

**SHREE GURU GOBIND SINGH TRICENTERARY UNIVERSITY
BUDHERA, GURUGRAM**

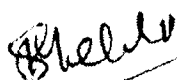
FACULTY OF NURSING

SYLLABUS & CURRICULUM

FOR

POST BASIC B.Sc. NURSING

(W.E.F Academic session: 2019-2020)



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Philosophy

INC believes that:

Health is a state of well-being that enables a person to lead a psycho-logically, socially and economically productive life. Health is not a privilege right of all the people. Individuals, families and communities have a responsibility towards maintaining their health.

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

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

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

Undergraduate nursing program at the post basic level is a broad based education within an academic framework, which builds upon the skills and competencies acquired at the diploma level. It is specifically directed to the upgrading of critical thinking skills, competencies & standards required for practice of professional nursing and midwifery as envisaged in National Health Policy 2002.



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

Under graduate nursing education program at the post basic level prepares its graduates to become exemplary citizen by adhering to code of ethics and professional conduct at all times in fulfilling personal, social and professional obligations so as to respond to national, aspirations.

Aims

The aim of the undergraduate nursing program at the post basic level is to upgrade the diploma (GNM) nurses to:

- (i) Assume responsibilities as professional, competent nurses and midwives at basic level in providing promotive, preventive, curative, and rehabilitative services.
- (ii) Make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor, manager in a clinical / public health settings.




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Objectives

On completion of B.Sc. Nursing (Post-Basic) degree programme the graduates will be able to:

- (i) Assess health states, identify nursing needs, plan, implement and evaluate nursing care for patients/clients that contribute to health of individuals, families and communities.
- (ii) Demonstrate competency in techniques of nursing based on concepts and principles from selected areas of nursing, physical, biological and behavioral sciences.
- (iii) Participate as members of health team in the promotive, preventive, curative and restorative health care delivery system of the country.
- (iv) Demonstrate skills in communication and interpersonal relationship.
- (v) Demonstrate leadership qualities and decision-making abilities in various situations.
- (vi) Demonstrate skills in teaching to individuals and group in community health settings.
- (vii) Demonstrate managerial skills in community health settings.
- (viii) Practice ethical values in their personal and professional life.
- (ix) Participate in research activities and utilize research findings in improving nursing practice.
- (x) Recognize the need for-continued learning for their personal and professional development.



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Courses of Instruction**1ST YEAR**

S. No.	Subject	Hours Theory	Hours Practical
1st year			
1.	Nursing Foundation	45	--
2.	Nutrition & Dietetics	30	15
3.	Biochemistry & Biophysics.	60	
4.	Psychology	60	15
5.	Maternal Nursing	60	240
6.	Child Health Nursing	60	240
7.	Microbiology	60	30
8.	Medical & Surgical Nursing	90	270
9.	English	60	
10.	Environmental Studies	60	
	Total	585	810

Note: Hindi/Local Language as per need of the institution.

2ND YEAR

S.No.	Subject	Hours Theory	Hours Practical
1.	Sociology	60	
2.	Community Health Nursing	60	240
3.	Mental Health Nursing	60	240
4.	Introduction to Nursing Education	60	75
5.	Introduction to Nursing Administration	60	180
6.	Introduction to Nursing Research and Statistics	45	120
	Total	345	855



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NURSING FOUNDATION

Placement: IST YEAR

TIME ALLOTTED: 45 hrs

Preamble

The basic principles and practices of nursing as taught in educational programs for nurses. In a course on the fundamentals of nursing, the student attends classes and gives care to selected patients. A fundamental of nursing course emphasizes the importance of the fundamental needs of humans as well as competence in basic skills as prerequisites to providing comprehensive nursing care. A fundamental of nursing provides a solid foundation in critical thinking, evidence-based practice, nursing theory, and safe clinical care in all settings. This course will introduce fundamentals of nursing care for selected health problems including the activities of daily living and variations of such activities across the lifespan.

Goals

The primary goal of the subject is to train nursing students with basic procedures that they are required to practice in the patient bedside in order to give effective and efficient care to the patient. The area of care is not only restricted to the hospital setting but instead can be extended to nursing homes and all kinds of health care agencies.

Objectives:

1. Identify professional aspects of nursing
2. Explain theories of nursing
3. Identify ethical aspects of nursing profession.
4. Utilize steps of nursing process.
5. Identify the role of the nursing in various levels of health services.
6. Appreciate the significance of quality assurance in nursing
7. Explain current trends in health and nursing.

Teaching methodology

1. Student Interactive session
2. Project based learning
3. Student seminar
4. Panel Discussion
5. Teacher seminar

COURSE CONTENT

UNIT	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
1.	Development of Nursing as a profession -its philosophy -Objectives and responsibilities of a graduate nurse -Trends influencing nursing practice -Expanded role of the nurse -Development of nursing education in India and trends in nursing education -Professional organizations, career planning -Code of ethics & Professional conduct for nurse	1. Explain concept and scope of nursing 2. Discuss trends influencing nursing practice Describe values, code of ethics and professional conduct for nurses in India	-To cover Development of Nursing as a profession, its philosophy, Objectives and responsibilities of a graduate nurse -Trends influencing nursing practice -Expanded role of the nurse ,Development of nursing education in India and trends in nursing education -To cover Professional organizations, career planning -Code of ethics & Professional conduct for nurse.	<ul style="list-style-type: none"> • Student Interactive session. • Integrated vertical teaching • Teachers seminar • Interactive session • Didactic lecture 	10
2.	-Ethical, legal and other issues in nursing -Concepts of health and illness, effects on the person -Stress and adaptation -Health care concept and nursing care concept -Developmental concept, needs, roles and problems of the development stages of individual –newborn, infant, toddler, pre-adolescent, adolescent, adulthood, middle-age, old age.	Discuss Ethical, legal and other issues in nursing	-To Cover Concepts of health and illness, effects on the person -Stress and adaptation ,Health care concept and nursing care concept -Developmental concept, needs, roles and problems of the development stages of individual – newborn, infant, toddler, pre-adolescent, adolescent,	Student seminar	5

			adulthood, middle-age, old age.		
3.	<ul style="list-style-type: none"> -Theory of nursing practice -Meta paradigm of nursing – characterized by four central concepts i.e. nurse, person (client/patient), health and environment. 	<ul style="list-style-type: none"> -Explain the basic concepts of conceptual and theoretical models of nursing 	<ul style="list-style-type: none"> -To cover Theory of nursing practice -Meta paradigm of nursing – characterized by four central concepts i.e. nurse, person (client/patient), health and environment 	Didactic lecture through power point projections	10
4.	Nursing process. <ul style="list-style-type: none"> -Assessment: Tools for assessment, methods, recording. -Planning: Techniques for planning care, types of care plans. -Implementation of care, recording. -Evaluation: Tools for evaluation, process of evaluation. 	<ul style="list-style-type: none"> -Explain the concept, uses, format and steps of nursing process -Documents nursing process as per the format 	<ul style="list-style-type: none"> -To teach and discuss about Critical Thinking: Thinking and Learning, Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing, Nursing Process -Overview: Application in Practice, Nursing process format: Current format, INC, Assessment: -Collection of Data: Types, Sources, methods: -Formulating Nursing judgment, Data interpretation -Nursing Diagnosis: Identification of client problems, - Nursing diagnosis 	Group discussion Teachers seminar	10

			<p>statement,</p> <p>-Difference between medical and nursing diagnosis, Planning: Establishing priorities, Establishing goals and expected outcomes, Selection of interventions :Protocols and Standing orders, Writing the Nursing care plan,</p> <p>-Implementation: Implementing the plan of care,</p> <p>-Evaluation: Outcome of care, Review and Modify, Documentation and Reporting</p>		
5.	<p>-Quality assurance: nursing standards, nursing audit, total quality management.</p> <p>-Role of council and professional bodies in maintenance of standards.</p>	Discuss quality assurance.	<p>-To cover Quality assurance: nursing standards, nursing audit, total quality management.</p> <p>-Role of council and professional bodies in maintenance of standards.</p>	<p>Interactive session stressors</p> <p>Integrated vertical teaching</p>	5
6.	<p>-Primary health care concept:</p> <p>-Community oriented nursing</p> <p>-Holistic nursing</p> <p>-Primary nursing</p> <p>-Family oriented nursing concept:</p>	Describe Primary health care concept	<p>-To cover Community oriented nursing</p> <p>Holistic nursing, Primary nursing ,Family oriented nursing concept:</p> <p>-Problem oriented nursing</p>	<p>Group discussion</p> <p>Teachers seminar</p>	5

	-Problem oriented nursing -Progressive patient care -Team nursing		-Progressive patient care, Team nursing		
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References

Syllabus books

1. Potter p. a., Perry, A. G., Fundamentals of Nursing, Mosby publishers, 9th ed.
2. S. Anuradha, A Textbook of Fundamental of Nursing, Vijayam publication, 1st edition, 2015
3. Swearingen, P.L., All-in-One Nursing Care Planning Resource: Medical-Surgical, Pediatric, Maternity and Psychiatric-Mental Health (All in One Care Planning Resource), Elsevier Health Publisher, 4th edition.
4. Doenges, M.E., Moorhouse, M.F., Murr, A.C., Nurse's Pocket Guide: Diagnoses, Prioritized Interventions and Rationales, F.A. Davis Company, 14th edition
5. Taylor, C., Lillis, C., Lynn, C., Fundamentals of Nursing (Fundamentals of Nursing: The Art & Science of Nursing Care, Lippincott Williams and Wilkins publisher, 8th edition
6. Lynn, P., Taylor's Clinical Nursing Skills: A Nursing Process Approach, Lippincott Williams and Wilkins Publisher, 4th Revised edition
7. NANDA International, Nursing Diagnoses 2015-17: Definitions and Classification, Wiley-Blackwell Publications, 10 edition.
8. Treas, L.S., Wilkinson, J.M., Basic Nursing Concepts, Skills & Reasoning, F A Davis publisher, 1 edition, 2014
9. Jarvis, Physical Examination and Health Assessment, Elsevier Health publisher, 7 edition (15 February 2015)
10. Ackley, Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care, Elsevier Health publisher, 11 edition (2016)
11. Perry, Clinical Nursing Skills and Techniques, Elsevier Health Publisher, 8 edition (14 February 2013)

NUTRITION AND DIETETICS

PLACEMENT: 1ST year

TIME ALLOTTED:

Theory: 30 hrs

Practical: 15 hrs

Preamble:-

Dietetics is the science and art of feeding individuals based on the principles of nutrition. It can also be said to be the “science and art of human nutritional care.” Diet therapy and its application in patient related settings is a major focus of dietetics. Thus, the field of dietetics can be related to: (a) nutrition care and intervention focused on the individual and (b) nutrition care and intervention focused on the group.

Goals:

The primary goal of the nutrition & dietetics is to train post basic nursing students with basic principles and procedures of the concerning domain. They required the knowledge of nutrition component in management of various diseases /disorders at clinical settings. At the community level basic understanding of the nutritional screening procedures will help them to screen out subject/population at nutritional risk. Knowledge of existing national nutritional programmes will be greatly helpful to combat identified nutritional problems at community level.

Objectives:

At the end of the course, the student will

1. Explain the principles and practices of nutrition and dietetics.
3. Plan therapeutic diets for various diseases and disorders at clinical settings.
4. Identify nutritional needs of different age groups and plan diet accordingly.
5. Screening and nutritional management of individual/community at risk.
6. Teach, guide, and supervise grass root community health workers.

Teaching Learning Activities

(i) Methods of Teaching:

Student Interactive Session

Spot Group discussion

Student Seminar

Project Based learning

(ii) A.V Aids:

White board

Graphic Aids

LCD projector

Computer

COURSE CONTENT

UNIT	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
1	<p>Introduction to nutrition and dietetics.</p> <p>Balanced diet, factors on which it depends.</p> <p>Factors to be considered in planning</p> <p>Guide available for planning</p> <p>Food hygiene, preparation and preservation</p> <p>Review of nutrients micro & macro.</p>	<p>Describe importance of nutrition for human health and concept and guidelines for planning of balance diet and related terminologies/ definitions.</p> <p>Explain the role of various micro and macronutrients in human health and related deficiency disorders.</p> <p>Understand various food preparation and preservation methods and the importance of food sanitation and hygiene for human health.</p>	<p>To cover the topic-</p> <p>Definition of the term Food, Nutrition, Nutrients, Dietetics, Balance Diet, Health, Malnutrition, Under Nutrition, Over Nutrition, Basic five food groups: Cereals & grains, pulses & legumes, milk & meat products, Fruit & vegetable, Fats & sugars. RDA & its use.</p> <p>Planning balance diet with the use of five food group system according to RDA.</p> <p>To cover the topic-</p> <p>Carbohydrates, fats, proteins, minerals and vitamins.</p> <p>To cover the topic-</p> <p>Various methods of food preparation (dry heat/moist heat methods), preservation and food hygiene.</p>	<p>Lectures,</p> <p>Power point presentation</p> <p>SIS</p> <p>Power point presentation</p> <p>Student Seminars</p> <p>Video presentation</p> <p>Spot Group Discussion</p>	<p>04</p> <p>03</p> <p>03</p>
2	<p>Introduction to dietary therapy</p> <p>Routine hospital diets</p> <p>Therapeutic diet</p>	<p>Describe various therapeutic diets as well as different Routine Hospital Diets used for patients according</p>	<p>To cover the topic-</p> <p>Introduction to diet therapy.</p> <p>Routine hospital diets.</p> <p>Therapeutic diet under each unit i.e. Cardiovascular diseases, Gastrointestinal</p>	<p>Didactic lecture through Power point projections</p>	8 hrs

	under each unit i.e. cardiovascular diseases, gastrointestinal diseases, renal disorders, endocrine and metabolic disorders, allergy, infections and fever, pre and post stage. Deficiency diseases and malnutrition, overweight and underweight.	to specific disease.	diseases, Renal disorders, Endocrine and metabolic disorders, Allergy, Infections and fevers, Pre and post operative stage, Deficiency diseases and malnutrition, overweight and underweight	. Students seminars on Therapeuti c diets Project based learning	
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3	<p>Infant and child Nutrition.</p> <ul style="list-style-type: none"> - Feeding of normal: factors to be considered in planning, nutritional requirements. - Feeding of premature infants: factors to be considered in planning, nutritional requirements. -Supplementary feeding of infants: Advantage and method of introduction. , - weaning, effects on mother and child - Psychology of infants and child feeding. - Feeding the sick child. Diet in diseases of infancy and childhood. Deficiency states – malnutrition and under nutrition. Feeding pre- 	<p>At the end of the session student should be able to explain nutrition for infant and children, their requirements special feeding methods used, weaning & deficiency disorders, school lunch programme.</p>	<p>To cover the topic- Infant and child Nutrition Feeding of normal infants: factors to be considered in planning, nutritional requirements. Feeding of premature infants: factors to be considered in planning, nutritional requirements.</p> <p>Supplementary feeding of infants: Advantage and method of introduction. Weaning, effects on mother and child. Psychology of infant and child feeding. Feeding the sick child. Diet in diseases of infancy and childhood. Deficiency states - malnutrition and under nutrition. Feeding pre-school child: nutritional needs, factors to be considered in planning diets. Problems in feeding. School lunch programme: Advantages, Need in India</p>	<p>Didactic lecture through Power point projections .</p> <p>Project based learning</p> <p>SIS</p>	<p>2</p> <p>4</p>
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	<p>school child: nutritional needs, factors to be considered in planning diets. Problems in feeding.</p> <p>School lunch programme: advantages, needs in India</p>				
4	<ul style="list-style-type: none"> - Community Nutrition: Need for community nutrition programme. - Nutritional needs for special groups: infant, child, adolescent, pregnant woman, lactating mother and old people. - Substitutes for non-vegetarian foods. 	At the end of the session student should be able to explain the concept of community nutrition, various methods of nutritional screening and national nutritional problems and programmes of government to combat all these.	<p>To cover the topic-</p> <p>Nutritional needs for special groups: infant, child, adolescent, pregnant woman, lactating mother and old people.</p> <ul style="list-style-type: none"> -Substitutes for non-vegetarian foods. -Selection of cheap and nutritious foods. Nutrition education needs and methods. -Methods of assessing nutritional status of individual/group. community. -Current nutritional 	<p>Video presentation</p> <p>Spot Group Discussion</p> <p>Problem based learning</p>	<p>2</p> <p>4</p>

	-Selection of cheap and nutritious foods. Nutrition education-needs and methods. - Methods of assessing nutritional status of individual/group. Community. Current nutritional problems and national programmes.		problems and national programmes.		
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PRACTICUM

1. Methods of cooking and 'cookery rules:

- Simple preparation of beverages. Soups, cereals and pulses eggs, vegetables and meat.
- Menu Plans.

2. Preparation of supplementary food for infants.

- Food for toddlers.
- Low cost nutritious dishes for vulnerable groups.
- Dietary case study of patient on special diet and planning of low cost dietary instructions for home adaptations.
- Planning of therapeutic diets

Reference book:

1. S.N.Raju, Nutrition & Biochemistry
2. Antia, E. P., Clinical Dietetics and Nutrition, Oxford University Press, New Delhi.
3. Corrine H. Robinson, Normal and Therapeutic Nutrition, Oxford and IBH Publications.
4. Indrani, Nursing Manual of Nutrition & Therapeutic Diet
5. Patwardhan V. N, Nutrition in India, 1961.
6. Hervietta Flick, Introduction to Nutrition, Mac Millon Publishing Co.
7. Mudambi, Fundamental of Food, Nutrition & Diet Therapy
8. Joshi v.d., Hand Book of Nutrition and Dietetics, Vora Medical Publications

BIOCHEMISTRY AND BIOPHYSICS

Placement: First Year

TIME ALLOTTED:

Section A (Biochemistry) - Theory 30 hrs.

Section A (Biophysics) - Theory 30 hrs.

Preamble

Biochemistry and Biophysics is a growing enterprise worldwide, driven primarily by the widespread realization of the major contribution that can be made to biological science by a combination of truly state-of-the-art physical measurements with modern molecular biology. The field occupies a unique and central position at the intersection of the biological, chemical, physical, and medical sciences. It is a modest attempt to present the basic principles and practices of biochemistry and biophysics in simple, lucid and illustrative manner by incorporating their applications to healthcare and nursing practices. The content of textbook is divided into two sections; Section-A Biochemistry and Section-B Biophysics. Section-A includes basics of biochemistry, cell, water, electrolytes, enzymes, digestions and absorption of food. Furthermore, biochemical aspects and metabolism of carbohydrates, protein and fat has been presented. Section-B includes basic physical principles and healthcare/nursing applications of biophysics like motions, gravity, force, energy, work, heat, light, pressure, sound, electricity, electromagnetism, atomic energy and electronics. The content of biophysics has been presented using non-mathematical approach by incorporating adequate examples from healthcare and nursing sciences. In addition, it has been ensured that each physical principle is simply defined and discussed with its application to nursing practices.

Goals

The goals for programme endeavors to provide students a broad based training in biochemistry with a solid background of basic concepts as well as exposing them to the exciting advancements in the field. In addition to theoretical knowledge, significant emphasis has been given to provide hands on experience to the students in the forefront areas of experimental biochemistry.

Objectives

At the end of the class the students can be able to:

1. Identify the basic principles of bio-chemistry and biophysics.
2. Synthesize the knowledge of these principles in various nursing situation.

TEACHING STRATEGIES:-**Method of Teaching**

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Lab demonstration
- Experiments and tests.

SECTION A: BIOCHEMISTRY
COURSE CONTENTS

Theory: 30 hours

UNIT	TOPIC	LEARNING OBJECTIVE	TEACHING GUIDELINES	METHODOLOGY	TIME
1.	Introduction: - Importance of bio-chemistry in nursing. -Study of cell and its various components.	-Discuss the importance of bio-chemistry of nursing -Discuss the study of cell and its various components.	-To cover the importance of bio-chemistry in carrying out the nursing activity. -To cover the scientific study of cell. -To cover various components of cell in human body.	-Didactic lecture through Power point project. -Group discussion on various components of cell.	2 hr.
2	Water and Electrolytes: Water- Sources, property & function in human body. -Water and fluid balance. -Electrolytes of human body, function, sources.	-Discuss the water's sources its property and function in human body. -Explain the water and fluid balance. -Discuss the electrolytes in human body its function and	-To cover Water and Electrolytes: Water- Sources, property & function in human body. -Water and fluid balance. -Electrolytes of human body, function, sources	-Didactic lecture through - Power Point Presentation. -SIS on water and electrolytes sources.	4 hr

		sources			
3	<p>Enzymes</p> <ul style="list-style-type: none"> -Mechanism of action -Factors affecting enzyme activity -Diagnostic application -Precaution for handling specimens for enzyme estimation. -Digestion and absorption of carbohydrates, protein and fats. -Various factors influencing the digestion and absorption, mal-absorption syndrome. 	<p>-Define enzymes. What is the mechanism of action of enzymes?</p> <p>-Discuss the factors affecting enzyme activity and diagnostic application.</p> <p>-What type of precaution should be taken for handling specimen for enzyme estimation?</p> <p>-Explain the digestion and absorption of carbohydrate, protein and fat.</p> <p>-Discuss the various factors influencing the digestion, absorption and mal-absorption syndrome.</p>	<p>-To cover Enzymes</p> <ul style="list-style-type: none"> -Mechanism of action -Factors affecting enzyme activity -Diagnostic application -Precaution for handling specimens for enzyme estimation. -Digestion and absorption of carbohydrates, protein and fat. -Various factors influencing the digestion and absorption, mal-absorption syndrome 	<p>-Didactic lecture through Power Point Presentation.</p> <p>-SIS on Various factors influencing the digestion and absorption, mal-absorption syndrome.</p>	5 hr
4	<p>Carbohydrates:- catabolism of carbohydrate for energy purposes.</p> <p>Mitochondrial</p>	<p>-Describe the catabolism of carbohydrate for energy purpose.</p>	<p>-To cover Carbohydrate:- catabolism of carbohydrate for energy purpose.</p>	<p>-Didactic lecture through Power Point Presentation.</p> <p>-SIS on glycogenesis</p>	7hr

	<p>oxidation and oxidation phosphorylation.</p> <p>-Fat of glucose in the body, storage of glucose in body, glycogenesis and glycogenolysis and neoglucogenesis, blood glucose and its regulation.</p> <p>Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia.</p>	<p>-Discuss the Mitochondrial oxidation and oxidation phosphorylation.</p> <p>-Explain the storage of glucose in body.</p> <p>-Define the glycogenesis and glycogenolysis and neoglucogenesis.</p> <p>-Describe glucose and its regulation in body.</p> <p>-What is GTT.</p> <p>-Define hypoglycemia, hyperglycemia and glycemia.</p>	<p>-Mitochondrial oxidation and oxidation phosphorylation.</p> <p>-</p> <p>-Fat of glucose in body, storage of glucose in body, glycogenesis and glycogenolysis and neoglucogenesis, blood glucose and its regulation.</p> <p>-Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia.</p>	<p>and glycogenolysis and neoglucogenesis</p> <p>-SIS on Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia</p>	
5	<p>-Protein : amino acid ,hormones</p> <p>-Essential amino acid. Biosynthesis of protein in the cells.</p> <p>-Role of nucleic acid in protein synthesis.</p>	<p>-Describe amino acid and hormones.</p> <p>-Discuss the essential amino acids and biosynthesis of protein in cell.</p> <p>-What is the role of nucleic</p>	<p>-To cover Protein : amino acid ,hormones</p> <p>-Essential amino acid. Biosynthesis of protein in the cell.</p> <p>-Role of nucleic acid in</p>	<p>Didactic lecture through Power Point Presentation.</p> <p>-SIS on Essential amino acid. Biosynthesis of protein in</p>	7hr

	<p>Nitrogenous constituents of urine, blood, their origin-urea cycle, uric acid formation, gout.</p> <p>-Plasma proteins and their functions.</p>	<p>acid in protein synthesis?</p> <p>-Discuss the Nitrogenous constitutes of urine, blood, their origin- urea cycle, uric acid formation, gout.</p> <p>-Explain plasma protein and their function.</p>	<p>protein synthesis.</p> <p>-Nitrogenous constitutes of urine, blood, their origin- urea cycle, uric acid formation, gout.</p> <p>-Plasma protein and their function.</p>	<p>the cell.</p> <p>-Role of nucleic acid in protein synthesis.</p> <p>-Lecture on Plasma protein and their function</p>	
6	<p>-Fat: Biosynthesis of fat and storage of fat in the body.</p> <p>-Role of liver in fat metabolism.</p> <p>-Biological importance of important lipids and their functions</p> <p>-Cholesterol and lipoprotein: sources, occurrence and distribution blood level and metabolismKet one bodies and utilization.</p> <p>-Inter-</p>	<p>-Discuss the biosynthesis and storage of fat in body.</p> <p>-Describe the role of liver in fat metabolism.</p> <p>-Discuss the Biological importance of important lipids and their function.</p> <p>-Explain the ketone bodies and their utilization.</p> <p>-Explain the Cholesterol and lipoprotein.</p>	<p>-To cover Fat: Biosynthesis of fat and storage of fat in the body.</p> <p>-Role of liver in fat metabolism.</p> <p>-Biological importance of important lipids and their function</p> <p>-Cholesterol and lipoprotein</p> <p>-sources, occurrence and distribution</p> <p>-blood level and metabolism</p>	<p>Didactic lecture through Power Point Presentation.</p> <p>-SIS</p> <p>-SIS on Nitrogenous constitutes of urine, blood, their origin-urea cycle, uric acid formation, gout.</p> <p>-lecture on function of plasma protein.</p>	5hr

	relationship in metabolism and cellular control of metabolic processes.	- Discuss the inter-relationship in metabolism and cellular control of metabolic process.	-Ketone bodies and utilization. -Inter-relationship in metabolism and cellular control of metabolic processes.		
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Textbook:

1. Vasudevan (DM), Text Book of Biochemistry, J.P.Brothers Publication New Delhi,
2. Lehninger, Principles of Biochemistry, Worth Publishers, NewYork, 3rd Edition, 2002.
3. Manoj Kr. Sharma, Biochemistry for Nurses
4. D.C. Sharma, Biochemistry for Nurses
5. S. P. Singh, Principles of Biochemistry
6. ShwetaSingla, Medical Biochemistry for Nurses
7. S.N.Raju, Nutrition & Biochemistry

SECTION B: BIOPHYSICS
COURSE CONTENTS

Theory: 30 hours

S. NO	TOPIC	LEARNING OBJECTIVE	TEACHING GUIDELINES	METHODOLOGY	TIME
1.	-Introduction : Concepts of unit and measurements -Fundamental and derived units. -Units of length, weight, mass,	-Discuss the concept of unit and measurement. -Describe the Fundamental and derived units. -Explain the units of length, mass, time.	-To cover units and measurement. Uses of units and measurement. -Various examples of fundamental and derived units. -Various units of length, weight, mass and time.	-Didactic lecture on concept of units and measurements. -Lecture cum discussion on fundamentals and derived units. -Didactic lecture on power point	2hr.

	time.			presentation on Units of length, weight, mass, time.	
2.	-Vector and scalar motion, speed, velocity and acceleration.	-Discuss the vector and scalar motion. -Define speed and velocity. - Discuss acceleration and its methods.	-To cover the vector and scalar motion. Methods of speed and velocity. -Acceleration and its various methods.	-Lecture cum discussion on -Vector and scalar motion, speed, velocity and acceleration	2hr.
3.	-Gravity: specific gravity, centre of gravity, principles of gravity. -Effect of gravitational force on human body. -Application of principles of gravity in nursing.	-Describe the gravity, specific gravity and centre of gravity. -Enlist the principles of gravity.	-To cover gravity, specific gravity and centre of gravity. -Principles of gravity.	-Lecture cum discussion on gravity, specific gravity and centre of gravity. -Principles of gravity	3 hr.
4.	-Force: Work, Energy: Their units of measurement. -Type and transformation of energy, forces of body, static force. -Principles of machines, friction and body mechanics. Simple mechanics- lever and body mechanics,	-Describe force, work and energy and their units of measurement. -Discuss the types and transformation of energy. -Explain the principles of machines, friction and body mechanics. -Explain about simple mechanics.	-To cover the definition of force, energy, work and their measurement. Types and transformation of energy, forces of body, static force. Principles of machines, friction and body mechanics. Simple mechanics- lever and body mechanics, pulley and traction, incline plane, screw.	-Lecture cum discussion. -Demonstration and test.	3hrs

	<p>pulley and traction, incline plane, screw.</p> <p>-Application of these principles in nursing.</p>		<p>-Application of these principles in nursing.</p>		
5.	<p>-Heat: Nature, measurement, transfer of heat.</p> <p>-Effects of heat on matter</p> <p>-Relative humidity, specific heat, Temperature scales</p> <p>-Regulation of body temperature</p> <p>-Use of heat for sterilization</p> <p>-Application of these principles in nursing.</p>	<p>-Discuss heat, its nature, measurement and methods of heat transfer.</p> <p>-Describe effects of heat on matter.</p> <p>-What is relative humidity and specific heat?</p> <p>-Define regulation of body temperature and types of temperature scale.</p> <p>-Describe the use of heat for sterilization.</p> <p>-Discuss application of these principles in nursing.</p>	<p>-To cover Heat: Nature, measurement, transfer of heat.</p> <p>-Effects of heat on matter</p> <p>-Relative humidity, specific heat</p> <p>-Temperature scale</p> <p>Regulation of body temperature</p> <p>-Use of heat for sterilization</p> <p>-Application of these principles in nursing</p>	<p>-Lecture cum discussion.</p> <p>-Demonstration and test.</p>	3hrs
6.	<p>-Light : Laws of reflection</p> <p>-Focusing elements of eye, defective vision and its correction, use of lenses.</p> <p>-Relationship between energy, frequency and</p>	<p>-Explain the light and various laws of reflection.</p> <p>-Define defective vision and its correction and uses of lenses.</p> <p>-Describe the relationship between energy, frequency</p>	<p>-To cover Light : Laws of reflection</p> <p>-Focusing elements of eye, defective vision and its correction, use of lenses.</p> <p>-Relationship between energy, frequency and</p>	<p>-Lecture cum discussion.</p> <p>-Demonstration and test.</p>	3 hrs

	wave length of light -Biological effects of light Use of light in therapy. -Application of these principles nursing.	and wave length of light. -What are the biological effects of light and uses of lights in therapy? -Discuss the application of these principles in nursing.	wave length of light -Biological effects of light Use of light in therapy. -Application of these principles nursing		
7.	-Pressures: Atmospheric pressure, hydrostatic pressure, osmotic pressure. -Measurements of pressure in the body. -Arterial and venous blood pressures Ocular pressure Intracranial pressure -Application of these principles in nursing	-Discuss the various types of pressure. -Explain the measurement of pressure in body. -Define the arterial and venous blood pressure, ocular and intracranial pressure. -Discuss the application of these pressures in nursing.	-To cover Pressures: Atmospheric pressure, hydrostatic pressure, osmotic pressure. -Measurements of pressure in the body. ✓ Arterial and venous blood pressure ✓ Ocular pressure ✓ Intracranial pressure ✓ Application of these principles in nursing	-SIS -Demonstration and test	3hrs
8.	-Sound : frequency, velocity and intensity -Vocalization and hearing -Use of ultrasound, noise pollution and its prevention	-Discuss the sound its frequency, velocity and intensity. - Define vocalization and hearing. -Describe use of ultrasound. -Define noise pollution and its	-To cover Sound : frequency, velocity and intensity -Vocalization and hearing -Use of ultrasound, noise pollution and its prevention	-Lecture cum discussion. -Demonstration and test.	3 hr.

	-Application of these principles in nursing.	prevention. -Discuss the application of these principles in nursing.	-Application of these principles in nursing.		
9.	-Electricity and electromagnetism: Nature of electricity, voltage, current, Resistance and their units -Flow of electricity in solids, electrolytes, gases and vacuum -Electricity and human body ECG, EEG, EMG, ECT Pace makers and defibrillation Magnetism and electricity MRI scanning, CAT scan	-Describe the electricity and electromagnetism. -Define nature of electricity, voltage and current. -Define Resistance and their units. -Describe flow of electricity in solids, electrolytes and human body. -Discuss the electricity and human body. -Define ECG, EEG, EMG, ECT. -Discuss pacemakers and defibrillation. -Define Magnetism, electricity, MRI scanning, CAT scan.	-To cover Electricity and electromagnetism: Nature of electricity, voltage, current, Resistance and their units Flow of electricity in solids, electrolytes, gases and vacuum Electricity and human body ECG, EEG, EMG, ECT Pace makers and defibrillation Magnetism and electricity MRI scanning, CAT scan	1. SIS. 2. Demonstration and test.	4 hr.
10.	-Atomic energy: Structure of atom, Isotopes and isobars. -Radioactivity : use of radioactive isotopes -Radiation	-Describe Atomic energy, Structure of atoms, Isotopes and isobars. -Discuss Radioactivity and use of radioactive isotopes. -Describe radiation	-To cover Atomic energy: Structure of atoms, Isotopes and isobars. -Radioactivity : use of radioactive isotopes	-SIS. -Demonstration and test.	2hr.

	protection units and limits, instruments used for detection of ionizing radiation, X-rays.	protection units, limits and instruments used for detection of ionizing radiation, X-ray.	-Radiation protection units and limits, instruments used for detection of ionizing radiation, X-rays.		
11.	-Principles of electronics: common electronic equipments used in patient care.	-Describe Principles of electronics: common electronic equipments used in patient care.	-To cover Principles of electronics: common electronic equipments used in patient care.	-Lecture cum discussion. -Demonstration and test.	2 hr

Practicum

Experiments and tests should be demonstrated wherever applicable.

4	Emotions: Definition of emotions, Expression and perception Emotions in sickness	Discuss the emotions in sickness	To teach and discuss about Expression and perception Emotions in sickness	<ul style="list-style-type: none"> • Interactive session with the student regarding nursing management of patient in sickness • Teachers seminar 	05hrs
5	Personality: Definition, Constituents of personality in sickness and nursing	Discuss the Personality in sickness and nursing	To teach and discuss about personality, constituents	<ul style="list-style-type: none"> • Interactive session with the student regarding constituents of personality • Teachers seminar 	5hrs
6	Psychological aspects of nursing Behaviour and sickness. Psychological needs of Child and adolescents Adult Aged Attendants Chronically ill individual	Discuss the aspects of nursing behavior and sickness	To teach and discuss about psychology needs	Interactive session with the student regarding psychology needs	7 hrs
7	Individual differences Significance of individual differences. Heredity and environment. Role of individual differences both in health and sickness. Implications of individual	Discuss the Significance of individual differences . Heredity and environment	To teach and discuss about Role of individual differences both in health and disease	<ul style="list-style-type: none"> • Interactive session with the student regarding significance of individual • Teachers seminar 	6 hrs

PSYCHOLOGY

Placement: 1st Year

Time allotted: Theory: 60 hrs

Practical – 15 hrs

Preamble

This course is designed to reorient and widen the student's knowledge of fundamentals of psychology. The student is offered an opportunity to apply the theoretical concepts in the clinical setting and thereby understand the psychodynamics of patient behavior. This course would also help the student to develop an insight into her own behavior.

Goals

At the end of the course, the students will

- i. Apply psychological principles while performing nursing duties.
- ii. Distinguish the psychological processes during health and sickness.
- iii. Analyze own behavior patterns.
- iv. Tabulate the psychological needs of the patients for planning nursing care.
- v. Participate in psychometric assessment of the client

Teaching methodology

1. Student Interactive session
2. Project based learning
3. Student seminar
4. Panel Discussion
5. Teacher seminar

COURSE CONTENTS

UNIT	CONTENT OF TOPICS	LEARNING OBJECTIVES	TEACHING OBJECTIVES	METHODOLOGY	TIME
1	Introduction: Definition of psychology, scope and methods of psychology. Relationship with other subjects.	-Explain the concept of psychology, scope and methods of psychology	-To teach and discuss about Discuss the scope and methods of psychology	Interactive session with the • Integrated vertical teaching	5hrs
2	Sensation, Attention and Perception: Definitions Sensory processes: Normal and abnormal Attention and distraction: contributory factors. Characteristics of perception, Perception: normal and abnormal	Discuss the – Sensation, Attention and Perception: Sensory	To teach and discuss about sensory process, sensation ,attention ,perception	• Interactive session Integrated vertical teaching	5hrs
3	Motivation: Definition and nature of motivation Biological and social motives Frustration and conflicts, Self-actualization	Discuss the nature of motivation Biological	To teach and discuss motivation	• Interactive session with the student regarding motives, self actualization • Teaching seminar	6 hrs

11	Attitudes: Definition, Development and modification Role of attitudes in health and sickness.	Discuss the development and modification of attitudes	To teach and discuss about development and modification of attitude	Interactive session with students regarding role attitude in health and sickness	5hrs
12	Concept of mental hygiene & mental health Characteristics of a mentally healthy person, Defense mechanisms	Discuss the concept of mental health	To teach and discuss about concept of mental health	Interactive session with students regarding characteristics of mentally healthy person	5hrs

Practicum

Simple experiments on (i) perception (ii) measuring threshold (iii) reaction time

Administration of psychological tests

Observation and recording data: (i) field observation (ii) interview (iii) case study (iv) self rating

Reference Books:

1. Morgan C. T, & King, Introduction to Psychology, Megrow bill international.
2. Andrew Mc Ghee, Psychology on Applied to Nursing, Livingstone Nursing texts.
3. Anthikad, Psychology for Graduate Nurses
4. Sreevani R, Psychology for Nurses
5. Philip E Vernon, The Measurement of Abilities, University of London Press Ltd.
6. Lt. Col. F. B. Khan, Introduction to Psychology for Nurses
6. Kuppuswamy, Prabhu P.H, General Psychology, Asia Publishing Home, Bombay, New Delhi.

MICROBIOLOGY

PLACEMENT: First Year

TIME ALLOTTED:

Theory : 60 hrs

Practical :30 hrs

PREAMBLE

This course reorients the students to the fundamentals of Microbiology and its various sub-divisions. It provides opportunities to gain skill in handling and use of microscope for identifying various micro-organisms. It also provides opportunities for safe handling of materials containing harmful bacteria and methods of destroying microorganisms.

	differences in nursing.				
8	Intelligence and Abilities: Definition Intelligence and abilities during sickness. Measurement of intelligence and abilities.	Discuss the intelligence level, abilities, measurement of intelligence and abilities	To teach and discuss intelligence, abilities	<ul style="list-style-type: none"> • Interactive session with the student regarding abilities level • Teachers seminar 	5hrs
9	Learning: Definition, Conditions of learning, Laws of learning Learning during health and sickness	Discuss the Basic learning process Developmental needs of various stages in life	To teach and discuss about learning process ,law of learning	Interactive session with the student regarding Individual and his environment	6 hrs
10	Memory and forgetting: definition and nature of memory Memory during health and sickness Forgetting during health and sickness	Discuss the memory process and forgetting in detail	To teach and discuss about memory and forgetting in various aspects of health and illness	Interactive session with students regarding role of memory and forgetting.	5 hrs

UNIT	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
1	Structure and classification of microbes Morphological types Size and form of bacteria Motility. Classification of Micro-organisms. Practical : Use and care of microscope Common examination: Smear, Blood, Modules, Yeasts	<ul style="list-style-type: none"> Explain the concepts and principles of microbiology and their importance in nursing. 	To cover Structure and classification of microbes Morphological types, Size and form of bacteria, Motility. Classification of Micro-organisms.	Teacher seminar	4
2	Identification of Micro-organisms Discussion of laboratory methods Diagnosis of bacterial diseases. Practical: Staining techniques- gram staining, acid fast staining Hanging drop preparation	Describe the structure, classification morphology and growth of bacteria. ②Identify Micro-organisms.	To cover Identification of Micro-organisms Discussion of laboratory methods Diagnosis of bacterial diseases.	SIS Demonstration	3
3	Growth and Nutrition of Microbes Temperature Moisture Blood Practical:	Discuss growth and nutrition of microbes	To cover Growth and Nutrition of Microbes Temperature ,Moisture Blood	Focus Group Discussion Student Seminar	4

OBJECTIVES

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

1. Identify common disease producing micro-organisms.
2. Explain the basic principles of microbiology and their significance in health and disease.
3. Demonstrate skill in handling specimens
4. Explain various methods of dis-infection and sterilization.
5. Identify the role of the nurse in hospital infection control system.

Teaching Learning Activities

(iii) Methods of Teaching:

- ✓ Lecture
- ✓ Demonstration & Discussion
- ✓ Laboratory method
- ✓ Supervised practice ✓ Seminar
- ✓ Role play
- ✓ Workshop
- ✓ Conference
- ✓ Skill training
- ✓ Simulations
- ✓ Field visits

(iv) A.V Aids:

- Slide Projector
- White board
- Graphic Aids
- Programmed – Video shows
- Models & Specimens
- LCD projector
- Computer

COURSE CONTENTS

	staphylococci, corynebacteria, spirochetes and gonococci. Enteric bacteria. Posting in infection control department.		department.		
6	Pathogenic Fungi Dermatophytes Systemic mycotic infection Laboratory diagnosis of mycotic infection	Identification and study of the following pathogenic fungi	To cover Pathogenic Fungi Dermatophytes ,Systemic mycotic infection ,Laboratory diagnosis of mycotic infection	SIS Seminar	7
7	Immunity Immunity and hypersensitivity – Skin test Antigen and antibody reaction Immunization in disease. Practical: Demonstration of serological methods.	Explain the concept of immunity, hyper – sensitivity and immunization	To cover Immunity Immunity and hypersensitivity –Skin test Antigen and antibody reaction Immunization in disease	SIS Seminar Spot Group Discussion	9
8	Parasites and vectors. Characteristics and classification of parasites Protozoal infection including amoebiasis Helminthes infection Diagnosis of parasitic infection Vectors and diseases transmitted by	Discuss parasites and vectors	To cover parasites and vectors. <ul style="list-style-type: none"> • Characteristics and classification of parasites • Protozoal infection including amoebiasis Helminthes infection • Diagnosis of parasitic infection • Vectors and 	SIS Seminar Spot Group Discussion	7

MATERNAL NURSING

Placement: First year

TIME ALLOTTED:

Theory: 60 hrs

Practical: 240 hrs

PREAMBLE

Midwifery and obstetrical nursing is a nursing specialty area concerned with the care of normal and high risk pregnant women during antenatal, natal and postnatal periods in hospitals and community settings. The midwifery nurses in today's scenario are managing normal and high risk neonates and participate in family welfare programs as well.

Midwifery and obstetrical nursing is one of the huge groups of professionals in the field of nursing. Advances in this specialty have resulted in midwifery and obstetrical nursing evolving into its own specialty.

Many years ago majority of hospital nurses worked on wards. Today licensed midwives can work in a variety of positions, inpatient clinics, emergency departments, HMO's, administration, community health centers, home health care, ambulatory care, and skilled nursing homes and Family welfare departments.

GOALS

The primary goal of the subject is to train nursing students with basic procedures that they are required to practice in the patient bedside in order to give effective and efficient care to the patient. The area of care is not only restricted to the hospital setting but instead can be extended to nursing homes and all kinds of health care agencies.

OBJECTIVES:

At the end of the course, the student will

1. Describe the physiology of pregnancy, labour and puerperium.
2. Manage normal pregnancy, labour and puerperium.
3. Explain the physiology of lactation and advice on management of breast Feeding.
4. Be skilled in providing pre and post-operative nursing care in obstetric conditions.
5. Identify and manage high risk pregnancy including appropriate referrals.

	preparation of media and culture techniques Collection, handling and transportation of various specimens.				
4	<p>Destruction of Micro-organisms. Sterilization and disinfection Chemotherapy and antibiotics Effects of heat and cold Hospital infection control procedure and role of nurses</p> <p>Practical: Sterilization methods- physical, chemical and Mechanical</p>	<p>Describe the methods of infection control.</p> <p>Identify the role of nurse in hospital infection control program.</p>	<p>To cover destruction of Micro-organisms.</p> <p>Sterilization and disinfection</p> <p>Chemotherapy and antibiotics</p> <p>Effects of heat and cold</p> <p>Hospital infection control procedure and role of nurses</p>	<p>Demonstration</p> <p>Laboratory method</p> <p>SIS</p>	8
5	<p>Disease producing micro-organisms Gram positive bacilli Tuberculosis and Leprosy Anaerobes Cocci Spirochaet Rickettsiae</p> <p>Practical: identification and study of the following bacteria: Streptococci, pneumococci and</p>	<p>Describe the different disease producing organisms.</p>	<p>To cover gram positive bacilli Tuberculosis and Leprosy ,Anaerobes ,Cocci, Spirochaete ,Rickettsiae</p> <p>identification and study of the following bacteria: Streptococci, pneumococci and staphylococci, corynebacteria, spirochetes and gonococci. Enteric bacteria. Posting in infection control</p>	<p>SIS Seminar</p>	5

	them. Practical: identification of parasites and vectors		diseases transmitted by them.		
9	Viruses. Classification and general character of viruses Diseases caused by viruses in man and animal and their control.	Discuss disease producing viruses.	To cover viruses. Classification and general character of viruses Diseases caused by viruses in man and animal and their control	SIS Seminar Spot Group Discussion	7
10	Micro-organisms transmitted through food. Food poisoning. Food borne infections.	Describe Micro-organisms transmitted through food	To cover micro- organisms transmitted through food. Food poisoning. Food borne infections	SIS Seminar Spot Group Discussion	6

Practicum:

Each student will practice in the laboratory as indicated in each unit of the courses outline. While giving nursing care in the wards they will practice collection and processing of specimens, prevention and control of hospital infections, sterilization, immunization, chemotherapy and maintenance of personal and environmental hygiene. Observation visit to incinerator, posting in CSSD and infection control department.

References:

1. Ananthanarayan R, et al, Text Book of Microbiology, Orient Longman.
2. Arora, Microbiology for Nurses.
3. Malhotra, Medical Microbiology for Nurses.
4. Hug L. L, Muffet, Clinical Microbiology, J. B. Lippincott Co.
5. Anantnaryan, Textbook of Microbiology.

	planning etc.		family planning etc.,	<p>Essay writing on legal and ethical aspects and on national policy related to maternal health.</p> <p>Students seminar on role of a nurse in midwifery and obstetrical care.</p>	
II	<p>Review of the anatomy and physiology of female reproductive system.</p> <ul style="list-style-type: none"> Female pelvis (normal and contracted) Review of foetal development 	<p>Discuss the female reproductive organs, maternal pelvis.</p> <p>2. Explain the maternal pelvis.</p> <p>3. Enumerate the fetal development.</p>	<p>To cover Female pelvis(normal and contracted)</p> <p>Review of foetal development</p>	Students seminar	10
III	<p>Physiology and management of pregnancy, labour and puerperium</p> <ul style="list-style-type: none"> Signs and symptoms and diagnosis of pregnancy Antenatal care Pregnant women 	<p>Describe the normal pregnancy</p> <p>Explain the physiological changes during pregnancy</p>	<p>To cover Signs and symptoms and diagnosis of pregnancy</p> <p>Antenatal care, Pregnant women with HIV/AIDS Management of</p>	Didactic lecture through Power point projection on assessment and management	15

6. Propagate the concept and motivate acceptance of family planning methods.
7. Teach, guide and supervise auxiliary midwifery personnel.

Teaching Learning Activities

(v) Methods of Teaching:

- ✓ Lecture
- ✓ Demonstration & Discussion
- ✓ Supervised practice ✓ Seminar
- ✓ Role play
- ✓ Workshop
- ✓ Conference
- ✓ Skill training
- ✓ Simulations
- ✓ Field visits

(vi) A.V Aids:

- ✓ Slide Projector
- ✓ White board
- ✓ Graphic Aids
- ✓ Programmed – Video shows
- ✓ Models & Specimens
- ✓ LCD projector
- ✓ Computer

COURSE CONTENTS

S. No	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
I	Introduction and historical review <ul style="list-style-type: none"> • Planned parenthood • Maternal morbidity and mortality rates • Legislations related to maternity benefits, MTP acts, incentives for family 	Enumerate the various trends and historical aspects in midwifery.	To cover Planned parenthood Maternal morbidity and mortality rates, Legislations related to maternity benefits, MTP acts, incentives for	Interactive session with the students regarding history and changing trends in midwifery.	5

V	<p>Management of abnormal pregnancy, labour and puerperium</p> <ul style="list-style-type: none"> • Abortion, ectopic pregnancy and vesicular mole. • Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease. • Urinary infections, Antepartum hemorrhage • Abnormal labour (malposition and malpresentation) • Uterine inertia • Disorders or puerperium • Management of engorged breast, cracked nipples, breast abscess and mastitis • Puerperal sepsis • Post partum haemorrhage • Inversion and prolapse of uterus, obstetrical emergencies • Obstetrical operations i.e. forceps, vacuum, 	<p>Describe management of abnormal labour and Obstetrical emergencies</p> <p>Describe the physiology of puerperium.</p> <p>Describe the management of women during postnatal period.</p>	<p>To cover Abortion, ectopic pregnancy and vesicular mole. Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease, Urinary infections, Ante partum hemorrhage</p> <p>Abnormal labour (malposition and malpresentation), Uterine inertia, Disorders or puerperium, Management of engorged breast, cracked nipples, breast abscess and mastitis</p> <p><input type="checkbox"/> Puerperal sepsis</p> <p><input type="checkbox"/> Post partum haemorrhage</p> <p><input type="checkbox"/> Inversion and prolapse of uterus, obstetrical emergencies</p> <p><input type="checkbox"/> Obstetrical operations i.e. forceps, vacuum, episiotomy,</p>	<p>Didactic lecture through Power point projections.</p> <p>Clinical posting demonstration on assessment and management of postnatal women.</p> <p>Teacher seminar on abnormal labor, CPD and Contracted pelvis</p>	10
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	<p>with HIV/AIDS</p> <ul style="list-style-type: none"> • Management of common gynecological problems. 	<p>Enumerate the diagnosis of pregnancy</p> <p>Explain the screening and assessment of antenatal women</p> <p>Discuss the various adjustment issues related to the pregnancy</p>	<p>common gynecological problems.</p>	<p>of pregnancy.</p> <p>.Teacher seminar on normal pregnancy and physiological changes during pregnancy.</p>	
IV	<p>The New born baby</p> <ul style="list-style-type: none"> • Care of the baby at birth including resuscitation • Essential Newborn Care • Feeding • Jaundice and infection • Small and large for date babies • Intensive care of the new born • Trauma and haemorrhage. 	<p>Describe the assessment and management of normal neonate.</p>	<p>To cover Care of the baby at birth including resuscitation</p> <p>Essential Newborn Care Feeding, Jaundice and infection, Small and large for date babies</p> <p>Intensive care of the new born</p> <p>Trauma and haemorrhage</p>	<p>.Didactic lecture through Power point projections.</p> <p>2. Students seminars on essential new born care.</p> <p>3. Clinical posting and demonstrations on different level of neonatal care.</p> <p>4. Report writing on neonatal care.</p>	10

Practicum**1. The students will**

- a. Be posted in antenatal clinic, MCH clinic, antenatal ward, labour room, postnatal ward, maternity OT, MTP room.
- b. Visit welfare agencies for women and write observation report.
- c. Follow nursing process in providing care to 3-6 patients.
- d. Write at least two nursing care studies, and do a presentation.
- e. Give at least one planned health teaching to a group of mothers.

2. Practice following nursing procedures.

- a. Antenatal and post natal examination, per vaginal exam.
- b. Conduct normal delivery, stitching of episiotomy, (For some candidates minimum conduct of 5 deliveries).
- c. Motivation of family for adopting family planning methods.

At the end of the course, the student will

1. Describe the physiology of pregnancy, labour and puerperium.
2. Manage normal pregnancy, labour and puerperium.
3. Explain the physiology of lactation and advice on management of breast Feeding.
4. Be skilled in providing pre and post-operative nursing care in obstetric conditions.
5. Identify and manage high risk pregnancy including appropriate referrals.
6. Propagate the concept and motivate acceptance of family planning methods.
7. Teach, guide and supervise auxiliary midwifery personnel.

Teaching Learning Activities

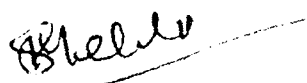
(v) Methods of Teaching:

- ✓ Lecture
- ✓ Demonstration & Discussion
- ✓ Supervised practice ✓ Seminar
- ✓ Role play
- ✓ Workshop
- ✓ Conference
- ✓ Skill training
- ✓ Simulations
- ✓ Field visits

(vi) A.V Aids:

- ✓ Slide Projector
- ✓ Models & Specimens
- ✓ White board
- ✓ LCD projector
- ✓ Graphic Aids
- ✓ Computer
- ✓ Programmed – Video shows

COURSE CONTENTS


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

	episiotomy, caesarean section.		caesarean section.		
VI	<p>Drugs in obstetrics</p> <ul style="list-style-type: none"> • Effects of drugs during pregnancy, labour and puerperium on mother and baby. 	<p>Describe indication dosage, action, side effects and nurses responsibilities in the administration of drugs used for mothers</p>	<p>To cover Effects of drugs during pregnancy, labour and puerperium on mother and baby.</p>	<p>Teacher seminar on different drugs used in obstetrics</p>	5
VII	<p>National Welfare programmes for women</p> <ul style="list-style-type: none"> • National Family welfare programme • Infertile family • Problems associated with unwanted pregnancy • Unwed mothers. 	<p>Appreciate the importance of family welfare programme.</p> <p>2. Describe the methods of contraception and role of nurse in family welfare programme</p>	<p>To cover National Welfare programmes for women</p> <p>National Family welfare programme, Infertile family</p> <p>Problems associated with unwanted pregnancy, Unwed mothers.</p>	<p>Interactive session with the students regarding population trends.</p> <p>Debate on problems in India.</p> <p>Essay writing on Concepts, aims, importance and history of family welfare</p>	5

- Normalize the life of the child during hospitalization in preparation for the family home, school and community.
- Minimize the impact of the child's unique condition.
- Foster maximal growth and development.
- Develop realistic, functional and coordinated home care plans for the children and families.
- Respect the roles of the families in the care of their children.

OBJECTIVES:

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

- Appreciate the history and developments in the field of pediatrics and pediatric nursing as a specialty
- Apply the concepts of growth and development in providing care to the pediatric clients and their families.
- Appreciate the child as a holistic individual
- Perform physical, developmental, and nutritional assessment of pediatric clients
- Apply nursing process in providing nursing care to neonates & children
- Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness.
- Recognize and manage emergencies in neonates
- Describe various recent technologies and treatment modalities in the management of high risk neonates
- Appreciate the legal and ethical issues pertaining to pediatric and neonatal nursing
- Prepare a design for layout and management of neonatal unit
- Incorporate evidence based nursing practice and identify the areas of research in the field of pediatric/neonatal nursing
- Recognize the role of pediatric nurse practitioner and as a member of the pediatric and neonatal health teaching
- Teach pediatric nursing to undergraduate students & in-service nurses

- d. Motivate family for planned parenthood.
- e. Assist in various diagnostic and therapeutic procedures including IUD insertion and removal.

References:

1. Dutta (DC), Textbook of Obstetrics, New Central Book Agency.
2. Lowdermilk, Maternity Nursing, Mosby, 7th Edition.
3. Willams, Obstetrics, McGrawhill, 22' Edition.
4. Bobak, Maternity Nursing Care, Elsevier.
5. Maternity & Child Health Nursing Care for the childbearing family, LWW, 5ch edition.
6. Wong, Maternity Child Nursing Care, Mosby, 3 Edition
7. Fraser (DM), MMyles Textbook of Midwives, Churchill Livingstone, 14th Edition, 2003

CHILD HEALTH NURSING

Placement: First year

Theory Teaching Hours : 60 hrs

Practical Teaching Hours : 240 hrs

PREAMBLE

Pediatrics is the branch of medicine that deals with the medical care of infants, children, and adolescents and the age limit usually ranges from birth up to 18-21 years of age. The word pediatrics and its cognates mean "healer of children"; they derive from two Greek words: (pais "child") and (iatros "doctor, healer"). Pediatricians work both in hospitals, particularly those working in its specialized subfields such as neonatology, and as primary care physicians. Pediatric nursing is the medical care of neonates and children up to adolescence, usually in an in-patient hospital or day-clinic. The main role of pediatric nurses is to administer directly procedures and medicines to children according to prescribed nursing care plans. Nurses also continually assess the patient by observing vital signs, and developing communication skills with children and family members and with medical teams. Being a support to children and their families is one component of direct nursing care. Awareness of the concerns of children and parents, being present physically at times of stress and implementing strategies to help children and family members cope are all part of the work.

GOALS :

			and reactions related to developmental stages, play activities for ill hospitalized child. Nursing care of hospitalized child and family -principles and practices.		
2	<p>The healthy child</p> <ul style="list-style-type: none"> • Growth and development from birth to adolescence • The needs of normal children through the stages of development and parental guidance. • Nutritional needs of children & infants breast-feeding, supplementary / artificial feeding and weaning. • Accidents, causes and prevention • Value of play and selection of play material • Preventive immunization 	<ul style="list-style-type: none"> • Describe the normal growth & development of children at different ages -Identify the needs of children at different ages & provide parental guidance -Identify the nutritional needs of children at different ages and ways of meeting the needs -Appreciate the role of play for normal & sick children. -Appreciate the preventive measures and strategies for children. 	<p>To cover</p> <p>Developmental assessment</p> <p>Physical assessment</p> <p>Nutritional assessment,</p> <p>Family assessment.</p> <p>To cover</p> <p>Principles of growth and development,</p> <p>Concepts and theories of growth and development,</p> <p>Developmental tasks and special needs from infancy to adolescence,</p> <p>developmental milestones,</p>	<p>Conventional method on growth & development assessments</p> <p>Demonstration on preventive paediatrics.</p> <p>Student seminar on immunization & cold chain.</p> <p>Demonstration on play therapy.</p> <p>Role play</p> <p>Videos</p> <p>Plotting of growth chart on growth & development & reflexes</p>	10 hrs.

UNIT	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
1	<p>Introduction:</p> <ul style="list-style-type: none"> • Modern concept of child care • Internationally accepted rights of the child • National policy and legislation in relation to child health and welfare • National programmes related to child health and welfare • Changing trends in hospital, Care, preventive, promotive and curative 'aspects of child health. • Child morbidity and mortality rates. • Differences between an adult and child. • Hospital environment for a sick child. • The role of a paediatric nurse in caring for a hospitalized child. • Principles of pre and post operative care of infants 'and children • Paediatric nursing procedures. 	<p>Explain the modern concept of child care and principles of child health nursing.</p> <p>Describe national policy programmes and legislation in relation to child health and welfare</p> <p>List major causes of death during infancy, early and late childhood</p> <p>Describe the major functions and role of the paediatric nurse in caring for a hospitalized child.</p> <p>Describe the principles of child health nursing.</p>	<p>To Cover</p> <p>Historical development of Pediatrics and Pediatric Nursing in India, Current status of child health in India, Trends in Pediatrics and Pediatric Nursing,</p> <p>Ethical and cultural issues in pediatric care ,Rights of children</p> <p>National health policy for children, special laws and ordinances relating to children.</p> <p>National goals ,Five year plans</p> <p>National health programs related to child health. preparation for hospitalization, effects of hospitalization on the child and family Stressors</p>	<p>Teaching seminar on national health programmes, trends</p> <p>Students seminar on rights of child</p> <p>Project on collection of vital statistics related to child health.</p> <p>Teaching seminar on hospital environment for a sick child</p> <p>Interactive session stressors during hospitalization and reaction related to developmental stages.</p>	15 hrs.



3	<p>Nursing care of a neonate</p> <ul style="list-style-type: none"> • Nursing care of a normal newborn • Neonatal resuscitation • Nursing management of a low birth weight baby • Nursing management of common neonatal disorders. • Organization of neonatal unit. Prevention of infections in the nursery. 	<p>-Provide care to normal & high risk neonates</p> <p>-Perform neonatal resuscitation.</p> <p>-Recognize and manage Common neonatal problems Describe the major functions and role of the paediatric nurse in caring for a hospitalized child.</p>	<p>To cover the care of the new born and family.</p> <p>High risk newborn- pre term and term neonate and growth retarded babies,</p> <p>Identification and classification of neonates with infections,</p>	<p>Conventional method on neonatal resuscitation.</p> <p>Teaching seminar on neonatal problems.</p> <p>Problem based learning on neonatal disorders</p>	10hrs.
4	<p>Nursing management in common childhood diseases</p> <ul style="list-style-type: none"> • Nutritional deficiency disorders. • Respiratory disorders and infections • Gastrointestinal infections, infestations and congenital disorders. • Cardio vascular problem- congenital defects and rheumatic fever. • Genito-urinary disorder - Nephrotic syndrome, Wilms' tumor, infection and congenital disorders. • Neurological infections and disorders- convulsions, epilepsy, meningitis, hydrocephalus, spinabifida. • Hematological disorders - Anemias, thalassemia, ITP, Leukemia, hemophilia. • Disorders of skin eye and ears. • Common communicable 	<p>-Manage the child with behavioral and social problems.</p> <p>-Identify the social and welfare services for challenged children .</p>	<p>To cover behavioural problem acc. To age group, social & psychiatric development, mentally , social & physically challenged childrens. child guidance clinic.</p>	<p>Visit to anganwadi schools, remand homes & adoption centers& orphanage, child guidance clinic.</p>	15 hrs

- b. Conduct normal delivery, stitching of episiotomy, (For some candidates minimum conduct of 5 deliveries).
- c. Motivation of family for adopting family planning methods.
- d. Motivate family for planned parenthood.
- e. Assist in various diagnostic and therapeutic procedures including IUD insertion and removal.

References:

1. Dutta (DC), Textbook of Obstetrics, New Central Book Agency.
2. Lowdermilk, Maternity Nursing, Mosby, 7th Edition.
3. Willams, Obstetrics, McGrawhill, 22' Edition.
4. Bobak, Maternity Nursing Care, Elsevier.
5. Maternity & Child Health Nursing Care for the childbearing family, LWW, 5th edition.
6. Wong, Maternity Child Nursing Care, Mosby, 3 Edition
7. Fraser (DM), Myles Textbook of Midwives, Churchill Livingstone, 14th Edition, 2003

CHILD HEALTH NURSING

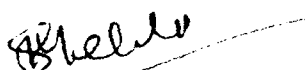
Placement: First year

Theory Teaching Hours : 60 hrs

Practical Teaching Hours : 240 hrs

PREAMBLE

Pediatrics is the branch of medicine that deals with the medical care of infants, children, and adolescents and the age limit usually ranges from birth up to 18-21 years of age. The word pediatrics and its cognates mean "healer of children"; they derive from two Greek words: (pais "child") and (iatros "doctor, healer").



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Pediatricians work both in hospitals, particularly those working in its specialized subfields such as neonatology, and as primary care physicians. Pediatric nursing is the medical care of neonates and children up to adolescence, usually in an in-patient hospital or day-clinic. The main role of pediatric nurses is to administer directly procedures and medicines to children according to prescribed nursing care plans. Nurses also continually assess the patient by observing vital signs, and developing communication skills with children and family members and with medical teams. Being a support to children and their families is one component of direct nursing care. Awareness of the concerns of children and parents, being present physically at times of stress and implementing strategies to help children and family members cope are all part of the work.

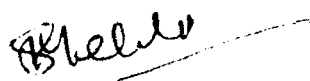
GOALS :

- Normalize the life of the child during hospitalization in preparation for the family home, school and community.
- Minimize the impact of the child's unique condition.
- Foster maximal growth and development.
- Develop realistic, functional and coordinated home care plans for the children and families.
- Respect the roles of the families in the care of their children.

OBJECTIVES:

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

- Appreciate the history and developments in the field of pediatrics and pediatric nursing as a specialty
- Apply the concepts of growth and development in providing care to the pediatric clients and their families.
- Appreciate the child as a holistic individual
- Perform physical, developmental, and nutritional assessment of pediatric clients
- Apply nursing process in providing nursing care to neonates & children
- Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness.
- Recognize and manage emergencies in neonates
- Describe various recent technologies and treatment modalities in the management of high risk neonates
- Appreciate the legal and ethical issues pertaining to pediatric and neonatal nursing
- Prepare a design for layout and management of neonatal unit
- Incorporate evidence based nursing practice and identify the areas of research in the field of pediatric/neonatal nursing
- Recognize the role of pediatric nurse practitioner and as a member of the pediatric and neonatal health teaching
- Teach pediatric nursing to undergraduate students & in-service nurses


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UNIT	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
1	<p>Introduction:</p> <ul style="list-style-type: none"> • Modern concept of child care • Internationally accepted rights of the child • National policy and legislation in relation to child health and welfare • National programmes related to child health and welfare • Changing trends in hospital, Care, preventive, promotive and curative 'aspects of child health. • Child morbidity and mortality rates. • Differences between an adult and child. • Hospital environment for a sick child. • The role of a paediatric nurse in caring for a hospitalized child. • Principles of pre and post operative care of infants 'and children • Paediatric nursing procedures. 	<p>Explain the modern concept of child care and principles of child health nursing.</p> <p>Describe national policy programmes and legislation in relation to child health and welfare</p> <p>List major causes of death during infancy, early and late childhood</p> <p>Describe the major functions and role of the paediatric nurse in caring for a hospitalized child.</p> <p>Describe the principles of child health nursing.</p>	<p>To Cover Historical development of Pediatrics and Pediatric Nursing in India, Current status of child health in India, Trends in Pediatrics and Pediatric Nursing,</p> <p>Ethical and cultural issues in pediatric care ,Rights of children</p> <p>National health policy for children, special laws and ordinances relating to children.</p> <p>National goals ,Five year plans</p> <p>National health programs related to child health. preparation for</p>	<p>Teaching seminar on national health programmes, trends</p> <p>Students seminar on rights of child</p> <p>Project on collection of vital statistics related to child health.</p> <p>Teaching seminar on hospital environment for a sick child</p> <p>Interactive session stressors during hospitalization and</p>	15 hrs.

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			hospitalization, effects of hospitalization on the child and family Stressors and reactions related to developmental stages, play activities for ill hospitalized child. Nursing care of hospitalized child and family -principles and practices.	reaction related to developmental stages.	
2	<p>The healthy child</p> <ul style="list-style-type: none"> • Growth and development from birth to adolescence • The needs of normal children through the stages of development and parental guidance. • Nutritional needs of children & infants breast-feeding, supplementary / artificial feeding and weaning. • Accidents, causes and prevention • Value of play and selection of play 	<ul style="list-style-type: none"> • Describe the normal growth & development of children at different ages -Identify the needs of children at different ages & provide parental guidance -Identify the nutritional needs of children at different ages and ways of meeting the needs 	<p>To cover</p> <p>Developmental assessment</p> <p>Physical assessment</p> <p>Nutritional assessment,</p> <p>Family assessment.</p> <p>To cover</p> <p>Principles of growth and development,</p> <p>Concepts and theories of growth and development,</p>	<p>Conventional method on growth & development assessments</p> <p>Demonstration on preventive paediatrics.</p> <p>Student seminar on immunization & cold chain.</p> <p>Demonstration on play therapy.</p>	10 hrs.



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	material <ul style="list-style-type: none"> • Preventive immunization 	-Appreciate the role of play for normal & sick children. -Appreciate the preventive measures and strategies for children.	Developmental tasks and special needs from infancy to adolescence, developmental milestones,	Role play Videos Plotting of growth chart on growth & development & reflexes	
3	Nursing care of a neonate <ul style="list-style-type: none"> • Nursing care of a normal newborn • Neonatal resuscitation • Nursing management of a low birth weight baby • Nursing management of common neonatal disorders. • Organization of neonatal unit. Prevention of infections in the nursery. 	-Provide care to normal & high risk neonates -Perform neonatal resuscitation. -Recognize and manage Common neonatal problems Describe the major functions and role of the paediatric nurse in caring for a hospitalized child.	To cover the care of the new born and family. High risk newborn- pre term and term neonate and growth retarded babies, Identification and classification of neonates with infections,	Conventional method on neonatal resuscitation. Teaching seminar on neonatal problems. Problem based learning on neonatal disorders	10hrs.
4	Nursing management in common childhood diseases <ul style="list-style-type: none"> • Nutritional deficiency disorders. • Respiratory disorders and infections • Gastrointestinal infections, infestations and congenital disorders. • Cardio vascular problem- 	-Manage the child with behavioral and social problems. -Identify the social and welfare services for challenged children .	To cover behavioural problem acc. To age group, social & psychiatric development, mentally , social & physically challenged childrens.child	Visit to anganwadi schools, remand homes & adoption centers& orphanage,	15 hrs



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	congenital defects and rheumatic fever. • Genito-urinary disorder - Nephrotic syndrome, Wilms' tumor, infection and congenital disorders. • Neurological infections and disorders- convulsions, epilepsy, meningitis, hydrocephalus, spinabifida. • Hematological disorders - Anemias, thalassemia, ITP, Leukemia, hemophilia. • Disorders of skin eye and ears. • Common communicable diseases in children, their identification, nursing management in hospital and home and prevention • Paediatric emergencies- Poisoning, Foreign bodies, Hemorrhage, Burns and Drawing.		guidance clinic.	child guidance clinic.	
5	Management of behaviour disorders in children. Management of challenged children (a) Mentally challenged (b) Physically challenged (c) Socially challenged	Provide nursing care in behavior disorder		Teacher seminar Student seminar	10 hrs

PRACTICUM

The student will:-

1. Be posted in paediatric medical and surgical ward, OPD in hospital, health centre and neonatal unit.
2. Visit a centre for handicapped children and child welfare centre and write observation report.
3. Write an observation study of normal children of various age groups in



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home/nursery school/crèche.

4. Follow nursing process in providing care to 3-6 children.
5. Write at least two nursing care studies and do a presentation
6. Give two planned health teachings, one in hospital and one in OPD /health centre.
7. Practice the following nursing procedures
8. Taking pediatric history
9. Physical assessment of children
10. Baby bath
11. Feeding
12. Restraining
13. Calculation of dosage of drugs and administration of medications and injections
14. Collection of specimens
15. Enema, bowel wash, colostomy irrigation
16. Steam and Oxygen inhalation
17. Preparation to assist with diagnostic tests and operations
18. Examination/Assessment of a newborn
19. Neonatal resuscitation
20. care of a baby in incubator and on ventilator
21. Photo therapy
22. Assist in exchange transfusion and other therapeutic procedures.

References:

1. Donna L. Wong, David Wilson, Essentials of Pediatric Nursing, 6th ed., Harcourt Private limited; 1999. p. 523-33.
2. Marlow. R. Dorothy and Reddy. A. Barbara: Textbook of Paediatric Nursing. 6th ed. W. B Saunders Company; 1961..
3. Datta Parul, Pediatric Nursing, 2nd ed., Jaypee Brothers Medical Publisher; 2009
4. Gupte Piyush., Pediatric Nursing, 1st ed., A.P. Jain Publisher; 2004
5. Elizabeth K.E. Fundamentals of Pediatrics. 3rd ed., Paras Publications.
6. Adele Pillitteri. Maternal and Child Health Nursing. 1st ed., Lippincott Williams and Wilkins. p.902-4.

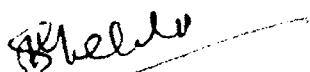
MEDICAL SURGICAL NURSING

Placement – First year

Theory : 90 hrs
Practical: 270 hrs

PREAMBLE

Medical-surgical nursing is a nursing specialty area concerned with the care of adult patients in a broad range of settings. The Academy of Medical-Surgical Nurses (AMSN) is a specialty nursing



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organization dedicated to nurturing medical-surgical nurses as they advance their careers. Traditionally, medical-surgical nursing was an entry-level position that most nurses viewed as a stepping stone to specialty areas. Medical-surgical nursing is the largest group of professionals in the field of nursing. Advances in medicine and nursing have resulted in medical-surgical nursing evolving into its own specialty

Many years ago a majority of hospital nurses worked on wards, and everyone was a medical-surgical nurse. Today licensed medical-surgical nurses work in a variety of positions, inpatient clinics, emergency departments, HMO's, administration, outpatient surgical centers, home health care, humanitarian relief work, ambulatory surgical care, and skilled nursing homes. Some military medical-surgical nurses serve on battlefields.

GOALS

The primary goal of medical surgical nursing is to widen the students knowledge and develop proficiency in caring for patients with medical surgical problems.

OBJECTIVES

1. Explain relevant anatomy and physiology of various system of the body.
2. Explain the Patho-physiology of various disorders.
3. Explain the actions, side effects and nursing implications in administering drugs for various disorders.
4. Discuss the recent advancement in the treatment and care of patients with medical surgical conditions.
5. Develop skill in giving comprehensive nursing care to patients following the steps of nursing process.
6. Assist the patients and their families in identifying and meeting their own health needs.
7. Appreciate the role of the nurse in the medical surgical health team.

TEACHING STRATEGIES

The interdisciplinary curriculum is based on both clinical and public health model for practice. The major focus is to provide quality care to patients and use of new technologies. Fellows are prepared to participate in multidisciplinary approach in planning, implementing, managing and evaluating programme. It is assumed that there will be approximately 360 teaching hours in one year period of fellowship course. Out of these, theory teaching will be 90 hours and practical will be of 270 hours.



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COURSE CONTENT

UNIT	Content	Learning objective	Teaching Guidelines	Methodology	Time
I	<p>Introduction to medical surgical nursing.</p> <p>Review of concepts of comprehensive nursing care in medical surgical conditions.</p> <p>Nurse, patient and his/her family.</p> <p>Functions of nurse in the outpatient department.</p> <p>Intensive care unit</p>	To explain about the introduction and concept of medical surgical nursing	<p>To cover about introduction to medical surgical nursing.</p> <p>Review of concepts of comprehensive nursing care in medical surgical conditions.</p> <p>Nurse, patient and his/her family.</p> <p>Functions of nurse in the outpatient department.</p> <p>Intensive care unit</p>	<p>Didactic lecture through power point projections.</p> <p>Conventional method</p> <p>Student interactive session.</p>	3 hrs
II	<p>Nursing management of patient with specific problems.</p> <p>-Fluid and electrolyte imbalance.</p> <p>-Dyspnea and cough, respiratory obstruction</p> <p>-Fever</p> <p>-Shock</p> <p>Unconsciousness</p> <p>-Pain</p> <p>-Acute illness</p> <p>-Chronic illness</p>	To describe about the nursing management of various diseases	<p>Nursing management of patient with specific problems.</p> <p>-Fluid and electrolyte imbalance.</p> <p>-Dyspnea and cough, respiratory obstruction</p> <p>Fever</p> <p>-Shock</p> <p>Unconsciousness</p> <p>-Pain</p> <p>-Acute illness</p> <p>-Chronic illness</p> <p>-Terminal illness</p> <p>-Age related illness</p>	<p>Didactic lecture through power point projections</p> <p>Case presentation</p> <p>Student seminar</p> <p>Panel discussion</p> <p>Demonstration.</p> <p>Vertical method</p>	6hrs



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	<ul style="list-style-type: none"> -Terminal illness -Age related illness -Patient undergoing surgery -Incontinence 		<ul style="list-style-type: none"> -Patient undergoing surgery -Incontinence 		
III	<p>Nursing management of patient with neurological and neuro-surgical conditions.</p> <p>Review of anatomy and physiology of the nervous system.</p> <p>Pathophysiology, diagnostic procedures and management of:</p> <ul style="list-style-type: none"> - Cerebro-vascular accident. - Cranial, spinal and peripheral neuropathies. - Head-ache and intractable pain. - Epilepsy. - Infectious and inflammatory diseases and trauma of the Nervous System. - Common disorders of the system. - Recent advances 	<p>To Describe about the definition, causes, Pathophysiology, diagnostic procedure , management of various neurological conditions.</p>	<p>Nursing management of patient with neurological and neuro-surgical conditions.</p> <p>Review of anatomy and physiology of the nervous system.</p> <p>Pathophysiology, diagnostic procedures and management of:</p> <ul style="list-style-type: none"> (a) Cerebro-vascular accident. (b) Cranial, spinal and peripheral neuropathies. (c) Head-ache and intractable pain. (d) Epilepsy. (e) Infectious and inflammatory diseases and trauma of the Nervous System. (f) Common disorders of the system. (g) Recent advances in diagnostic and treatment modalities. 	<p>Didactic lecture</p> <p>Lecture cum discussion</p> <p>Demonstration</p> <p>Group discussion</p> <p>Panel discussion</p> <p>Teacher seminar</p> <p>Problem based learning.</p> <p>Simulated method.</p> <p>Case study method.</p> <p>simulation method</p>	6hrs



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	<p>in diagnostic and treatment modalities.</p> <p>-Drugs used in these disorders</p> <p>-Tumors of brain & spinal cord, congenital malformations, degenerative diseases.</p>				
IV	<p>-Nursing management of patient with cardiovascular problems.</p> <p>- Review of relevant anatomy and physiology of cardiovascular system.</p> <p>- Pathophysiology, diagnostic procedures and management of</p> <p>(a) Ischemic Heart diseases.</p> <p>(b) Cardiac arrhythmias.</p> <p>(c) Congestive heart failure.</p> <p>(d) Rheumatic and other valvular heart</p>	<p>To Describe about the definition, causes, Patho-physiology, diagnostic procedure, management of various cardiovascular conditions.</p>	<p>Nursing management of patient with cardiovascular problems.</p> <p>Review of relevant anatomy and physiology of cardiovascular system.</p> <p>Patho-physiology, diagnostic procedures and management of</p> <p>(a) Ischemic Heart diseases.</p> <p>(b) Cardiac arrhythmias.</p> <p>(c) Congestive heart failure.</p> <p>(d) Rheumatic and other valvular heart diseases</p> <p>(e) Endocarditis, cardiomyopathies, congenital heart diseases, hypertension,</p>	<p>Didactic lecture through power point projections</p> <p>Demonstration</p> <p>Panel Discussion</p> <p>Group discussion</p> <p>Teacher seminar</p> <p>Case presentation</p> <p>Vertical method</p> <p>Conventional method</p> <p>Problem based learning</p>	5hrs

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	<p>diseases</p> <p>(e) Endocarditis, cardiomyopathies, congenital heart diseases, hypertension, heart block</p> <p>(f) Cardiac emergencies: cardiac arrest, acute pulmonary oedema, cardiac tamponade, cardiogenic shock, aneurysms and peripherovascular disorders, recent advancement in cardiology.</p>		<p>heart block</p> <p>(f) Cardiac emergencies: cardiac arrest, acute pulmonary oedema, cardiac tamponade, cardiogenic shock, aneurysms and peripherovascular disorders, recent advancement in cardiology.</p>		
V	<p>Nursing management of patient with respiratory problems.</p> <p>Review of anatomy and physiology of respiratory system, Pathophysiology, diagnostic procedures and management of upper respiratory tract infections.</p> <p>(a)Bronchitis</p> <p>(b)Asthma</p> <p>(c)Emphysema,</p>	<p>To describe upper Respiratory problem</p> <p>Pathophysiology, Diagnostic procedure and management.</p>	<p>The student able to learn different upper respiratory diseases definition, causes, Pathophysiology, diagnostic procedure , management.</p>	<p>SIS,</p> <p>PBL</p> <p>FGD</p> <p>SIS</p> <p>SS</p>	8 hrs



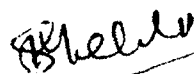
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	Empyema, Atelectasis, COPD (d)Bronchiectasis (e)Pneumonia (f)Pulmonary tuberculosis (g)Lung abscess (h)Pleural effusion (i)Tumours and Cysts (j)Chest injuries (k)Respiratory arrest and insufficiency (l)Pulmonary embolism (m)Drugs used in the management of these patients (n)Special respiratory therapies.			PD Tutorial SS SIS SIS SIS FGD SIS	
VI	Nursing management of patient with genito-urinary problems. Review of anatomy and physiology of the genito-urinary system (a)Nephritis (b)Renal calculus (c)Acute renal failure (d)Chronic renal	To describe genito-urinary problems. Patho physiology, Diagnostic procedure and management	The student able to learn genito-urinary problems. definition, causes, Patho physiology, diagnostic procedure , management.	SIS, PBL FGD SIS	5hrs



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	failure (e)End stage renal disease 3.Special procedures, dialysis, renal transplant 4.Drugs used in management of these patients 5.Congenital disorders, urinary infections 6.Benign prostate hypertrophy.			SS PD Tutorial SS SIS SIS SIS FGD SIS	
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VII	<p>Nursing management of patients with problems of the digestive systems.</p> <p>2. Review of anatomy and physiology of gastrointestinal system and accessory organs.</p> <p>3. Pathophysiology, diagnostic procedures and management of</p> <p>(a) G.I. Bleeding</p> <p>(b) Peptic ulcer</p> <p>(c) Infections</p> <p>(d) Acute abdomen</p> <p>(e) Colitis, diarrhea, dysentery & mal-absorption syndrome.</p> <p>(f) Cholecystitis</p> <p>(g) Hepatitis, hepatic coma and cirrhosis of liver</p> <p>(h) Portal hypertension</p> <p>(i) Pancreatitis</p> <p>(j) Tumors, hernias, fistulas, fissures, hemorrhoids.</p> <p>4. Drugs used in the management of these patients.</p>	<p>To describe problems of the digestive systems & gastrointestinal system and accessory organs</p> <p>Patho physiology, Diagnostic procedure and management</p>	<p>The student able to learn problems of the digestive systems & gastrointestinal system and accessory organs definition, causes, Patho physiology, diagnostic procedure, management.</p>	<p>SIS,</p> <p>PBL</p> <p>FGD</p> <p>SIS</p> <p>SS</p> <p>PD</p> <p>Tutorial</p> <p>SS</p> <p>SIS</p> <p>SIS</p> <p>SIS</p> <p>FGD</p> <p>SIS</p>	10hrs
VIII	<p>Nursing management of</p>	<p>To describe</p>	<p>The student able to learn endocrine</p>	<p>SIS,</p>	5hrs



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	<p>patients with endocrine problems</p> <p>2. Review of anatomy and physiology and patho-physiology of patients with</p> <p>(a) Thyroid disorders</p> <p>(b) Diabetes mellitus</p> <p>(c) Diabetes insipidus</p> <p>(d) Adrenal tumour</p> <p>(e) Pituitary disorders.</p> <p>(f) Diagnostic procedures</p> <p>3. Nursing management of patient with above problems.</p> <p>4. Drugs used in endocrine problems.</p>	<p>endocrine problems</p> <p>Pathophysiology, Diagnostic procedure and management</p>	<p>problems definition, causes, Pathophysiology, diagnostic procedure, management.</p>	<p>PBL</p> <p>FGD</p> <p>SIS</p> <p>SS</p> <p>PD</p> <p>Tutorial</p> <p>SS</p> <p>SIS</p> <p>SIS</p> <p>SIS</p> <p>FGD</p> <p>SIS</p>	
IX	<p>Nursing management of patients with musculoskeletal problems.</p> <p>2. Review of anatomy and physiology and pathophysiology</p> <p>(a) Arthritis, osteomyelitis, bursitis,</p> <p>(b) Fractures, dislocation and trauma</p> <p>(c) Prolapsed disc</p>	<p>To describe Nursing management of patients with musculoskeletal problems</p> <p>Pathophysiology, Diagnostic procedure and management</p>	<p>The student able to learn Nursing management of patients with musculoskeletal problems definition, causes, Pathophysiology, diagnostic procedure, management.</p>	<p>SIS,</p> <p>PBL</p> <p>FGD</p> <p>SIS</p> <p>SS</p> <p>PD</p> <p>Tutorial</p> <p>SS</p> <p>SIS</p>	7 hrs



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	(d)Osteomalacia and osteoporosis (e)Tumor (f)Amputation 3.Diagnostic procedures 4.Nursing management of patients with above problems. 5.Prosthesis and rehabilitation 6.Transplant & replacement surgeries.			SIS SIS FGD SIS	
X	Nursing management of patients with disorders of female reproductive tract 2.Disorder of menstruation 3.Infections of the genital tract 4.Benign and malignant tumors of the genital tract 5.R.V.F., V.V.F. 6.Climateric changes and associated problems.	To describe nursing management of with disorders of female reproductive tract, menstrual disorder, genital tract infection, tumors, RVF, VVF & climatic changes	The student able to learn nursing management of with disorders of female reproductive tract, menstrual disorder, genital tract infection, tumors, RVF, VVF & climatic changes	SIS, PBL FGD SIS SS PD Tutorial	5hrs
XI	Nursing management of patients with Oncological	To describe Nursing management of patients with	The student able to learn Nursing management of patients with	SIS, PBL	10hrs



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	disorders. -Types of neoplasms and related pathophysiology. -Diagnostic procedures -Modalities of treatment and nurse's role. -Special therapies. - chemotherapy and radiotherapy -Preventive measures, other therapies.	Oncological disorders. Pathophysiology, Diagnostic procedure and management	Oncological disorders definition, causes, Pathophysiology, diagnostic procedure , management.	FGD SIS SS PD Tutorial SS SIS SIS	
XII	Nursing management of patient with burns. Nursing management of patient with reconstructive surgeries	To describe Nursing management of patient with burns. Nursing management of patient with reconstructive surgeries	The student able to learn patient with burns. Nursing management of patient with reconstructive surgeries	SIS, PBL FGD SIS	2hrs
XIII	Nursing management of patients with common communicable diseases & STD'S Nursing management of patients with immunological	To describe Nursing management of patients with common communicable diseases & STD'S	The student able to learn Nursing management of patients with common communicable diseases & STD'S	SIS, PBL FGD SIS	2hrs



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	disorders including HIV / AIDS				
XIV	Nursing management of patients with diseases of eye, ear, nose, throat & skin.	To describe Nursing management of patients with diseases of eye, ear, nose, throat & skin	The student able to Nursing management of patients with diseases of eye, ear, nose, throat & skin	SIS, PBL FGD SIS	6hrs
XV	Nursing management of patients with blood disorders -Review of Anatomy & Physiology of Blood and Blood products. -Patho-physiology, diagnostic procedures and management blood disorders - (a)Anemia (b)Leukemia (c)Bleeding disorders (d)Hemophilia (e)Purpura etc. 4.Blood transfusion, safety checks, procedure and requirements management of adverse transfusion reaction, records for	To describe Nursing management of patients with Oncological disorders. Pathophysiology, Diagnostic procedure and management	The student able to learn patients with blood disorders definition, causes, Pathophysiology, diagnostic procedure , management.	SIS, PBL FGD SIS SS PD Tutorial SS SIS SIS	5hrs



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	blood transfusion. -Management and counseling of blood donors, phlebotomy procedure, and post donation management -Blood bank functioning and hospital transfusion committee -Bio-safety and waste management in relation to blood transfusion			SIS SIS SIS SIS	
XVI	Nursing in emergencies. -Cardiac emergencies -Trauma -Poisoning -Crisis management: Thyroid crisis, Hypertensive crisis, adrenal crisis.	To describe Nursing in emergencies. -Cardiac emergencies -Trauma -Poisoning -Crisis management: Thyroid crisis, Hypertensive crisis, adrenal crisis.	The student able to learn Nursing in emergencies. -Cardiac emergencies -Trauma -Poisoning -Crisis management: Thyroid crisis, Hypertensive crisis, adrenal crisis.	SIS, PBL FGD SIS SS PD Tutorial SS	5hrs

PRACTICUM

- Students should be rotated in the selected medical & surgical areas, like Cardio, Thoracic, Neurology, Urology, Orthopedics, Gynecology, Oncology, Burns and Reconstructive surgical units.
- The students should be given patient assignment. They have to practice patient centered comprehensive nursing.
- Each student is required to give planned health teachings, conduct clinical

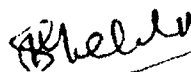


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teaching, case presentation and drug study.

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2. Sorensen and Luckmann, Basic Nursing -A Psycho-Physiological Approach, John Wright publishing Co.
3. Perry, Ann G. and Patricia A. Potter, Clinical Nursing Skills and Techniques, The C.V Mosby Co., 1990, St Louis.
4. Powell Mary, Orthopaedic Nursing, ELBS, 1976.
5. Sathoskar R. S., Pharmacology and Pharmacotherapeutics, Bombay popular Prakashan, Bombay.
6. Shackelton, Alberta, Dent et al., Practical Nurse Nutrition Education, W. B Saunders. * Latest editions of all the suggested books are recommended



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ENGLISH**Placement: First Year****Time allotted: Theory -60 hrs (4 credits)****Preamble:**

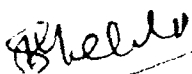
This course is designed to help the student understand and usage of English language required for their professional work.

OBJECTIVES

1. Ability to speak and write grammatically correct English
2. Effective skill in reading and understanding the English language
3. Skill in report

COURSE CONTENTS

UNIT	CONTENT OF TOPICS	LEARNING OBJECTIVES	TEACHING OBJECTIVES	METHODOLOGY	TIME
1	-Remedial study of grammar -Review of grammar, vocabulary and effective use of dictionary -Prepare task oriented	Explain the Vocabulary, effective use of dictionary. Elaborate symposia, seminar and panel discussion	Discuss and review about grammar	FGD SIS Panel Discussion	8



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	seminars. -Symposia and panel discussion.				
2	-The ability to understand selected passage and express meaning in one's own words. -Reading and comprehension of the prescribed books.	Able to understand selected passage and express meaning in one's own words. Reading and comprehension of the prescribed books.	Teach Reading and comprehension of the prescribed books.	SIS	6
3	The study of various forms of composition: (a) Note taking (b) Diary (c) Nurses notes, anecdotal records (d) Writing of Summary (e) Nurses reports on health problems The student will submit one sample of each item from her own practical experience.	The student will able to submit one sample of each item from her own practical experience.	Teach and discuss about various composition	SIS PBL Debate	23
4	Verbal Communication Oral reports Summarization of discussion Debate Listening comprehension - Film,	Describe Oral reports summarization of discussion, debate	Teach verbal communication reports	SIS SS GD	23



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	Cassette and Radio.				
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Practicum:

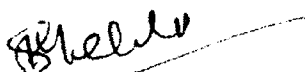
1. The clinical experience in the wards and bed side nursing will provide opportunity for students to fulfill the objectives of learning language.
2. Assignment on writing and conversation through participation in discussion, debates, seminars and symposia. The students will gain further skills in task oriented communication.

Books Recommended:

1. Sidhu. An Intensive Course in English: A Remedial Workbook. Chennai: Orient Longman.
2. Jain, R. C. English Grammar and Composition.
3. Raman chadha, Remedial study of English, Lotus Publication

ENVIRONMENTAL STUDIES**Placement: First year****TIME ALLOTTED: 60 hours****Preamble**

Environmental studies is a multidisciplinary academic field which systematically studies human interaction with the environment in the interests of solving complex problems. Environmental studies brings together the principles of sciences, commerce/ economics and social sciences so as to solve contemporary environmental problems. It is a broad field of study that includes the natural environment, the built environment, and the sets of relationships between them. The field encompasses study in basic principles of ecology and environmental science, as well as associated




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subjects such as ethics, geography, policy, politics, law, economics, philosophy, environmental sociology and environmental justice, planning, pollution control and natural resource management.

Objectives

1. Creating the awareness about environmental problems among people
2. Imparting basic knowledge about the environment and its allied problems.
3. Developing an attitude of concern for the environment.
4. Motivating public to participate in environment protection and environment improvement.
5. Acquiring skills to help the concerned individuals in identifying and solving environmental problems.
6. Striving to attain harmony with Nature.

Environmental studies



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S. NO	CONTENT OF TOPICS	LEARNING OBJECTIVES (at the end of the session the student should be able to)	TEACHING OBJECTIVES	METHODOLOGY	TIME
1	Content: The multidisciplinary nature of environmental studies: Definition, scope and importance Need for public awareness	1. Define environmental studies 2. Discuss scope of EVS 3. Discuss need for public awareness	To teach and discuss about the multidisciplinary nature of environmental studies: Definition, scope and importance, Need for public awareness	<ul style="list-style-type: none"> • Interactive session with the students regarding factors influencing health, causes and risk factors for illness. • Integrated vertical teaching on body defenses and illness behavior. 	2hrs
2	Natural Resources: Renewable and Non-renewable resources: Forest resources: Use and over-exploitation, deforestation, case studies. Timber	Discuss on forest resources Discuss on water resources Discuss on mineral resources Discuss on food resources Discuss on energy resources Discuss on land resources	To teach and discuss about Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. Water resources: use and	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Teachers seminar on history of Nursing in 	8hrs



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<p>extraction, mining, dams and their effects on forest and tribal people.</p> <p>Water resources: use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.</p> <p>Mineral resources: use and exploitation, environmental effects of extracting and using mineral resources, case studies.</p> <p>Food Resources: World food problems, Changes caused by agriculture and overgrazing, Effect of modern agriculture, Fertilizer-pesticide problems, Water logging, salinity, Case studies</p> <p>Energy</p>		<p>over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.</p> <p>Mineral resources: use and exploitation, environmental effects of extracting and using mineral resources, case studies. Food Resources: World food problems, Changes caused by agriculture and overgrazing, Effect of modern agriculture, Fertilizer-pesticide problems, Water logging, salinity, Case studies</p> <p>Energy resources: growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, case studies.</p> <p>Land resources: land as a resource, land degradation, man induced landslides, soil erosion and desertification</p>	<p>India.</p> <ul style="list-style-type: none"> • Interactive session with students regarding environmental resources. 	
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	<p>resources: growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, case studies.</p> <p>Land resources: land as a resource, land degradation, man induced landslides, soil erosion and desertification Role of an individual in conservation of natural resources.</p> <p>Equitable use of resources for sustainable lifestyle.</p>				
3	<p>Concept of an ecosystem Structure and function of an ecosystem Procedures, consumers and decomposers Energy flow in the ecosystem Ecological</p>	<ol style="list-style-type: none"> 1. Describe ecosystem 2. List the functions of eco system 3. Describe the function of eco system 	<p>To teach and discuss about Concept of an ecosystem, . Structure and function of an ecosystem, Procedures, consumers and decomposers, Energy flow in the ecosystem, Ecological</p>	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Visit to local Hospital 	6hrs



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	<p>succession Food chains, food webs ecological pyramids Introduction, types, characteristic feature, structure and function of the following ecosystem: Forest ecosystem Grassland ecosystem Desert ecosystem Aquatic ecosystem (ponds, stream, lakes, rivers, oceans, estuaries)</p>		<p>succession, Food chains, food webs ecological pyramids, introduction, types, characteristic feature, structure and function of the following ecosystem: Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem (ponds, stream, lakes, rivers, oceans, estuaries)</p>	<ul style="list-style-type: none"> • Student seminar on admission discharge procedure. 	
4	<p>Biodiversity and its conservation</p> <p>Introduction- Definition: genetic, species and ecosystem diversity</p> <p>Biogeographical classification of India</p> <p>Value of</p>	<ol style="list-style-type: none"> 1. Describe genetic, species and eco system diversity. 2. Describe biodiversity at local, national and global levels. 3. Discuss on conservation of biodiversity 	<p>To teach and discuss on Biodiversity and its conservation</p> <p>Introduction - Definition: genetic, species and ecosystem diversity, biogeographically classification of India, Value of diversity: consumptive use, productive use, social, ethical, aesthetic and option value, Biodiversity</p>	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections • Role play and video film on the nurses interacting 	8hrs



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	<p>diversity: consumptive use, productive use, social, ethical, aesthetic and option value</p> <p>Biodiversity at global, National and local levels India as a mega-diversity nation Hot –sport of diversity Threat to biodiversity: habitant loss, poaching of wildlife, man-wildlife conflicts Endangered and endemic species of India Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity</p>		<p>at global, National and local levels, India as a mega-diversity nation, Hot –sport of diversity,</p> <p>Threat to biodiversity:</p> <p>habitant loss, poaching of wildlife, man-wildlife conflicts, Endangered and endemic species of India, Conservation of biodiversity: In- situ and Ex-situ conservation of biodiversity</p>	<p>with the patient</p> <ul style="list-style-type: none"> • Problem based learning 	
5	<p>Environmental pollution</p> <p>Definition Cause, effects and control measures of: Air pollution</p>	<ol style="list-style-type: none"> 1. Define environmental pollution 2. List the causes of environmental pollution 3. Discuss on 	<p>To teach and discuss on environmental pollution Definition, Cause, effects and control measures of: Air pollution, Water pollution, Soil [pollution, Marine pollution, Noise</p>	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint 	8hrs



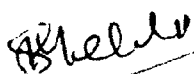
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	Water pollution Soil [pollution Marine pollution Noise pollution Thermal pollution Nuclear pollution Solid waste Management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution Pollution case studies Disaster management: floods, earthquake, cyclone and landslides	solid waste management 4. Discuss on role of individual in managing pollution 5. Discuss on disaster management	pollution, thermal pollution, Nuclear pollution, Solid waste Management: Causes, effects and control measures of urban and industrial wastes, Role of an individual in prevention of pollution, Pollution case studies, Disaster management: floods, earthquake, cyclone and landslides	projections. • Simulated learning	
6	Social Issues and the environment: From unsustainable to sustainable development Urban problems related to energy Water conservation, rain water	1. Discuss on water conservation 2. Discuss on global warming 3. Discuss on air prevention and control pollution act 4. Discuss on wasteland	To teach and discuss on Social Issues and the environment: From unsustainable to sustainable development, Urban problems related to energy, Water conservation, rain water harvesting, watershed management,	• Didactic lecture through PowerPoint projections. • Simulated learning on	7hrs



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harvesting, watershed management Resettlement and rehabilitation of people, its problem and concerns. Case studies Environmental ethics: Issues and possible solutions Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies Wasteland reclamation Consumerism and waste products Environment protection Act Air(Prevention and control pollution)Act Water(Preventio n and control pollution) Act Wildlife protection Act Forest	redemption 5. Discuss on wild life protection act	Resettlement and rehabilitation of people, its problem and concerns. Case studies, Environmental ethics: Issues and possible solutions, Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies, wasteland reclamation, consumerism and waste products, Environment protection Act, Air(Prevention and control pollution)Act, water(Prevention and control pollution) Act, wildlife protection Act, Forest Conservation Act, Issues involved in enforcement of environment legislation, Public awareness	recording and reporting. • Student seminar	
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	<p>Conservation Act</p> <p>Issues involved in enforcement of environment legislation</p> <ul style="list-style-type: none"> Public awareness 				
7	<p>Human population and the environment</p> <p>Population growth, variation among nations</p> <p>Population explosion- family welfare programme</p> <p>Environment and human health</p> <p>Human rights</p> <p>Value education</p> <p>HIV/AIDS</p> <p>Women child welfare</p> <p>Role of Information technology in environment and human health</p> <p>Case studies</p>	<ol style="list-style-type: none"> Discuss on population explosion List the human rights Explain value education Brief on women and child welfare 	<p>To teach and discuss on Human population and the environment:</p> <p>Population growth, variation among nations, population explosion- family welfare programme, Environment and human health, Human rights, Value education, HIV/AIDS, Women child welfare, Role of Information technology in environment and human health, Case studies</p>	<ul style="list-style-type: none"> Simulated learning of assessment of vital signs Didactic lecture through PowerPoint regarding abnormalities in vital signs Supervised clinical practice 	6hrs
8	<p>Field Work</p> <p>Visit to a local area to document environment</p>	<ol style="list-style-type: none"> Brief on ecosystem 	<p>To visit local area to document environment asserts- river/forest/grassland/hill/mountain</p>	<p>Simulated learning regarding health assessment.</p> <ul style="list-style-type: none"> Didactic lecture 	5hrs



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asserts- river/forest/gras sland/hill/mount ain Visit to a local polluted site- urban/rural/indu strial/ agriculture Study of common plants, insects, birds Study of simple ecosystems- pond, river, hill, slopes, etc		Visit to a local polluted site- urban/rural/industrial/ agriculture Study of common plants, insects, birds	through PowerPoint projections regarding abnormal findings • Supervised clinical practice	
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Referneces

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Abheela

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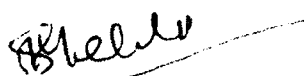
SOCIOLOGY

Placement – 2ND Year

Theory Hours : 60

PREMABLE:-

Sociology, the study of human social behavior and interaction, has become a component of many nursing education programs because it is believed that undertaking formal study of human behavior can assist nurses in providing care and performing thorough diagnosis. Incorporating sociology into the study of nursing emphasizes the social nature of health care and helps nurses understand their role as social agents whose job requires interaction with and understanding of many different types of people from a variety of different backgrounds. Interpersonal care can be an essential part of a


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nurse's role as a health care provider, and the study of sociology is believed to help nurses gain new insight into their patients lives and issues.

Sociology encourages and requires transformational learning which does not sit easily within the current practical and power context of much of nursing practice. However, when students engage with the wider issues, and understand that there are different ways of knowing and examine what it means to develop a sociological imagination an opportunity exists for them to develop into 'knowledgeable doers' who may transform both themselves, nursing practice and in turn society.

GOAL:-

At the end of the course students will be able to explain concepts of sociology related to community and social institutions in India and its relationship with health, illness and nursing.

SPECIFIC OBJECTIVE :

At the end of the class the students can be able to :


- State the importance of Sociology in Nursing
- Describe the interstate relationship of individual in society and community
- Describe the influence of culture and on health and disease
- Develop positive attitudes towards individual, family and community
- Identify various social groups and their interactions
- Explain the growth of population in India and its impact on health
- Describe the types of communities in India, their practices and the impact on health

Method of Teaching

- Lecture-cum-discussion
- Seminar
- Presentations
- Student interactive session
- Student/ teacher seminar

COURSE CONTENTS

UNIT	CONTENTS OF THE	LEARNING	TEACHING	METHODOLOGY	TIM
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	TOPICS	OBJECTIVES	OBJECTIVES		E
1	<p>Introduction</p> <p>Importance of study of sociology in nursing, relationship of anthropology, sociology, etc.</p>	<p>Explain the definition, nature, scope, importance and application of sociology in nursing</p>	<p>To cover the introduction and definition of sociology.</p> <p>To cover the nature, scope and former or specialist school of thought</p> <p>To cover the importance/significance/utility of sociology and importance of studying sociology in India</p>	<p>1.student Interactive session with the students regarding Definition, nature, scope</p> <p>2.Didactic lecture through power point projections on Importance and application of Sociology in Nursing</p>	2 hrs
2	<p>Individual & the Society</p> <p>-Socialization</p> <p>-Interdependence of the individual and society</p> <p>-Personal disorganization</p>	<p>Discuss in detail about Society and Community, Nature of Society, Difference between Society and Community, Process of Socialization and Individualization, Personal disorganization</p>	<p>To cover meaning of individualization, society, evolution of society, characteristics of society, types of society, Community Process of Socialization and Individualization and Personal disorganization</p>	<ul style="list-style-type: none"> • Didactic lecture through power point projections • Student interactive session 	5 hrs




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3	<ul style="list-style-type: none"> - Culture - Nature of culture - Evolution of culture - Diversity and uniformity of culture 	<p>Elaborate the meaning of culture</p> <p>Discuss the evolution of culture</p> <p>Explain the diversity and uniformity of culture in detail</p>	<p>To cover definition of culture.</p> <p>To cover the nature and characteristics of culture.</p> <p>To cover the diversity and uniformity of culture</p> <p>To cover Trans cultural society, Influence on health and disease</p>	<ul style="list-style-type: none"> - Group discussion on definition of culture, concept of culture - Student interactive session on diversity and uniformity of culture - Problem based learning on Trans cultural society, Influence on health and disease 	5 hrs
4	<p>Social organization</p> <ul style="list-style-type: none"> - Social groups, crowds and public groups, nations, race. <p>Social institutions: The family marriage, education, religion, arts, economic organization, political organization</p> <ul style="list-style-type: none"> - The urban and rural community in India: Ecology, characteristics of the village, characteristics of the town and city. - Social stratification: Class and caste. 	<p>Explain the meaning and classification of groups, Primary & Secondary Group</p> <ul style="list-style-type: none"> - Discuss the In-group V/s. out-group, Class, Tribe, Caste - Describe the Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction & Social - Explain the Co-operation, Competition, Conflict - Explain the Social 	<p>To cover Social groups, crowds and public groups, nations, race. Social institutions: The family marriage, education, religion, arts, economic organization, political organization</p> <p>The urban and rural community in India: Ecology, characteristics of the village, characteristics of the town and city.</p> <p>Social stratification:</p>	<p>Didactic lecture on meaning, definition of social process.</p> <p>Student interactive session on types of groups</p> <p>Student seminar</p>	15 hrs



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		Stratification	Class and caste.		
5	<p>Social process</p> <p>Process of social interaction: competition, conflict-war, cooperation, accommodation and assimilation.</p>	<p>Describe the Nature and process of social change</p> <p>Explain the Factors influencing cultural.</p> <p>Discuss the cultural lag</p>	<p>To cover Nature and process of social change: Factors influencing cultural change. Cultural lag.</p>	<p>Group discussion on Society and population, Population distribution in India- Demographic characteristics.</p> <p>Student seminar</p>	8 hrs
6	<p>Social change</p> <p>Social change</p> <p>Nature and process of social change: factors influencing cultural change, cultural lag.</p>	<p>Discuss the social change in detail including factors affecting social change.</p>	<p>To cover social change</p> <p>Factors affecting social change.</p>	<p>-Didactic lecture</p> <p>-Student interactive session</p> <p>-Group discussion</p>	5 hrs



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7	Social Problems Social disorganization Control & Planning : poverty, housing, illiteracy, food supplies, growth of urbanization, prostitution, minority groups, rights of women & children, child labour, child abuse, delinquency and crime, substance abuse.	<ul style="list-style-type: none"> • Discuss the Social disorganization • Elaborate the various social problems. • Briefly discuss the Social Welfare programs in India & Role of Nurse 	To cover Social disorganization Control & Planning, social & Social Welfare programs in India	-Didactic lecture -Student interactive session -Group discussion	10 hrs
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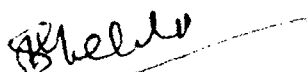
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2. Mehta (SA), Study of Rural Sociology in India, Chand & Co.
3. Ogbern (F), Handbook of Sociology, Eurasoa Publishing, New Delhi.
4. Majmudar (DN), An Introduction to Social Anthropology, Asia Publishing house, Bombay.
5. Indirani (TK), Textbook of Sociology for Nurses, Jaypee Brothers, New Delhi, 2006.
6. Neeraja (KP), Textbook of Sociology for Nursing students, Jaypee Brothers, New Delhi 2005.
7. Rao (SD), Psychology and Sociology for Para medicals, Jaypee Brothers, New Delhi,

COMMUNITY HEALTH NURSING

Placement: Second Year

Time allotted:



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Theory – 60hrs

Practical -240 hrs

PREAMBLE

The course enables the students to understand the national health care delivery system and to participate in the delivery of community health nursing.

OBJECTIVES

1. Explain the concept of various factors contributing to health of individual, family and community.
2. Identify the role of community health nurse
4. Describe epidemiological methods and principles of prevention and control of illness in the community.
5. Identify the role of personnel working in the community health set up. 6. Plan the work of community health nurse and supervise and train health workers.



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COURSE CONTENTS

UNIT	CONTENTS OF THE TOPICS	LEARNING OBJECTIVES	TEACHING OBJECTIVES	METHODOLOGY	TIM E
I	Introduction to community health – Concepts, Principles and elements of primary health care. -Introduction to community health nursing. Concepts of community health nursing –community nursing process. -Objectives, scope and principles of community health nursing.	Describe community health –Concepts, Principles and elements of primary health care. Objectives, scope and principles of community health nursing.	To cover community health –Concepts, Principles and elements of primary health care. Objectives, scope and principles of community health nursing.	SIS SIS	8 hrs
II	-Family health services -Concept, objectives, scope and principles. -Individual family and community as a unit of service -Principles and techniques of home visiting -Establishing working relationship with the family.	Explain family health services, concept, objective scope & principles. Describe Care of the sick in the home, physically handicapped and mentally challenged. Surveillance and monitoring	To cover family health services, concept, objective scope & principles. Care of the sick in the home, physically handicapped and mentally challenged. Surveillance and monitoring	FGD SIS PBL GD	10hrs



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	-Working with families in relation to prevention of disease, promotion of health. Care of the sick in the home, physically handicapped and mentally challenged. Surveillance and monitoring			Demonstration SIS	
III	-Organization and administration of health services in India. -National health policy -Health care delivery system in India -Health team concept - Centre, State, district, urban health services, rural health services -System of medicines -Centrally sponsored health schemes -Role of voluntary health organizations and international health agencies Public health legislation.	Describe Organization and administration of health services in India	To cover Organization and administration of health services in India	FGD SIS PBL GD Demonstration SIS	10 hrs
IV	Health Education Aims, concepts and scope of the health education National plan for health education Communication techniques	Describe Health Education Aims concepts and scope of the health education National plan for health education Communication	To cover Health Education Aims concepts and scope of the health education National plan for health education Communication	FGD SIS PBL GD Demonstration	8



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	Methods and media for health education programmes Planning for health education and role of nurse	techniques	techniques	SIS	
V	Role of the community health nurse. National health programmes Maternal and child health programmes Family welfare and school health services Occupational health services. As a member of the health team. Training and supervision of health care workers.	Describe Role of the community health nurse	To cover Role of the community health nurse	FGD SIS PBL GD Demonstration SIS	8
VI	Epidemiology Definition-concepts, aims, objectives, methods, principles Epidemiology – Theories and models Application of Epidemiology, principles and concepts in community health.	Elaborate Epidemiology	To cover Epidemiology	FGD SIS PBL GD Demonstration SIS	8
VII	Bio statistics and vital statistics Introduction, definition and scope, legislation Report, recording and	Describe Bio statistic & Vital Statistics	To cover Bio statistic & Vital Statistics	FGD SIS PBL	8



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	compiling of vital statistics at the local, state, national and international level. Definitions and methods of computing vital statistics Methods of presenting data Management information system			GD Demonstration SIS	
VIII	Integration o Middle level health provider (MLHP) Roles and responsibilities of med level health care provider (MLHP) New national health programmes AYUSHMAN BHARAT- the up gradation of sub centers into of health and wellness centers, concepts of comprehensive primary health care centers and key elements of CPHC, services delivery and continuum of care and roles of Mid level health care providers (MLHP) Diagnosing and treatment skills essential at sub centers level using	Explain the integration of middle level health care provider.	To cover middle level health providers	Essay type Short essay Assignments	



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<p>standard treatment protocols as per national health programmes.</p> <p>Introduction to Rashtriya Bal Sureksha Karyakaram (RBSK)</p> <p>Social mobilization skills.</p> <p>Drug dispensing Programme management including supervision and monitoring.</p> <p>Investigation of outbreak</p> <p>Behaviour change communication and soft skills</p> <p>Integrated disease surveillance project (IDSP)</p> <p>Mother and child tracking system (MCTS)</p> <p>Chikungunya</p> <p>Organization of labour room</p> <p>Safe child birth checklist</p> <p>Postpartum visit by health workers</p> <p>Family planning 2020</p> <p>National family planning programmers</p> <p>Food born disease</p> <p>Following topics to be reviewed</p>				
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<p>Health planning and health care delivery system in India (IPHS guidelines)</p> <p>Health management information system (HMIS)</p> <p>Electronic medical records (EMR)</p> <p>Micro birth planning</p> <p>Adolescent counseling</p> <p>Sources of vital statistics</p> <p>Financial management, accounts and computing at sub center</p> <p>Mental health act, drug de addiction programmes</p> <p>Time trends in disease occurrence in epidemiology</p> <p>Infant and young child feeding and counseling</p> <p>Nutrition across life cycle and update on national nutritional programmes</p> <p>Use of equipment</p> <p>Throat problems and febrile seizures in children</p> <p>Transportation of baby and common accidents and mishaps in labour room</p>				
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	Counseling- GATHER approach Update biomedical waste management by specifying biomedical waste management rules 2016 Suturing of superficial wounds Postpartum intra uterine contraceptive devices (PPIUCD) All the national health programmes on communicable, non communicable				
	Climate changes and its impact on health Air pollution and its impact on health Heat wave and its impact on health	Lecture discussion	Essay type Short answers Objective type		

PRACTICUM

- Each student will prepare a community profile.
- The students will be allotted families for gaining experience in identifying family health needs, health counselling and guidance and family budgeting for optimum health.
- The students will participate in the activities of primary health centre.
- Sub-centre, MCH Centre.
- Visits will be made to selected health and welfare agencies, water purification plant and sewage disposal plant, Infectious disease hospital.
- Conduct health educational programmes for individual/groups/ community.



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References:

1. J.Park, Community Health Nursing
2. Clark, June & Jill Handerson, Community Health, Churchill Livingstone,
3. Freeman B. Ruth, Public Health Practices, W. W. Saunders CO., Philadelphia.
4. K.K. Guline, Community Health Nursing
5. Park J. E, Text Book of Preventive and Social Medicine, Ms Banarsidas Bhanot CO.
6. Rao S. Kasthi, An Introduction to Community Health Nursing, B. I. Publishers

MENTAL HEALTH NURSING

Placement: 2nd year

TIME ALLOTTED : Theory – 60 Hours


Practical - 240 Hours

CURRICULUM PLANNING**Course Description:**

This course is designed to assist students in developing expertise and in depth understanding in the field of Psychiatric Nursing. It will help students to develop advanced skills for nursing intervention in various Psychiatric conditions. It will enable the student to function as Psychiatric Nurse practitioner/specialist. It will further enable the student to function as educator, manager, and researcher in the field of Psychiatric Nursing.

Objectives: - At the end of the course, the students will be able to describe the psychiatric Nursing, its concept, and principles and apply their knowledge in clinical and classroom.

1. Identify and describe the philosophy and principles of mental health nursing.
2. Describe the historical development of mental health and psychiatric nursing.
3. Classify mental disorders.
4. Develop skill in history taking and performing mental status examination.



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5. Describe etiological factors, psycho-pathology, clinical features, diagnostic criteria and treatment methods used for mental disorders.
6. Manage the patients with various mental disorders.
7. Communicate therapeutically with patients and their families.

TEACHING STRATEGIES

Method of Teaching

- Lecture cum discussion
- Demonstration/return demonstration
- Seminar/presentation
- Project work
- Field visits
- In-service education program

COURSE CONTENT

UNIT	Topic	Learning objective	Teaching Guidelines	Methodology	Time
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1.	<ul style="list-style-type: none"> • Introduction and Historical Development • History of psychiatry • Historical development of mental health nursing. • Philosophy, principles of mental health and psychiatric nursing. • Concept of normal and abnormal behaviour. • Role and qualities of mental health and psychiatric nurse • Mental health team and functions of team members. <p>Legal aspects in psychiatry and mental health services.</p>	<p>1. Identify and describe the philosophy and principles of mental health nursing.</p> <p>2. Describe the historical development of mental health and psychiatric nursing.</p> <p>3. Identify the legal aspects in practice of mental health and psychiatric nursing.</p>	<p>To cover the concept of History of psychiatry, Historical development of mental health nursing. Philosophy, principles of mental health and psychiatric nursing. Concept of normal and abnormal behaviour. Role and qualities of mental health and psychiatric nurse .Mental health team and functions of team members.</p>	<ul style="list-style-type: none"> • Teacher seminar on concept of Principles and practice of Psychiatric Nursing 	5 HRS
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2.	<ul style="list-style-type: none"> • Classification and assessment of mental disorders • Terminologies used in Psychiatry • Classification of mental disorders • Etiological factors and psychopathology of mental disorders • History taking and assessment methods for mental disorders. 	<ol style="list-style-type: none"> 1. Classify mental disorders. 2. Develop skill in history taking and performing mental status examination. 3. Describe Etiological factors and psychopathology of mental disorders 	To cover the concept of Classification and assessment of mental disorders ,Terminologies used in Psychiatry ,Classification of mental disorders ,Etiological factors and psychopathology of mental disorders ,History taking and assessment methods for mental disorders.	Teacher seminar on concept of Classification and assessment of mental disorders ,Terminologies used in Psychiatry ,Classification of mental disorders ,Etiological factors and psychopathology of mental disorders ,History taking and assessment methods for mental disorders.	5hrs
3	<ul style="list-style-type: none"> • Therapeutic Communication • Communication process • Interview skills, therapeutic communication techniques. Nurse Patient relationship, therapeutic impasses and its 	Describe the therapeutic communication process, interview skills, therapeutic communication techniques.	To cover the concept of therapeutic communication process, interview skills, therapeutic communication techniques	Student interactive session on the concept of therapeutic communication process, interview skills, therapeutic communication	5 HRS



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	management, process recording			n techniques	
4.	<p>Management of mental disorder</p> <p>Etiological factors, psychopathology, types, clinical features diagnostic criteria, treatment and nursing management of patient with following disorders:</p> <p>(a)Neurotic Disorders: Anxiety Neurosis, Depressive Neurosis, Obsessive Compulsive Neurosis, Phobic Neurosis and Hypochondriacal Neurosis, Stress related and Somatoform disorders.</p> <p>(b)Psychotic Disorders: Schizophrenic form, affective and organic psychosis.</p> <p>(c)Organic Brain Syndromes</p> <p>(d)Psychosomatic disorders</p> <p>(e)Personality disorders</p> <p>(f)Disorders of childhood and adolescence.</p>	Manage the patients with various mental disorders.	To cover the concept of Management of mental disorder Etiological factors, psychopathology, types, clinical features diagnostic criteria, treatment and nursing management of patient with following disorders:	Teacher seminar on Management of mental disorder, Etiological factors, psychopathology, types, clinical features diagnostic criteria, treatment and nursing management of patient with various disorders:	15 hrs

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			disorders. (b)Psychotic Disorders: Schizophrenic form, affective and organic psychosis. (c)Organic Brain Syndromes		
5.	<ul style="list-style-type: none"> • Management of patients with Substance use disorders • Substance use and misuse. • Dependence, intoxication and withdrawal • Classification of psychoactive substances • Etiological & contributory factors • Psychopathology • Clinical features • Diagnostic criteria • Treatment and nursing management of patient with substance use disorders. • Preventive and rehabilitative 	Describe the Management of patients with Substance use disorders	To cover the concept of Management of patients with Substance use disorders Substance use and misuse. Dependence, intoxication and withdrawal (a)Classification of psychoactive substances (b)Etiological & contributory factors (c)Psychopathology (d)Clinical features (e)Diagnostic criteria	Teacher seminar on Concept of management of patients with substance use disorders.	5 HRS



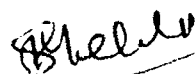
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	aspects in substance abuse.		Treatment and nursing management of patient with substance use disorders. Preventive and rehabilitative aspects in substance abuse.		
6.	<ul style="list-style-type: none"> • Management of mental sub-normality • Classification of mental sub-normality • Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub-normality. 	<ul style="list-style-type: none"> • Describe the Management of mental sub-normality • Classification of mental sub-normality 	To cover the concept of Managing the patients with various mental disorders.	Teacher seminar on concept of Management of mental sub-normality Classification of mental sub-normality Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub-normality.	7 hrs
7.	<ul style="list-style-type: none"> • Psychiatric Emergencies • Types of emergencies, 	Describe the psychiatric emergencies, Types of emergencies, Psychopathology,	To cover the concept of Psychiatric Emergencies,	Teacher seminar on Psychiatric Emergencies	8 hrs



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	Psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies. <ul style="list-style-type: none"> • Crisis Intervention therapy. 	clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies.	Types of emergencies, Psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies. Crisis Intervention therapy.	Types of emergencies, Psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies.	
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8.	<ul style="list-style-type: none"> Therapeutic Modalities Principles, indication, contraindications and :role of nurse in various treatment methods: (a) Therapeutic community and Milieu therapy (b) Occupational therapy (c) Psychotherapy (d) Behaviour therapy (e) Group therapy (f) Family therapy (g) Pharmacotherapy (h) Electro convulsive therapy (i) Other miscellaneous therapies. 	To explain the treatment modalities , principles	To cover the concept of Therapeutic Modalities Principles, indication, contraindications and :role of nurse in various treatment methods:	Teacher seminar on To cover the concept of Therapeutic Modalities Principles, indication, contraindications and :role of nurse in various treatment methods	5 hrs
9.	<ul style="list-style-type: none"> Preventive Psychiatry Model of prevention Role of nurse in preventive psychiatry Psychiatric social work Community mental health 	To identify the role of nurse in preventive psychiatry.	To cover the Concepts of Preventive Psychiatry ,Model of prevention ,Role of nurse in preventive psychiatry	Teacher seminar on oncepts of Preventive Psychiatry ,Model of prevention ,Role of nurse in preventive psychiatry	5 hrs



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	nursing Community mental health agencies • National mental Health Programmes.				
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PRACTICUM

The student will be provided opportunity to :

- Observe, record and report the behavior of their selected patients.
- Record the process of interaction.
- Assess the nursing needs of their selected patients, plan and implement the nursing intervention.
- Counsel the attendant and family members of patient.
- Participate in the activities of psychiatric team.
- Write observation report after a field visit to the following place
 - Child guidance clinic,
 - School/Special Schools (For mentally subnormal),
 - Mental Hospital,
 - Community mental health centres
 - De-addiction centre

References

1. Brown R. T. Feldman G. R., Epilepsy -Diagnosis and Management, Little Brown And Co., 1983, Toronto.
2. Beck M. C. Rawtins P. R. and et al, Mental Health – Psychiatric Nursing. The C.V. MosbyCo., Ltd. 1984, Toronto.
3. Coleman C. J, Abnormal Psychology and Modern Life. P. B. Tara and Sons Co. Pvt Ltd .1982.
4. Kaplan H. Saddock B, Synopsis of Psychiatry, William sand Wilkins, 1991, Bathmov.
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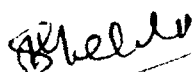
INTRODUCTION TO NURSING EDUCATION

Placement – 2nd year

Theory Hours : 60 hrs
Practical Hours : 75 hrs

Preamble

Nursing education consists of the theoretical and practical training provided to nurses with the purpose to prepare them for their duties as nurse care professionals. This education is provided to nursing students by experienced nurses and other medical professionals who have qualified or experienced for educational tasks. The aim of nursing education is a development of the nursing profession. One way to promote development is to clarify the professional role. The role definition for nursing is mostly transmitted through tacit knowledge. We consider that the professional development of the nursing profession requires a clear and well defined nurse role. It encourages accountability and commitment to lifelong learning which fosters improvement of



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quality care. It builds upon and extends competence acquired at the graduate levels, emphasizes application of relevant theories into nursing practice, education, administration and development of research skills.

Goal:

Nursing education is essential to prepare nurses to improve the quality of nursing education and practice in India. It prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society.

Objectives:

At the end of the course, the students will:

1. Describe the philosophy and principles of education.
2. Explain the teaching -: learning process
3. Develop the ability to teach, using various methods and media.
4. Describe the process of assessment.
5. Describe the administrative aspects of school of nursing
6. Participate in planning and organizing an in-service education programme.
7. Develop basic skill of counseling and guidance.

TEACHING STRATEGIES

Activities

Each student should:

1. Conduct five planned teaching using different method and media.
2. Prepare different types of teaching aids
3. Plan, organize and conduct in-service education programme.
4. Conduct at least one counseling session.
5. Prepare rotation plans.

Method of Teaching

- Lecture cum discussion
- Demonstration/return demonstration
- Seminar/presentation

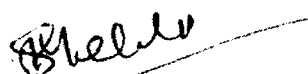


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- Project work
- Field visits
- In-service education program

COURSE CONTENT

S.No	Topic	Learning	Teaching	Methodology	Time
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		objective	Guidelines		
1.	<p>Introduction to Education: Meaning of Education, aims , functions and principles</p> <p>➤ Philosophy of education</p> <p>Factors influencing development of philosophy of nursing education.</p>	<p>Describe the principles of Education and factors influencing philosophy of nursing education.</p>	<p>To cover concept education, Meaning of Education, aims , functions and principles</p>	<p>Didactic lecturer through power point projection</p> <p>Role plays, Exercises with audio/video tapes</p>	5 HRS



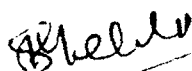
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2.	<ul style="list-style-type: none"> ➤ Teaching Learning Process ➤ Nature and characteristics of learning ➤ Principles and maxims of learning ➤ Formulating Objectives ➤ Lesson planning 	Explain the philosophy and teaching learning process	To cover the concept Philosophy of Education ,Factors influencing development of philosophy of nursing Education, Teaching Learning Process, Nature and characteristics of learning, Principles and maxims of learning, Formulating Objectives and Lesson planning	Didactic lecturer through power point projection Role plays, Exercises with audio/video tapes	5HRS
3.	<p>Methods of teaching</p> <ul style="list-style-type: none"> ➤ Teaching methods ➤ Lecture ➤ Discussion ➤ Demonstration ➤ Group discussion 	Develop the ability to teach using various methods and media	To cover the concept of Methods of teaching, Lecture, Discussion, Demonstration,	<ol style="list-style-type: none"> 1. Didactic lecturer through power point projection 2. Sociometry Group games 	10 hrs



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	<ul style="list-style-type: none"> ➤ Project ➤ Role play ➤ Panel discussion ➤ Symposium ➤ seminar ➤ Field trip ➤ Workshop ➤ Exhibition ➤ Programmed instruction ➤ Computer assisted learning. ➤ Clinical teaching methods: ➤ Case methods ➤ case presentation ➤ nursing rounds and reports ➤ bedside clinic ➤ conference (individual and group) ➤ Recording of interaction process. 		<p>Group discussion, Project, Role play Panel discussion, Symposium seminar, Field trip , Workshop Exhibition ,Programmed instruction ,Computer assisted learning. Clinical teaching methods: Case methods, case presentation, nursing rounds and reports ,bedside clinic ,conference (individual and group) ,recording of interaction process.</p>	<p>Psychometric exercise followed by discussion Short Answer Objective type</p>	
4	<ul style="list-style-type: none"> ➤ Educational media ➤ The communication process : factors affecting communication ➤ Purposes and types 	<p>Develop the ability to teach using various methods and media</p>	<p>To Cover the concept of Educational media its Purposes and types of audio-visual aids.,</p>	<p>Didactic Lecture Discussion, Conduct 5 teaching sessions using different methods & media</p> <p>Demonstration Prepare different</p>	10 HRS



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	<p>of audio-visual aids.</p> <ul style="list-style-type: none"> ➤ Graphics aid: chalk-board, charts, graphs, posters, flash cards, flannel graph/khadigraph, bulletin, cartoon, ➤ Three dimensional aids: objects: specimen, models, puppets. ➤ Printed aids: pamphlets and leaflets ➤ Projected aids: slides, films and televisions, VCR, VCP, overhead projector, camera, microscope. ➤ Audio-aids: tape-recorder, public address system, computer 		<p>Graphics aid: chalk-board, charts, graphs, posters, flash cards, flannel graph/khadigraph, bulletin, cartoon, Three dimensional aids: objects: specimen, models, puppets. Printed aids: pamphlets and leaflets</p> <p>Projected aids: slides, films and televisions, VCR</p>	<p>teaching aids- Projected and non-projected.</p> <p>1.</p>	
5	<ul style="list-style-type: none"> ➤ Methods of assessment ➤ Purpose and scope of evaluation and assessment ➤ Criteria for selection of assessment techniques and methods ➤ Assessment of 	Describe the process of assessment.	<p>To cover the concept of Methods of assessment, Purpose and scope of evaluation and assessment ,Criteria for selection of assessment</p>	<p>1. Didactic lecturer through power point projection, Exercise on writing different types of assessment tools.</p>	10 HRS



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	<p>knowledge: essay type question, SAQ (Short Answer Questions),</p> <ul style="list-style-type: none"> ➤ MCQ (multiple choice questions), ➤ Assessment of skills: Observation, Check list. Practical Examination, Viva, Objective structured clinical examination. ➤ Assessment of attitude: Attitude scale. 		<p>techniques and methods</p> <p>Assessment of knowledge: essay type question, SAQ (Short Answer Questions), MCQ (multiple choice questions),</p> <p>Assessment of skills: Observation, Check list. Practical Examination, Viva, Objective structured clinical examination.</p> <p>Assessment of attitude: Attitude scale.</p>		
6	<ul style="list-style-type: none"> ➤ Management of School of Nursing ➤ Planning of School of nursing, organization. ➤ Recruitment of teaching staff, budget, facilities for the school, 	Describe the administrative aspects of school of nursing	To cover the concept Management of School of Nursing, Planning of School of nursing,	Lecture cum discussion & administrative visit to school and college of nursing	10hrs



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	<p>student selection and admission procedure, administrative planning for students, welfare services for students, maintenance of school records, preparation of annual reports. INC guidelines for school of nursing.</p>		<p>organization. Recruitment of teaching staff, budget, facilities for the school, student selection and admission procedure, administrative planning for students, welfare services for students, maintenance of school records, preparation of annual reports. INC guidelines for school of nursing.</p>		
7.	<ul style="list-style-type: none"> ➤ Guidance and counseling definition ➤ Basic principles of guidance and counseling ➤ Organization of guidance and counseling services ➤ Counseling process ➤ Managing disciplinary problems 	<p>Develop basic skill of counseling and guidance</p>	<p>To Cover the concept of Develop basic skill of counseling and guidance.</p>	<ol style="list-style-type: none"> 1. Didactic lecturer through power point projection. 2. Role play on counseling in different situations followed by discussion. 	8HRS




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	➤ Management of crisis				
8.	<p>In-service education</p> <ul style="list-style-type: none"> ➤ Introduction to nature and scope of in-service education programme ➤ Principles of adult learning ➤ Planning for in-service programme ➤ Techniques, and methods of staff education programme ➤ Evaluation of in-service programme. 	To describe the planning and organizing an in-service education programme.	To cover the concept of In-service education ,Introduction to nature and scope of in-service education programme, Principles of adult learning , Planning for in-service programme ,Techniques, and methods of staff education programme	Lecture Discussion, Plan & conduct in-service education, sessions for individuals, group & communities	7HRS

PRACTIUM

Each student should:

- Conduct five planned teaching using different methods and media.
- Prepare different types of teaching aids.
- Plan, organize and conduct in-service education programme
- Conduct at least one counseling session.
- Prepare rotation plans.



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INTRODUCTION TO NURSING SERVICE ADMINISTRATION

PLACEMENT: 2ND year

Theory: 60 Hours


Practical : 180 Hours

PREAMBLE

Nursing management consists of the performance of the leadership functions of governance and decision-making within organizations employing nurses. It includes processes common to all management like planning, organizing, staffing, directing and controlling. It is common for registered nurses to seek additional education to earn a Master of Science in Nursing or Doctor of Nursing Practice to prepare for leadership roles within nursing. Management positions increasingly require candidates to hold an advanced degree in nursing.

Management of nursing services and administration is important subject in nursing. Nursing service is a part of total health organization which aims at satisfying the needs of patient and community. Nursing service administration is complex element in interaction and is organized to achieve excellence in nursing services. Management of nursing services and care initiate a set of human relationship at all levels of organization. It establishes adequate staffing pattern. Develop and implement proper communication system. Develop and implement a proper evaluation and periodic monitoring system.

It assists the hospital authorities for effective personnel management with proper job description and specification. It helps to formulate and interpret nursing policies, protocols etc. Assist in preparation of budget.



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GOALS

- ✓ to prepare graduates to assume responsibilities as educators, administrators in a wide variety of professional settings
- ✓ to assist students in developing expertise and in depth understanding in the field of nursing management
- ✓ to develop advanced skills for administration and management of nursing services
- ✓ to function as nurse administrator and nurse manager.
- ✓ to function as educator, manager and researcher in the field of nursing management.

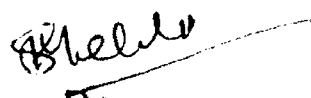
OBJECTIVES

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

1. Appreciate the history and development in the field of management of nursing services and education.
2. Describe the elements and process of management.
3. Describe the Management of nursing service in the hospital
4. Describe the function of personnel management.
5. Describe the role of the administrator in budget preparation.
6. Describe the ethical and legal responsibilities of nurse.
- 7 Explain the nursing practice standards of a professional nurse.

TEACHING STRATEGIES

- ✓ Interactive session with the students
- ✓ Seminar
- ✓ Didactic lecture through Power point projection
- ✓ Demonstrations


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- ✓ Visits to professional bodies

COURSE CONTENTS

UNIT	Topic	Learning objective	Teaching guidelines	Methodology	Time
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1	<ul style="list-style-type: none"> Principles and practice of Administration Significance, elements and principles of administration, Organization of hospital – Definition, Aims, functions and classifications, health team. Policies of hospital, different departments with special emphasis to department of Nursing and office management. Responsibilities of the nursing personnel especially of ward sister, medico legal aspects, concept of cost effectiveness. 	<p>Identify the principles of administration</p> <p>Describe the elements and process of management</p>	<p>To cover Principles and practice of Administration</p> <p>Significance, elements and principles of administration,</p> <p>Organization of hospital – Definition, Aims, functions and classifications, health team. Policies of hospital, different departments with special emphasis to department of</p> <p>Nursing and office management.</p> <p>Responsibilities of the nursing personnel especially of ward sister, medico legal aspects, concept of cost effectiveness.</p>	<p>Didactic</p> <p>Lecture through Power point projector.</p> <p>Teacher Seminar</p>	10
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2	<ul style="list-style-type: none"> • Nursing unit Management • Physical layout of a nursing unit and necessary facilities • Factors affecting the quality of nursing care • Maintenance of a therapeutic environment • Administration of the unit-management of patient care • Maintenance of physical environment • Assignment of duties and time plan. • Patient assignment, safety measures, prevention of accidents and infections, • Maintenance of patients records and reports, legal responsibilities. • Maintenance of quality nursing care, nursing audit. 	Describe the principles of administration applied to nursing.	<p>To cover Nursing unit Management</p> <p>Physical layout of a nursing unit and necessary facilities</p> <p>Factors affecting the quality of nursing care</p> <p>Maintenance of a therapeutic environment</p> <p>Administration of the unit-management of patient care</p> <p>Maintenance of physical environment</p> <p>Assignment of duties and time plan.</p> <p>Patient assignment, safety measures, prevention of accidents and infections,</p> <p>Maintenance of patients records and reports, legal responsibilities.</p> <p>Maintenance of quality nursing care, nursing audit</p>	<p>Teacher Seminar</p> <p>Focus Group Discussion</p> <p>Group Discussion</p>	15
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3	<p>Personnel management</p> <ul style="list-style-type: none"> • Staff recruitment and selection, appointment, promotions, personnel policies and job descriptions. • Job analysis. • Staffing the unit, staffing norms, rotation plan, leave planning, performance appraisal, staff welfare and management of disciplinary problems. 	Explain the principles and methods of personnel management.	<p>To cover Staff recruitment and selection, appointment, promotions, personnel policies and job descriptions, Job analysis.</p> <p>Staffing the unit, staffing norms, rotation plan, leave planning, performance appraisal, staff welfare and management of disciplinary problems.</p>	<p>Teacher Seminar</p> <p>Group Discussion</p> <p>Student Interactive session</p>	10
4	<ul style="list-style-type: none"> • Supervision • Principles of supervision, nature and objectives • Tools and techniques of supervision • Evaluation • Nursing audit • Staff development – orientation program • Skill training • Leadership development • Problem solving 	Discuss the nature objectives and principles of supervision.	<p>To cover Supervision</p> <p>Principles of supervision, nature and objectives</p> <p>Tools and techniques of supervision</p> <p>Evaluation</p> <p>Nursing audit</p> <p>Staff development – orientation program</p> <p>Skill training</p> <p>Leadership development</p>	<p>Group Discussion</p> <p>Student Seminar</p> <p>Teacher seminar</p>	10



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	process.		Problem solving process.		
5	<ul style="list-style-type: none"> • Material management • Principles of material management • Quality control • Inventory, care of equipment, safekeeping • Role of nursing personnel in material management. 	Discuss the principles of material management	To cover Material management Principles of material management, Quality control, Inventory, care of equipment, safekeeping personnel in material management.	Teacher Seminar Group Discussion	5
6	<ul style="list-style-type: none"> • Financial Management • Budgeting – Principles of budgeting, audit. 	Explain the principles of budgeting	To cover Financial Management Budgeting – Principles of budgeting, audit.	Teacher Seminar	5
7	<ul style="list-style-type: none"> • Organizational behavior • Group dynamic and human relation, organizational communication (hospital information system) 	Identify dynamics of organizational behaviour, styles and functions of effective leadership.	To cover Organizational behavior, Group dynamic and human relation, organizational communication (hospital	Teacher Seminar Group Discussion	5



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	<ul style="list-style-type: none"> Public relations, leadership styles and functions Methods of reporting Maintaining records and reports 		information system) Public relations, leadership styles and functions, Methods of reporting, Maintaining records and reports	Student Interactive session	
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PRACTICUM

- Observe the functioning of nursing administration at various level i.e. institution, department, unit.
- Each student will practice ward management under supervision.

REFERENCES

- ✓ 1. Basavanthappa (BT), Nursing Administration, Jaypee Brother, New Delhi, 2002.
- ✓ Reference:
- ✓ 1. Stanhope(M), Public Health Nursing: Population-centered Health Care in the Community, Elsevier, 7th Edition, 2008.
- ✓ 2. T.N.A.I., A Community Nursing Manual, New Gian Offset Press, New Delhi, 1989.



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INTRODUCTION TO NURSING RESEARCH & STATISTICS

Placement – 2ND year

Theory Hours : 45
Practical Hours : 120

PREAMBLE

The course is designed to assist the students to develop an understanding of basic concepts of research and statistics, use the findings of nursing research in nursing practice, apply the knowledge in conducting project(s) and solve problems related to nursing using scientific method.

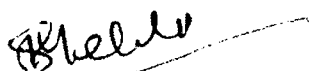
Objectives

At the end of the course, the students will:-

1. Define the terms and concepts of nursing research
2. Identify needs and scope of nursing research
3. Identify and define a research problem
4. Locate and list sources of literature for a specific study
5. Describe different research approaches, methods of data collection and sampling techniques with a special reference to survey method.
6. Develop tool for data collection
7. Enumerate steps of data analysis and present data summary in tabular form
8. Use descriptive and co-relational statistics in data analysis
9. Conduct a group research project

TEACHING STRATEGIES

The interdisciplinary curriculum is based on both clinical and public health model for practice. The major focus is to provide quality care to patients and use of new technologies. Fellows are prepared to participate in multidisciplinary approach in planning, implementing, managing and evaluating programme. It is assumed that there will be approximately 45 HRS teaching hours in one year period of fellowship course. Out of these, theory teaching will be 120 practical .



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UNIT	Topic	Learning objective	Teaching Guidelines	Methodology	Time
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1.	<ul style="list-style-type: none"> Steps of scientific methods Definition of research Need for nursing research Characteristics of good research. Research Process 	<ul style="list-style-type: none"> Describe the concept of research, terms, need and areas of research in nursing. Explain the steps of research process. Research and research process 	<p>To cover Introduction and need for nursing research, Definition of research and nursing research, Steps of scientific method, Characteristics of good research</p> <p>Steps of research process-overview</p>	<p>Teacher seminar on Needs for nursing research and steps of scientific method.</p> <p>Interactive session on characteristics of good research.</p>	4 Hrs
2.	<ul style="list-style-type: none"> Statement of research problem. Statement of purpose and objectives. Definition of research terms. Review of literature 	<ul style="list-style-type: none"> Identify and state the research problem and objectives Review the related literature 	<p>To cover Research problem/question Identification of problem area, Problem statement, Criteria of a good research problem</p> <p>Writing objectives, Teaching Learning Activities: Lecture</p>	<p>Teacher seminar on research problem</p> <p>Exercise on writing statement of problem and objectives</p>	3 Hrs



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			Discussion. Exercise on writing statement of problem and objectives		
3.	<ul style="list-style-type: none"> Research approaches and designs Historical, Survey and experimental 	<ul style="list-style-type: none"> Describe the research approaches and designs 	To cover Research approaches and designs, Historical, Survey and experimental	Teacher seminar on research approaches and design.	4 Hrs
4.	<ul style="list-style-type: none"> Sampling techniques and methods of data collection Sampling Instruments- questionnaire, interview Observation schedule, records, measurements Reliability and validity of instruments 	<ul style="list-style-type: none"> Explain the sampling and data collection 	<p>To cover Sampling and data collection</p> <p>Definition of population Sample, sampling criteria, factors influencing sampling process, types of sampling techniques, Data-why, what from whom, when and where to collect</p> <p>Data collection</p>	Teacher seminar on sampling and data collection.	4Hrs



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			methods and instruments;, Methods of data collection, Questioning, interviewing Observations, record analysis and measurement		
5.	Analysis of data: <ul style="list-style-type: none"> • Classification and summarization • Presentation • Interpretation of Data 	• Analyze, interpret and summarize the research data	To Cover Analysis of data:• Complication, Summarization, presentation, interpretation of Data	Teacher seminar on data analysis	4 Hrs
6.	<ul style="list-style-type: none"> • Communication of research findings • Writing research report : • -organizing materials for reports • -format of the report • Use of computers 	• Communicate and utilize the research findings	To Cover Communication and utilization of Research, Communication of research findings, • Verbal report, Writing research report .Writing scientific article/paper, Critical review of published	Student seminar on communication and utilization of research.	3 hrs



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			research, Utilization of research findings		
B. INTRODUCTION TO STATISTICS					
7.	<ul style="list-style-type: none"> • Descriptive statistics • Frequency distribution-types of measures-frequencies, class, interval, graphic methods of describing frequency. • Measure of central tendency-mode, median and mean • Measure of variability: range, standard deviation • Introduction to normal probability 	<ul style="list-style-type: none"> • Explain the use of statistics, scales of measurement and graphical Presentation of data. <p>Describe the measures of central tendency and variability and methods of correlation.</p>	To 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.	Vertical teaching on use of statistics and graphical presentation of data.	10 Hrs
8.	<ul style="list-style-type: none"> • Correlation • Computation by rank difference methods. • Uses of correlation coefficient. 	<ul style="list-style-type: none"> • Explain correlation and uses of correlation coefficient 	To Cover Correlation Computation by rank difference methods, Uses of correlation coefficient	Teacher seminar on correlation.	4 Hrs



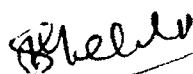
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9.	<ul style="list-style-type: none"> • Biostatistics: Crude rates and standardized rates, ratio and estimation of the trends. 	<ul style="list-style-type: none"> • Discuss Biostatistics 	To Cover Biostatistics: Crude rates and standardized rates, ratio and estimation of the trends.	Teacher seminar on biostatistics.	4hrs
10.	<ul style="list-style-type: none"> • Introduction to computers in nursing • Introduction to computers and disk-operating system, • Introduction to word processing • Introduction to data base • Windows applications, word, excel, power point, multimedia. • Use of statistical packages. • Introduction to Internet & use of electronic mail • Computer aided teaching & testing 	Describe application of computer in nursing.	To cover Introduction to computers in nursing ,Introduction to computers and disk-operating system, Introduction to word processing Introduction to data base ,Windows applications, word, excel, power point, multimedia, Use of statistical packages. Introduction to Internet & use of electronic mail , Computer aided	Student seminar on computer in nursing	5 hrs



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			teaching & testing		
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PRACTICUM

Students will conduct research projects in small groups in selected areas of nursing and submit a report (group study may include studying of existing health practices, improved practices of nursing (procedures), health records. Patient record and survey of nursing literature).

References:

1. Basavanthappa, B.T, Nursing Research, Jaypee Brothers, 2003, New Delhi.
2. Mahajan, B.K, Methods in Biostatistics, Jaypee Brothers, 1999, New Delhi.
3. Rose Hott & Budin. Notter's, Essentials of Nursing Research, Spinger Publisher, 1999, New York.
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5. Caroly M.H, Research Methods for Clinical Therapists Applied Project Design and Analysis, 1999, Churchill Livingstone.
6. Indrani P.K., T.K, Research Methods for Nurses. Jaypee Brothers, 2005 New Delhi
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