AND STATISTICS

PLACEMENT: VII SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Lab/Skill Lab: 1 Credit (40 hours) Clinical Project: 40 hours

DESCRIPTION: The Course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics. It is further, structured to conduct/participate in need-based research studies in various settings and utilize the research findings to provide quality nursing care. The hours for practical will be utilized for conducting individual/group research project.

COMPETENCIES:

On completion of the course, students will be competent to

1. Identify research priority areas
2. Formulate research questions/problem statement/hypotheses
3. Review related literature on selected research problem and prepare annotated bibliography
4. Prepare sample data collection tool
5. Analyze and interpret the given data
6. Practice computing, descriptive statistics and correlation
7. Draw figures and types of graphs on given select data
8. Develop a research proposal
9. Plan and conduct a group/individual research project

COURSE OUTLINE
T – Theory, P – Practicum

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
I	6		Describe the concept of research, terms, need and areas of research in nursing Explain the steps of research process State the purposes and steps of Evidence Based Practice	• Research and Research Process • Introduction and need for nursing research • Definition of Research & nursing research • Steps of scientific method • Characteristics of good research • Steps of Research process – • overview • Evidence Based Practice – Concept, • Meaning, Purposes, Steps of EBP • Process and Barriers	• Lecture cum • Discussion • Narrate steps of research process followed from • examples of published studies • Identify research priorities on a given area/ specialty • List examples of Evidence Based Practice	• Short answer • Objective type
II	2	8	Identify and state the research problem and objectives	Research Problem/Question • Identification of problem area • Problem statement • Criteria of a good research problem • Writing objectives and hypotheses	• Lecture cum • Discussion • Exercise on writing statement of problem and objectives	• Short answer • Objective type • Formulation of research questions/ objectives/ hypothesis
III	2	6	Review the related literature	Review of Literature • Location • Sources • On line search; CINHAL, • COCHRANE etc. • Purposes • Method of review	• Lecture cum • Discussion • Exercise on reviewing one research report/ article for a selected research problem • Prepare annotated Bibliography	• Short answer • Objective type • Assessment of review of literature on given topic presented

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
IV	4	1	Describe the Research approaches and designs	Research Approaches and Designs • Historical, survey and experimental • Qualitative and Quantitative designs	• Lecture cum • Discussion • Identify types of research approaches used from examples of published and unpublished research • Studies with rationale	• Short answer • Objective type
V	6	6	Explain the Sampling process Describe the methods of data collection	Sampling and data Collection • Definition of Population, Sample • Sampling criteria, factors influencing sampling process, types of sampling techniques • Data – why, what, from whom, when and where to collect • Data collection methods and instruments • -Methods of data collection - Questioning, interviewing - Observations, record analysis and measurement • Types of instruments, Validity & • Reliability of the Instrument • Research ethics • Pilot study • Data collection procedure	• Lecture cum • Discussion • Reading assignment on examples of data collection tools • Preparation of sample data collection tool • Conduct group research project	• Short answer • Objective type • Developing questionnaire/ • Interview • Schedule/ • Checklist
VI	4	6	Analyze, Interpret & summarize the research data	Analysis of data • Compilation, Tabulation, classification, summarization, presentation, interpretation of data	• Lecture cum • Discussion • Preparation of sample tables	• Short answer • Objective type • Analyze and interpret given data

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
VII	12	8	Explain the use of statistics, scales of measurement and graphical presentation of data Describe the measures of central tendency and variability and methods of Correlation	Introduction to Statistics • Definition, use of statistics, scales of measurement. • Frequency distribution and graphical presentation of data • Mean, Median, Mode, Standard deviation • Normal Probability and tests of significance • Co-efficient of correlation • Statistical packages and its application	• Lecture cum Discussion • Practice on graphical presentations • Practice on computation of measures of central tendency, variability • & correlation	• Short answer • Objective type • • Computation of descriptive statistics
VIII	4	5	Communicate and utilize the research findings	Communication and utilization of Research • Communication of research findings • Verbal report • Writing research report • Writing scientific article/paper • Critical review of published research including publication ethics • Utilization of research findings • Conducting group research project	• Lecture cum Discussion • Read/ Presentations of a sample • published/ unpublished • research report • Plan, conduct and Write individual/group research project	• Short answer • Objective type • Oral • Presentation • Development of research proposal • Assessment of research Project

MIDWIFERY/OBSTETRIC AND GYNECOLOGY NURSING - II
INCLUDING SAFE DELIVERY APP MODULE

PLACEMENT: VII SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Skill Lab: 1 Credit (40 Hours) Clinical: 4 Credits (320 Hours)

DESCRIPTION:

This course is designed for students to develop knowledge and competencies on the concepts and principles of obstetrics and gynaecology nursing. It helps them to acquire knowledge and skills in rendering respectful Maternity care to high risk woman during antenatal, natal and postnatal periods in hospitals and community settings and help to develop skills in initial management and referral of high risk neonates. It would also help students to gain knowledge, attitude and skills in caring for women with gynecological disorders.

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

1. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
2. Demonstrate competency in identifying deviation from normal pregnancy.
3. Describe the assessment, initial management, referral and nursing care of women with high risk labour.
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
6. Demonstrate competency in the initial management of complications during the postnatal period.
7. Demonstrate competency in providing care for high risk newborn.
8. Apply nursing process in caring for high risk women and their families.
9. Describe the assessment and management of women with gynecological disorders.
10. Demonstrate skills in performing and assisting in specific gynecological procedures.
11. Describe the drugs used in obstetrics and gynecology.
12. Counsel and care for couples with infertility.
13. Describe artificial reproductive technology.

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	12 (T) 10 (L) 80 (C)	Describe the assessment, initial management, and referral of women with problems during pregnancy Support women with complicated pregnancy and facilitate safe and positive birthing outcome	Recognition and Management of problems during Pregnancy - Assessment of high-risk pregnancy Problems / Complications of Pregnancy - Hyper-emesis gravidarum, - Bleeding in early pregnancy – abortion, - ectopic pregnancy, vesicular mole - Unintended or mistimed pregnancy - Post abortion care & counseling - Bleeding in late pregnancy placenta previa, abruption placenta, trauma - Medical conditions complicating pregnancy – Anemia, PIH/Preeclampsia, - Eclampsia, GDM, cardiac disease, pulmonary disease, - thyrotoxicosis, STDs, HIV, Rh incompatibility - Infections in pregnancy – urinary tract - infection, bacterial, viral, protozoal, fungal, malaria in pregnancy - Surgical conditions complicating pregnancy – appendicitis, acute abdomen - COVID-19 & pregnancy and children Hydraninos	- Lecture - Discussion - Demonstration - Video & films - Scan reports - Case discussion - Case presentation - Drug presentation - Health talk - Simulation - Role play - Supervised Clinical practice - WHO midwifery toolkit - GoI guideline	- Essay - Short answer - Objective type - Assessment of skills with - check list - OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
II	20 (T) 15 (L) 80 (C)	Identify, provide initial management and refer women with problems during labour within the scope of midwifery practice.	Abnormalities of placenta and cord - Intra uterine growth restriction - Intra uterine fetal death - Gynaecological conditions complicating pregnancy - Mental health issues during pregnancy - Adolescent pregnancy - Elderly primi, grand multiparity - Management and care of conditions as per the GoI protocol - Policy for the referral services - Drugs used in management of high-risk pregnancies - Maintenance of records and reports Recognition and management of abnormal labour - Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour) - Premature rupture of membranes - Malposition's and abnormal presentations (posterior position, breech, brow, face, shoulder) - Contracted Pelvis, Cephalo Pelvic Disproportion (CPD) - Disorders of uterine action – Prolonged labour,	- Lecture - Discussion - Demonstration - Case discussion/ presentation - Simulation - Role play - Drug presentation - Supervised clinical practice - WHO midwifery toolkit - GoI guidelines – use of uterotonics during labour, antenatal corticosteroids - GoI guidance note on prevention and management of PPH	- Short answer - Objective type - Assessment of skills with check list - OSCE
			- Disorders of uterine action – Prolonged labour, Precipitate labour - labour, Precipitate labour, Dysfunctional labour - Complications of third stage – Retained placenta, Injuries to birth canal, - Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade) - Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, - Obstetrical shock, Amniotic fluid, Embolism - Episiotomy and suturing - Obstetric procedures – Forceps delivery, - Vacuum delivery, Version - Induction of labour – Medical & surgical - Caesarean section – indications and preparation - Nursing management of women undergoing - Obstetric operations and procedures - Drugs used in management of abnormal labour - Anesthesia and analgesia in obstetrics		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	9 (T) 5 (L) 40 (C)	Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions Describe high risk neonates and their nursing management	Recognition and Management of postnatal problems - Physical examination, identification of - deviation from normal - Puerperal complications and its management - Puerperal pyrexia - Puerperal sepsis - Urinary complications - Secondary Postpartum hemorrhage - Vulval hematoma - Breast engorgement including mastitis/breast abscess, feeding problem - Thrombophlebitis - DVT - Uterine sub involution - Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF) - Postpartum depression/psychosis - Drugs used in abnormal puerperium - Policy about referral	- Lecture - Demonstration - Case discussion/ presentation - Drug presentation - Supervised clinical practice	- Simulation - Short answer - OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
V	7 (T) 5 (L) 40 (C)	Describe high risk neonates and their nursing management	Assessment and management of Highrisk newborn (Review) - Models of newborn care in India – NBCC; SNCUs - Screening of high- risk newborn - Protocols, levels of neonatal care, infection control - Prematurity, Post- maturity - Low birth weight - Kangaroo Mother Care - Birth asphyxia/Hypoxic encephalopathy - Neonatal sepsis - Hypothermia - Respiratory distress - Jaundice - Neonatal infections - High fever - Convulsions - Neonatal tetanus - Congenital anomalies - Baby of HIV positive mothers - Baby of Rh negative mothers - Birth injuries - SIDS (Sudden Infant Death Syndrome)	- Lecture - Discussion - Demonstration - Simulation - Case discussion/ presentation - Drug presentation - Supervised Clinical practice - Integrated Management of Neonatal Childhood Illnesses (IMNCI)	- Short answer - Objective type - Assessment of skills with check list - OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
VI	12 (T) 5 (L) 80 (C)	Describe the assessment & management of women with gynaecological disorders	• prevention, Compassionate care • Calculation of fluid requirements, • EBM / formula feeds / tube feeding • Home based new- born care program – • community facility integration in newborn care • Decision making about management and referral • Bereavement counseling • Drugs used for high risk newborns • Maintenance of records and reports Assessment and management of women with gynecological disorders • Gynecological assessment – History and Physical assessment • Breast Self- Examination • Congenital abnormalities of female reproductive system • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment • modalities and management of women with • Menstrual abnormalities • Abnormal uterine bleed • Pelvic inflammatory	• Lecture • Discussion • Demonstration • Case discussion/ presentation • Drug presentation • Videos, films • Simulated practice • Supervised Clinical practice • Visit to infertility clinic and ART centers	• Essay • Short answer • Objective type • Assessment of skills with • check list • OSCE

			- disease • Infections of the reproductive tract • Uterine displacement • Endometriosis • Uterine and cervical fibroids & polyps • Tumors – uterine, cervical, ovarian, • vaginal, vulval • Cysts – ovarian, vulval • Cystocele, urethrocele, rectocele • Genitor-urinary fistulas • Breast disorders – infections, deformities, cysts, tumors • HPV vaccination • Disorders of Puberty and menopause • Hormonal replacement therapy • Assessment and management of couples with infertility • Infertility – definite • Counseling the infertile couple • Investigations – male and female • Artificial reproductive technology • Surrogacy, sperm and ovum donation, • cryopreservation • Adoption – counseling, procedures • Injuries and Trauma; Sexual violence • Drugs used in treatment of gynaecological disorders		
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Note: Complete safe delivery app during VII Semester

MIDWIFERY / OBSTETRICS AND GYNECOLOGY (OBG) NURSING – II
PRACTICUM SKILL LAB & CLINICAL:

Skill Lab – 1 Credit (40 Hours); Clinical – 4 Credits (320 hours)

PRACTICE COMPETENCIES:

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

1. Identify, stabilize and refer antenatal women with complications
2. Provide care to antenatal women with complications
3. Provide post abortion care& counselling
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Demonstrate skills in resuscitating the newborn
6. Assist and manage complications during labour
7. Identify postnatal and neonatal complications, stabilize and refer them
8. Provide care for high risk antenatal, intranatal and postnatal women and their families using nursing process approach
9. Provide care for high risk newborn
10. Assist in advanced clinical procedures in midwifery and obstetric nursing
11. Provide care for women during their non childbearing period.
12. Assess and care for women with gynecological disorders
13. Demonstrate skills in performing and assisting in specific gynecological procedures
14. Counsel and care for couples with infertility

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

1. Antenatal assessment and identification of complications
2. Post abortion care & counseling
3. Counseling antenatal women for complication readiness
4. Mechanism of labour – abnormal
5. Assisting in the conduction of abnormal vaginal deliveries and caesarean section.
6. Management of complications during pregnancy/labour/post partum (case studies/simulated scenarios)
7. Administration of Inj. Magnesium sulphate
8. Starting and maintaining an oxytocin drip for PPH
9. Management of PPH – Bimanual compression of uterus
10. Management of PPH – Balloon tamponade
11. Instruments used in obstetrics and gynecology
12. Visual inspection of cervix with acetic acid
13. Cervical biopsy
14. Breast examination
15. Counseling of infertile couples

CLINICAL POSTINGS
(8 weeks × 40 hours per week = 320 hours)

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Labour room	2 weeks	Conduction of normal childbirth Conduct/assist in abnormal deliveries Monitor labour using partograph Identify and manage complications during labour	- Assist in the management of abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia - Assist in cervical encercage procedures, D&C, D&E - Identify, assist and manage trauma to the birth canal, retained placenta, post partum hemorrhage, uterine atony - Management of obstetric shock	- Pantograph - recording - Pain - management - during labour - Conduction of - normal - childbirth - Assisting in - abnormal - deliveries - Managing - complication - during labour - Case study - Case - presentation	- Assignment - Case study - Case - presentation - Simulation - OSCE

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Postnatal Ward	1 week	Perform postnatal assessment and identify postnatal complications Provide postnatal care	- Postnatal history collection and physical examination - Identify postnatal complications - Care of postnatal mothers abnormal deliveries, caesarean section - Care of normal newborn - Lactation management - Postnatal counselling - Health teaching on postnatal and newborn care - Family welfare counselling	- Health talk - Postnatal assessment - Newborn assessment - Case studies - Case presentation - PPIUCD insertion and removal	- Role play - Assignment - Case study - Case presentation - Simulation - Vignettes - OSCE

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Neonatal Intensive Care Unit	1 week	Perform assessment of newborn and identify complications congenital anomalies Perform neonatal resuscitation Care of high risk newborn Provide care for newborns in ventilator incubator etc Assist/perform special neonatal procedures,	• Neonatal assessment – • identification of complication, • congenital anomalies. • Observation of newborn • Neonatal resuscitation • Phototherapy and management of jaundice in newborn • Assist in Exchange transfusion • Neonatal feeding – spoon and katori, paladai, NG tube • Care of baby in incubator, ventilator, warmer • Infection control in the nursery • Neonatal medications • Starting IV line for newborn, drug calculation	• Case study • Case presentation • Assignments • Simulated practice	• Case presentation • Care study • Care plan • Simulation, Vignettes • OSCE

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Obstetric/ Gynae operation theatre & Gynecology	2 weeks	Assist in gynecological and obstetric surgeries	• Observe/Assist in caesarean section • Management of retained Placenta • Gynecological surgeries • Hysterectomy • Uterine rupture • Care of women with gynecological conditions • Health education	• Assisting in obstetric and gynecological surgery • Tray set-up for caesarean section • Care plan	• Assignment • Tray set-up for obstetric and gynecological surgeries • Case presentation • Simulation • Vignettes

Note: Completion of safe delivery App module during VII Semester

PRACTICUM

SKILL LAB & CLINICAL ARE GIVEN UNDER OBG NURSING – I

MANDATORY MODULE

SBA MODULE & SAFE DELIVERY APP MODULE

(Midwifery/Obstetrics & Gynaecology Nursing I&II)

PLACEMENT: VI & VII SEMESTER

Theory, skill lab and clinical hours are integrated in MIDWIFERY/OBS & GYNEC I & II Courses.

Module Overview:

SBA module is prepared by MOH&FW, GoI and can be used in MIDWIFERY/OBS & GYNEC I & II Courses.

Safe delivery app is available in INC website prepared by Maternity Foundation of India and INC

Competencies (Learning Outcomes): The student will be able to

1. Demonstrate knowledge and competencies to provide respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings.
2. Provide safe and competent care to normal neonate and neonate with complications.
3. Identify complications in women during antenatal, intranatal, and postnatal periods.

Learning Activities:

- Lectures and Demonstration
- Self-study/Reading assignments □ Written assignments
- Practice in Skill/Simulation Lab

Assessment Methods:

SBA module

- Test paper - 20 marks
- Assignments - 10 marks
- OSCE - 20 marks

Safe Delivery App

Completion of Safe delivery app as champion.

Weightage to Internal Assessment: 10 marks to be added to internal marks to make up the total of 40 marks.

Learning Resources:

1. **SBA-A handbook for ANM, LHV & Staff nurses (2010)**, MoH&FW document
2. **Dakshata (2015) national guidelines**
3. **SAFE DELIVERY APP**
(Maternity foundation of India and INC)

NB.

- Completion of both Modules is mandatory before the end of VII semester.
- Latest Versions of National Guidelines must be consulted.

ELECTIVE MODULES

SCIENTIFIC WRITING SKILLS

PLACEMENT: VII & VIII SEMESTER

Credit & Hours: 1 Credit (20 hours)

THEORY: 12 hours

PRACTICAL/LAB: 8 hours

DESCRIPTION: This module is designed to provide the students with the necessary knowledge base to succeed in publishing scientific papers in indexed national/international journals or to prepare a grant application.

LEARNING OUTCOMES: On completion of this module, the student will be able to 1.

Get inspiration and motivation to write effectively, concisely and clearly.

2. Understand the process and basics of scientific writing and publishing.

3. Equip them with skills to cite and manage references.

4. Write scientific manuscript for publication in indexed national/international journals.

5. Apply the principles in grant writing.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T)	Get motivated to write	Basics of good writing • What makes good writing choice of words, components of sentences and sentence structure, using tenses • Clarity, brevity and fitness - punctuation, paragraphs, logic and organization • Motivation for writing	• Discussion • Review of news article	□ Quiz

II	2 (T) 2 (L)	Explain the basics and principles writing a scientific manuscript Develop skills to cite and manage references	Basics of writing a scientific manuscript • Definition and types • Characteristics - clear, simple and impartial • Reading scientific literature □ <i>General Principles</i>: ○ Ask right questions ○ Avoid jargon where possible ○ Focus on your reader ○ Don't show off ○ Create a compelling opening paragraph ○ Be confident ○ Learn how to KISS (Keep it short and simple) ○ Get active - Use the active voice rather than the passive one. ○ Check for errors ○ Use a style guide - writing style, referencing style ○ Tools for reference management	• Lecture cum discussion • Reading scientific literature- Exercise	• Quiz • Test paper
III	2 (T)	Develop skills in preparing conference	Writing conferences for and publications □ <i>Conferences</i>	□ Discussion	□ Test paper
	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		materials and presentation skills. Describe the publishing process and ethics	○ Developing conference materials: abstracts, posters and oral presentation. ○ Conference presentation skills □ <i>Publications</i> : ○ Phases for writing-planning, writing and publishing phase ○ Reporting guidelines - CONSORT, STROBE etc ○ Journals - choosing the right type of journal	• Preparation of a conference paper/ poster • Guided reading • Written assignment reporting guidelines	□ Assessment of the written assignment

			○ Publication ethics ○ Author's responsibility ○ Editorial process ○ Plagiarism check tools		
I	4 (T) 4 (L)	Develop skills in writing a research paper	Writing a research paper • General principles • Writing an Abstract • IMRAD format - ○ Introduction ○ Methods ○ Results ○ And ○ Discussion	• Lecture cum discussion/ Workshop on writing • Exercise on writing an abstract • Exercise on writing an effective discussion • Writing exercise for preparation of research paper for publication	□ Evaluation of the prepared research manuscript for publication
IV	2 (T) 2 (L)	Develop beginning skills of preparing a grant proposal with basic understanding	Overview of grant writing • Purposes • Funding opportunities • Principles • Writing a grant proposal	• Exercise: Identify grant opportunities • Exercise: write a grant proposal	□ Evaluation of the exercise

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

LACTATION MANAGEMENT

PLACEMENT: VII & VIII SEMESTER

THEORY: 0.5 Credit (10 hours)

CLINICAL: 0.5 Credit (10 hours)

DESCRIPTION: The module is designed to develop in-depth knowledge and understanding in lactation management. It also helps the students to develop competency in providing quality care to the lactating women and her families.

LEARNING OUTCOMES: On completion of the module, the student will be able to:

1. Understand the concept of lactation and anatomy of breast in postpartum women.
2. Discuss the physiology of lactation and composition of breast milk.
3. Develop competencies in providing quality nursing care to these women based on nursing process.
4. Educate women and families about the lactation problems faced by them and improve in breast feeding.
5. Discuss the advantages of breast feeding and bonding.
6. Explain the importance of taking well balanced diet to facilitate lactation.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T)	Review the anatomy of breast	Anatomy of breast-Review □ Concept and anatomy of breast	• Use of models • Discussion	• Objective test • Short answers
II	2 (T)	Explain the Physiology of lactation	Physiology of lactation • Physiology of lactation • Benefits of breast feeding	□ Discussion	• Short answers • Objective test
III	4 (T) 8 (CL)	Provide quality nursing care	Management of lactation • Quality nursing care to patient for lactating women • Well balanced diet • Technique of breast feeding • Prevention of breast engorgement	• Demonstration • Discussion • Case presentation	• Short answers • Objective test • Case report
IV	2 (T) 2 (L)	Provide health education	Health education on • Diet during lactation • Breast care • Clothing • Personal hygiene etc.	• Case method • Demonstration	□ Case report

CLINICAL PRACTICE COMPETENCIES:

On completion of the program student will be able to:

1. Provide quality nursing care to lactating women
2. Develop competency in supporting breast feeding
3. Educate lactating women regarding self care and well balanced diet, personal care etc.
4. Develop competency in records and reports
5. Encourage mother child bonding
6. Develop competency in preventing breast complications

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

SEXUALITY AND HEALTH**PLACEMENT:** VII & VIII SEMESTER**THEORY & PRACTICAL:** 1 Credit (20 hours)

THEORY: 16 hours

PRACTICAL: 4 hours

DESCRIPTION: Sexuality and Health is an elective module for nursing students who wish to make a future in sexual Health clinics/counseling. This module intends to train the nurses to help people to maintain sexual health.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Identify the basic components of the human reproductive system and describe the basic functions of the various reproductive organs.
2. Describe the changes that occur during puberty and secondary sexual characteristics.
3. Examine and evaluate the risk factors associated with exposure to blood-borne diseases.
4. Determine 'safer' sex practices.
5. Develop strategies to reduce sexual risk.
6. Explain the role of trust and ways to establish trust in a relationship.
7. Evaluate implications and consequences of sexual assault on a victim.
8. Explain the legislations related to sexual assaults in India.
9. Provide health education on safer sex practices and prevent the sexually transmitted diseases/blood borne diseases.
10. Assess a victim of sexual abuse/assault/harassment/child abuse.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3	Identify the basic components of the human reproductive system, and describe the basic functions of the various reproductive organs Describe the changes that occur during puberty; secondary sexual characteristics	Introduction to Sexuality - • Anatomy of the human reproductive system and the basic functions; fertilization, conception. • Changes during puberty (physical, emotional and social) • Secondary sexual characteristics	□ Lecture cum discussion	• Short answers • Objective test

II	3	Examine and evaluate the risk factors associated with exposure to blood-borne diseases	Risk factors associated with exposure to blood-borne diseases - HIV, AIDS, Hepatitis • Sharing needles • Body piercing • Tattooing • Helping someone who is bleeding etc.	• Lecture cum discussion • Role play • Group Discussion	• Short answers • Objective test
Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
III	3	Determine ‘safer’ sex practices Develop strategies to reduce sexual risk Explain the role of trust and ways to establish trust in a relationship	‘Safer’ sex practices: • Communicate with partner • Maintain abstinence • Limit partners • Access/use condoms/ contraceptives properly <i>Strategies to reduce sexual risk:</i> • Abstain from drugs and alcohol, date in groups, use assertive behavior • Expectations & commitments in a relationship • Role of trust and ways to establish trust in a relationship	□ Lecture cum discussion	• Short answers • Objective test
IV	5	Analyze the implications and consequences of sexual assault on a victim Explain the legislations related to sexual assaults in India	Sexual assault/abuse <i>Implications and consequences of sexual assault on a victim</i> □ Child sexual abuse • Sexual assault of boys • Incest • Intimate partner sexual abuse • Rapes <i>Legislation related to sexual assault in India</i> • Criminal Law amendment Act -2013 • Sexual Harassment at workplace • Protection of children against sexual offences	• Lecture cum discussion □ Case discussion • Guest lecture • Reading/written assignments	• Short answers • Objective test

V	2	Develop understanding and skills on sexual health education	Sexual Health Education • Health education - principles and application • Health education on safer sex practices • Counselling the sexually assaulted/abused child/adolescent/adults	☐ Observe/practice at the education/counseling clinic/ centre	☐ Evaluation of the report
VI	4 (P)	Develop skills in assessment of sexually abused victim and provide sexual health education	• Sexual health education adolescents and young adults • Assessment of sexually abused victim - child/adolescent/adult	☐ Clinical field	• Assessment of sexually abused victim • Sexual health education

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

STRESS MANAGEMENT

PLACEMENT: VII & VIII SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 15 hours

PRACTICAL: 5 hours

DESCRIPTION: This module is designed to enhance the understanding of students about stress and its effects on human behavior and physiology. Further it discusses the techniques and implementation of stress management in personal and professional life.

LEARNING OUTCOMES:

On completion of the module, the student will be able to 1.

Describe stress and stressors.

2. Identify the causes of unwanted stress.
3. Understand how stress works and its effects on human behavior and physiology.
4. Develop techniques to avoid stress affect the personal and professional life.
5. Utilize effective stress reduction techniques.
6. Develop a Personal Action Plan for Stress Management.

CONTENT OUTLINE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching Learning Activities	Assessment Methods
I	3 (T) 1 (P)	Describe stress and stressors. Identify the causes of unwanted stress.	Introduction • Concept of stress, definition • Types of stress: positive, negative • Various sources of stress: environmental, social, physiological, psychological • Types of stressors: internal and external	• Lecture cum discussion • Practice session on identifying own stressors	• Short answers • Objective test • Assessment of practice sessions
II	5 (T) 1 (P)	Understand how stress works and its effects on human behavior and physiology	Stress and its effect on human physiology and behaviour • Body's response to stress: Hans Selye's General Adaptation Syndrome • Stress Cycles: distress and wellness cycle • Cognitive appraisal of stressors • Stress symptoms: emotional, behavioural, physical • Stress and diseases: cancer, Gastric ulcer, Bronchial asthma, effect on endocrine glands, Psycho-sexual disease, Anxiety Neurosis • Assessing stress levels Holmes - Rahe - life change index	• Lecture cum discussion • Practice session assessment of stress level of self and peer group, scoring & classifying the risk.	• Short answers • Essay types • Preparing stress assessment scale
III	5 (T) 1 (P)	Develop techniques to avoid stress affect the personal and professional life.	Stress avoidance techniques • Individual difference in resistance to stress: optimism & pessimism • Strategies of stress prevention	• Lecture cum discussion • Practice session • Role play on Conflict	• Assessment of the skills based on the check list • Short answers
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching Learning Activities	Assessment Methods
			& management of Challenging stressful thinking/resilience and stress	Management/ Use of problem solving approach for professional problem	□ Essay types

			○ Problem solving and time management ○ Physical methods of stress reduction ○ Preparing for occupational stress ○ Care of self: Nutrition & other lifestyle issues ○ Conflict management in relationship		
IV	2 (T) 2 (P)	Utilize effective stress reduction techniques Develop a Personal Action Plan for Stress Management	Stress reduction strategies • Utilizing stress reduction techniques • Relaxation techniques: • abdominal breathing • progressive relaxation, • massage • biofeedback • autogenic training-self hypnosis • visualization and mental imagery • Enhance self esteem • Support groups	• Exercise on: Relaxation techniques: abdominal breathing, progressive relaxation. • Develop a Personal Action Plan for Stress Management	☐ Assessment of the skills based on the check list

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

JOB READINESS/EMPLOYABILITY IN HEALTH CARE

PLACEMENT: VII & VIII SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to prepare the nursing students towards entering their profession in terms of clinical context, the complexity of care requirements, and utilization of resources available and in terms of soft skills.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Demonstrate the employability skills required at different levels and in different roles across the health sector.
2. Identify the personal skills, qualities, values, attributes and behaviours needed at each career level.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Explain about the Nursing career and various roles in nursing	Introduction • Nursing - A Career in Life • Roles and responsibilities of an employee • Adaptation towards working environment	☐ Lecture cum discussion	☐ Essay on career opportunities

			• Career Guidance - Employment opportunities in Nursing		
II	5	Describe the characteristics and values that an individual must have before they can do a job effectively.	Employability Skill ☐ Job-readiness attributes Communication skill ○ Technological skill ○ Teamwork skill ○ Interpersonal skill ○ Critical thinking and Problem-solving skill ○ Planning and organizing skill ○ Conceptual and analytical skill ○ Self confidence ○ Inter profession practice ○ Work psychology-positivity workplace attitude ○ Stress awareness and management ☐ Soft skills	• Lecture cum discussion • Role playing	☐ Practical assessment
III	5	Describe the safe care and skills required to manage the workforce environment	Complexity of care • Safe Practice • Practice within scope of practice • Management of workload • Ability work effectively within the health care team • Legal and ethical boundaries	• Lecture cum discussion • Written assignment on scope of practice	☐ Assessment of assignment
IV	3	Explain the importance of employability towards meeting	Autonomy and Supervision • Autonomy - Accountability, Responsibility, Recognition of scope of practice • Supervision/Delegation	☐ Lecture cum discussion	☐ Quiz
Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		the organization goal.			
V	5	Enumerate the subject knowledge required to provide quality care.	Application of Knowledge • Generalist Nursing Knowledge • Knowledge on Quality Care • Knowledge on Ethical aspects • Knowledge on Legal aspects • Critical Appraisal	☐ Lecture cum discussion	☐ Selfdiscovery exercise

			• Knowledge seeking behaviours		
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ASSESSMENT METHODS

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

LIST OF APPENDICES

1. Internal Assessment: Distribution of marks
2. Internal Assessment guidelines
3. University Theory paper Question pattern and Practical examination

EXAMINATION REGULATIONS

1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
4. Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Nutrition and Dietetics of 50 marks and Section-B Biochemistry of 25 marks.
5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. Following exams shall be conducted as College exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate. i. Communicative English ii. Health/Nursing Informatics and Technology iii. Professionalism, Professional Values and Ethics including Bioethics iv. Introduction to Forensic Nursing & Indian Laws
10. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.
11. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
12. The student has to pass in all mandatory modules placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College / University Examination (Refer Appendix 2).
13. A candidate has to pass in theory and practical exam separately in each of the paper.
14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
16. The candidate shall appear for exams in each semester:
 - i. The candidate shall have cleared all the previous examination before appearing for final year examination.

- ii. The maximum period to complete the course successfully should not exceed 8 years.
17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
 18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
 19. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
 20. All practical examinations must be held in the respective clinical areas.
 21. One internal and one external examiner should jointly conduct practical examination for each student.
 22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundations course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.

APPENDIX 1

INTERNAL ASSESSMENT: DISTRIBUTION OF MARKS

VII SEMESTER

SR. No	Name of the Course	Continuous Assessment	Sessional Exams- Theory/Practical	Total Internal Marks
THEORY				
1	Community Health Nursing II	10	15	25
2	Nursing Research & Statistics	10	15	25
3	Midwifery/Obstetrics and Gynecology (OBG) Nursing II I & II	10	15	25
PRACTICAL				
4	Community Health Nursing II	10	15	25
	Midwifery/Obstetrics and Gynecology (OBG) Nursing- II I & II	10	15	25

VIII SEMESTER (INTERNSHIP)

SR. No.	Course	Continuous performance evaluation	OSCE	Total Marks
THEORY				
1	Competency assessment – 5 specialties × 20 marks	Each specialty – 10 5×10 = 50 marks	Each specialty – 10 5×10 = 50 marks	100

VII SEMESTER

Sr. no.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester College exam	Hrs.	Total
	THEORY					
1	Community Health Nursing- II	25		75	3	100
2	Nursing Research & Statistics	25		75	3	100
3	Midwifery / Obstetrics and Gynecology (OBG) Nursing (I/II)	25 Sem VI-25 & Sem - VII-25 (with average of)		75	3	100
	PRACTICAL					
4	Community Health Nursing-II	50		50		100
4	Midwifery / Obstetrics and Gynecology (OBG) Nursing (I & II)	50 (Sem VI-25 & Sem VII-25)		50		100

VIII SEMESTER

S.N	Course	Assessment (marks)				
		Internal	End semester College exam	End semester College exam	Hours	Total
	Practical					
1	Competency Assessment	100		100	3	200

APPENDIX - 2

INTERNAL ASSESSMENT GUIDELINES

THEORY :

I. CONTINUOUS ASSESSMENT: 10 Marks

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

Total = 30/3 = 10

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

Total = 40/4 = 10 marks

II. SESSIONAL EXAMINATIONS: 15 marks

Two sessional exams per course

Exam pattern:

MCQ – $4 \times 1 = 4$

Essay – $1 \times 10 = 10$

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

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

PRACTICAL :

I. CONTINUOUS ASSESSMENT: 10 marks

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

Total = 30/3 = 10

II. SESSIONAL EXAMINATIONS: 15 marks

Exam pattern:

OSCE – 10 marks (2-3 hours) DOP – 20 marks (4-5 hours)

{DOP – Directly observed practical in the clinical setting}

Total = 30/2 = 15

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

COMPETENCY ASSESSMENT: (VIII SEMESTER)

Internal assessment

Clinical performance evaluation – 10×5 specialty = 50 marks
OSCE = 10×5 specialty = 50 marks

Total = 5 specialty $\times$ 20 marks = 100

APPENDIX - 3

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

1. Section A – 37 marks and Section B – 38 marks

- Applied Anatomy & Applied Physiology:** Applied Anatomy – Section A and Applied Physiology – Section B,
- Applied Sociology & Applied Psychology:** Applied Sociology – Section A and Applied Psychology – Section B
- Applied Microbiology & Infection Control including Safety:**
Applied Microbiology – Section A and
Infection Control including Safety – Section B

Section A (37 marks) MCQ – $6 \times 1 = 6$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

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

Essay – $1 \times 10 = 10$ Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

2. Section A – 25 marks and Section B – 50 marks

Applied Biochemistry & Nutrition & Dietetics: Applied Biochemistry – Section A and Applied Nutrition & Dietetics – Section B

Section A (25 marks) MCQ – $4 \times 1 = 4$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

Section B (50 marks)

MCQ – $8 \times 1 = 8$

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

Short – $4 \times 5 = 20$

Very Short – $6 \times 2 = 12$

3. Section A – 38 marks, Section B-25 marks & Section C – 12 marks

Pharmacology, Pathology and Genetics: Pharmacology – Section A, Pathology – Section B and Genetics – Section C

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

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

Section B (25 marks) MCQ – $4 \times 1 = 4$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

Section C (12 marks) MCQ – $3 \times 1 = 3$

Short – $1 \times 5 = 5$

Very Short – $2 \times 2 = 4$

4. Section A – 55 marks and Section B – 20 marks

Research and Statistics: Research – Section A and Statistics-Section B

Section A (55 marks)

MCQ – $9 \times 1 = 9$

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

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

Section B (20 marks)

MCQ – $4 \times 1 = 4$

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

5. 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 – $4 \times 2 = 8$

6. 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.

VI & VII SEMESTER

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II

VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II

S.N	Clinical Requirement	Date	Signature of the Faculty
1	Antenatal assessment and care – 20		
2	Postnatal assessment and care – 15		
3	Assessment of labour using partograph – 10		
4	Per vaginal examination – 10		
5	Observing normal childbirths/deliveries– 10		
6	Assisting in conduction of normal childbirth – 10		
7	Conduction of normal deliveries – 10		
8	Assisting in abnormal/instrumental deliveries – 5		
9	Performing placental examination – 5		
10	Episiotomy and suturing (only if indicated)– 3		
11	Assist/observe Insertion of PPIUCD–2		
12	Newborn assessment – 10		
13	Newborn resuscitation – 5		
14	Kangaroo mother care – 2		
	Nursing Care Plan / Clinical presentation with Drug Study		
15	Antenatal care Normal (care plan) – 1 High risk (case study/Clinical presentation)-1		
16	Intrapartum care High risk (Clinical presentation) – 1		
17	Postnatal care Normal (care plan) – 1 High risk (Clinical presentation) – 1		
18	Newborn care Normal (care plan) – 1		
19	Gynecological condition Care plan – 1		
20	Gynecological condition Care plan – 1		
S.N	Clinical Requirement	Date	Signature of the Faculty
21	Health talk – individual/group – 2		
22	Counseling mothers and family members		
23	Visit to - - Peripheral health facility/Laqshya certified labour room - Infertility centre (Virtual/videos)		
24	Completion of SBA module		
25	Completion of safe delivery app		

VII SEMESTER – COMMUNITY HEALTH NURSING -II

Sr. No.	Clinical Requirement	Date	Signature of the Faculty
1	Screening and primary management of i. Minor ailments – 2 ii. Emergencies – 1 iii. Dental problems – 1 iv. Eye – 1 v. ENT – 1		
2	Primary management and care based on protocols approved by MOH&FW (Home/health centre)		
3	Screening and primary management of i. High risk pregnancy ii. High risk neonate		
4	Assessment of i. Antenatal – 1 ii. Intrapartum – 1 iii. Postnatal – 1 iv. Newborn – 1		
5	Conduction of normal childbirth and documentation – 2		
6	Immediate newborn care and documentation-1		
7	Family planning counseling – 1		
8	Group health education (Rural/urban) – 1		
9	Adolescent counseling– 1		
10	Family case study (Rural/urban) – 1		
11	Screening, diagnosis, primary management and referral of clients with occupational health problems – 2 i. ii.		
12	Health assessment (physical & nutritional) of elderly – 1		
13	Mental health screening survey – 1		
14	Group project – Community diagnosis		
15	Writing report on health centre activity – 1		
16	Participation in organizing and conducting under five/antenatal clinic/health camp – 2 i. ii.		
17	Participation in disaster mock drills		
18	Field visits - Biomedical waste management site - AYUSH centre - Industry - Geriatric home		
19	Report on interaction with MPH/W/HV/ASHA/AWWS (Any 2) 1. 2.		

VII SEMESTER – NURSING RESEARCH			
S.N	Clinical Requirement	Date	Signature of the Faculty
1	Research Project – Group/Individual Title:		

Signature of the Faculty coordinator

Signature of the HOD/Principal

CLINICAL EXPERIENCE DETAILS

[illegible]

Signature of the Faculty Coordinator Signature of the HOD/Principal

