



SGT UNIVERSITY

SHREE GURU GOBIND SINGH TRICENTENARY UNIVERSITY
(UGC Approved)

Gurugram, Delhi-NCR

Budhera, Gurugram-Badli Road, Gurugram (Haryana) – 122505 Ph. : 0124-2278183, 2278184, 2278185

Faculty of Nursing

Basic B.Sc Nursing

Syllabus

2017

B.Sc. Nursing

B.Sc. Nursing 1st Year

ANATOMY

PREAMBLE

Anatomy is the science of the structure of the body. When used without qualification, the term is applied usually to human anatomy. The word is derived indirectly from the Greek anatome, a term built from ana, meaning "up," and tome, meaning "a cutting" (compare the words tome, microtome, and epitome). From an etymological point of view, the term "dissection" (dis-, meaning "asunder," and secare, meaning "to cut") is the Latin equivalent of the Greek anatome.

Anatomy, wrote Vesalius in the preface to his De Fabrica (1543), "should rightly be regarded as the firm foundation of the whole art of medicine and its essential preliminary." Moreover, the study of anatomy introduces the student to the greater part of medical terminology.

Anatomy "is to physiology as geography is to history" (Fernald); that is, it provides the setting for the events. Although the primary concern of anatomy is with structure, structure and function should be considered together. Moreover, by means of surface and radiological anatomy, emphasis should be placed on the anatomy of the living body. As Whitnall expressed it, "I cannot put before you too strongly the value and interest of this rather neglected [surface] aspect of anatomy. Many a student first realizes its importance only when brought to the bedside or the operating table of his patient, when the first thing he is faced with is the last and least he has considered." The classical methods of physical examination of the body and the use of some of the various "-scopes," e.g., the stethoscope and the ophthalmoscope, should be included. Radiological studies facilitate achievement of "an understanding of the fluid character of anatomy and physiology of the living" (A.E. Barclay), and the importance of variation should be kept in mind.

In relation to the size of the parts studied, anatomy is usually divided into (1) macroscopic or gross anatomy, and (2) microscopic anatomy or histology (now used synonymously). In addition, embryology is the study of the embryo and the fetus, that is, the study of prenatal development, whereas the study of congenital malformations is known as teratology.

In general, works dealing with human anatomy are arranged either (1) systemically, that is, according to the various systems of the body (skeletal, muscular, digestive, etc.) or (2) regionally, that is, according to the natural, main subdivisions of the body (head and neck, upper limb, thorax, etc.). In this book, after the general features of certain systems have been discussed in introductory chapters, the remainder of the work will generally follow a regional approach. The regional plan has been adopted chiefly because the vast majority of laboratory courses in human anatomy are based on regional dissection.

GOALS

The primary goal of anatomy is to widen the students' knowledge about the structure and functioning of the human body.

OBJECTIVES



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1. Develop a vocabulary of appropriate terminology to effectively communicate information related to anatomy and physiology.
2. Recognize the anatomical structures and explain the physiological functions of body systems.
3. Use anatomical knowledge to predict physiological consequences, and use knowledge of function to predict the features of anatomical structures.
4. Recognize and explain the interrelationships within and between anatomical and physiological systems of the human body.
5. Synthesize ideas to make a connection between knowledge of anatomy and physiology and real-world situations, including healthy lifestyle decisions and homeostatic imbalances.
6. Demonstrate laboratory procedures used to examine anatomical structures and evaluate physiological functions of each organ system.
7. Interpret graphs of anatomical and physiological data.

ELIGIBILITY

- The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought.
- Minimum education:
 - 10+2 class passed with Science (PCB) & English Core/English Elective with aggregate of 45% marks from recognized board under AISSCE/CBSE/ICSE/SSCE/HSCE or other equivalent Board.
- Student shall be medically fit.
- Students appearing in 10+2 examination in Science conducted by National Institute of Open School with 45% marks.
- Student shall be admitted once in a year.

CAREER OPPORTUNITIES:

Registered Nurses (RNs) may work in more than 50 different areas of practice from public health to palliative care.

Gerontological Nursing

Gerontological nursing isn't just about end-of-life activities — it's about maximizing functional health and psychological well being for people over 65. Nursing who specialize in gerontology find themselves working in diverse settings, and caring for older adults in various stages of life.

Home Health Nursing

The last 20 years, we've witnessed nursing care shift to the community from hospitals. Discover all the interventions home health care nurses now deliver, allowing Canadians to successfully manage increasingly complex conditions in the comfort of their homes.



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1.1.1.1 Occupational Health Nursing

Occupational Health Nurses are knowledgeable, and highly skilled, with specialized education in many related workplace health and environmental safety fields. [Learn more](#) about how the OHN may be the employee's first contact with primary health care.

Palliative care

palliative care nursing is not only end of life care. In fact, as RN, CNS, APN or NP, nurses spend time focusing on a holistic approach to care delivery, attending to the physical, spiritual, psycho-social and practical issues that may arise during an illness period

Public Health Nursing

Public health nursing in Ontario is rooted in the traditions of Florence Nightingale, Jeanne Mance, and women in religious orders such as the Grey Nuns. Early North American PHNs understood the importance of social, economic, environmental, and political determinants of health, and believed that social activism and collaboration with community organizations and governments was a fundamental aspect of public health nursing practice

Nurse Practitioner

Nurse practitioners (NP) are registered nurses with advanced university education who provide personalized, quality health care to patients. NPs offer health-care services to individuals, families and communities. They practise in a variety of settings, including hospitals and community based clinics in Ontario cities and towns.

FEE STRUCTURE

Rs.1,00,000.00 per year. The examination fees will be decided by university.

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 60 teaching hours in one year period of fellowship course.

COURSE DISTRIBUTION

TOPIC	HOURS
	5
	6
• Introduction to Anatomical Terms and Organization of the Human Body	7
	6


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• Skeletal System	6
• Muscular System	7
• Nervous system	5
• Sensory organs	6
• Circulatory and Lymphatic System:	4
• Respiratory System	4
• Digestive System	4
• Excretory System (Urinary):	
• Endocrine System	
• Reproductive System including Breast	

REFERENCES

- Gray,s Anatomy 41 Edition Writer Susan Standriy 03 Nos Printed by Churchill, Living stone.
- Gray,s Anatomy for Student 2 nd Edition Author Richard 03 Nos. L.Drak, A. Wayne Vogl, printed by Churchill, Living stone
- Last,s Anatomy. 11 Edition Regional and applied printed by Churchill, living stone. 03 Nos
- Clinically Oriented Anatomy, 06 th Edition, Keith L. Moore, Arthur F. Dally, printed by Wolters Kluwer 03 Nos (Health).
- Clinical Anatomy. By regions 8 th Edition 03 Nos Richards S. Snell. Printed by Walters Kluwer.
- Clinical Anatomy 11 th Editions, 03 Nos Writer Harold Ellis, printed by Blach Well.
- Anatomy and Physiology. For Nurses, 16 th Edition, 100 Nos Evelyn Pearce

Following guidelines should be followed in order to have a common standardized syllabus format for the whole university.

- Chapters should be as per respective council i.e INC
- If the chapters have got units then unit wise description should be given.
- The core knowledge should be specified into three domains ,categories i.e **MUST KNOW,DESIRABLE TO KNOW** and **NICE TO KNOW**.

QUESTIONS


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LONG QUESTIONS

1 . Describe the cerebrum under the following headings:

- Lobes and surfaces
- Sulci, Gyri and functional areas
- Blood supply

2. Describe the kidney under the following headings:

- Parts and relations
- Structure
- Applied Anatomy

SHORT QUESTIONS

- Ligaments of uterus
- Liver
- Middle ear
- Coronary arteries
- Pituitary gland
- Broncho pulmonary segments

BSC NURSING 1ST YEAR SYLLABUS

ANATOMY

PLACEMENT: BSc.NURSING1ST YEAR

HOURS OF INSTRUCTION

THEORY:60 HOURS

TOTAL :60 HOURS

S.NO	TOPIC	DOMAIN	HRS
1	Introduction to Anatomical Terms and Organization of the Human Body <ul style="list-style-type: none">• To discuss about Human cell structure.• Tissues – Definition, Types, Characteristics, Classification, Location, Functions and Formation• Membranes and glands – classification and structure Alterations in disease applications and implications in nursing	<ul style="list-style-type: none">• Must know• Desirable to know• Desirable to know	5HRS
2	Skeletal System <ul style="list-style-type: none">• To discuss about Bones-types, structure, Axial & Appendicular Skeleton.• Bone formation and growth.• Description of bones.• Joints-classification and structure.• Alterations in disease.• Applications and implications in nursing.	<ul style="list-style-type: none">• Must know• Must know• Must know• Must know• Desirable to know• Desirable to know	


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3	Muscular System <ul style="list-style-type: none"> • Types and structure of muscles. • Muscle groups. • Alterations in disease. • Applications and implications in nursing 	<ul style="list-style-type: none"> • Must know • Must know • Nice to know • Desirable to know 	6HRS
4	Nervous system <ul style="list-style-type: none"> • Structure of neurologia & neurons. • Somatic nervous system. • Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves. <p>Autonomic Nervous System-sympathetic, parasympathetic –</p> <ul style="list-style-type: none"> • structure, location. • Alterations in disease. • Applications and implications in nursing <p>Sensory organs</p> <ul style="list-style-type: none"> • Structure of skin, eye, ear, nose, tongue (Auditory and Olfactory apparatus). • Alterations in disease. • Applications and implications in nursing. <p>Circulatory and Lymphatic System:</p> <ul style="list-style-type: none"> ✓ Circulatory System. • Blood–microscopic structure. • Structure of the heart. • Structure of the blood vessels. • Arterial and venous system. • Circulation: Systemic, pulmonary, coronary. 	<ul style="list-style-type: none"> • Must know • Must know • Desirable to know 	7HRS
5	<ul style="list-style-type: none"> • structure, location. • Alterations in disease. • Applications and implications in nursing <p>Sensory organs</p> <ul style="list-style-type: none"> • Structure of skin, eye, ear, nose, tongue (Auditory and Olfactory apparatus). • Alterations in disease. • Applications and implications in nursing. <p>Circulatory and Lymphatic System:</p> <ul style="list-style-type: none"> ✓ Circulatory System. • Blood–microscopic structure. • Structure of the heart. • Structure of the blood vessels. • Arterial and venous system. • Circulation: Systemic, pulmonary, coronary. 	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know • Must know • Must know • Desirable to know • Nice to know 	6hrs
6	<ul style="list-style-type: none"> • structure, location. • Alterations in disease. • Applications and implications in nursing <p>Sensory organs</p> <ul style="list-style-type: none"> • Structure of skin, eye, ear, nose, tongue (Auditory and Olfactory apparatus). • Alterations in disease. • Applications and implications in nursing. <p>Circulatory and Lymphatic System:</p> <ul style="list-style-type: none"> ✓ Circulatory System. • Blood–microscopic structure. • Structure of the heart. • Structure of the blood vessels. • Arterial and venous system. • Circulation: Systemic, pulmonary, coronary. <p>✓ Lymphatic system</p> <ul style="list-style-type: none"> • Lymphatic vessels and lymph. • Lymphatic tissues. • Thymus gland. • Lymph nodes. • Spleen. 	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know • Desirable to know • Nice to know. • Desirable to know • Nice to know • Must know • Must know • Desirable to know • Must know 	6hrs


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10	nursing.		
11			4hrs
			4hrs

CURRICULUM PLANNING OF ANATOMY

S.no	Topic	Learning Objectives	Teaching Guidelines	Methodology	Hours
1	Introduction to Anatomical Terms and Organization of the Human Body	<ul style="list-style-type: none"> To discuss about Human cell structure. Tissues – Definition, Types, Characteristics, Classification, Location, Functions and Formation Membranes and glands – classification and structure Alterations in disease applications and implications in nursing. To discuss about about structure and functions of bones and joints 	To cover about the Human cell structure. Tissues – Definition, Types, Characteristics, Classification, Location, Functions and Formation. Membranes and glands – classification and structure Alterations in disease applications and implications in nursing	<p>Didactic lecture through power point projections. Group discussion. Demonstration Simulated method. Conventional method Student interactive session.</p> <p>Didactic lecture through power point projections. Group discussion Panel discussion Simulated method Student interactive session , cooperative learning, models</p>	5
2	Skeletal System		To cover about the		6


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3	Muscular System	<p>To discuss about structure and functions of muscles.</p> <p>To describe about the structure and function of nervous system</p>	<p>Bones-types, structure, Axial & Appendicular Skeleton. Bone formation and growth. Description of bones. Joints-classification and structure. Alterations in disease. Applications and implications in nursing.</p> <p>To cover about types and structure of muscles. Muscle groups. Alterations in disease. Applications and implications in nursing.</p>	<p>Didactic lecture through power point projections. Group discussion, simulation method, group discussion, student interactive session, models</p> <p>Didactic lecture through power point projections. Group discussion, simulation method, student interaction, models, cooperative learning,</p>	7
4	Nervous system	<p>To describe about structure and functioning of sensory organs</p>	<p>To cover about Structure of neurologia & neurons. Somatic nervous system. Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves. Autonomic Nervous System- sympathetic, parasympathetic – structure, location. Alterations in disease. Applications and implications in nursing.</p>	<p>Didactic lecture through power point projections. Group discussion, simulation method, student interactive method, models, cooperative method</p>	6
5	Sensory organs	<p>To discuss about the structure and functions of circulatory system and lymphatic system</p>	<p>To include about Structure of skin, eye, ear, nose, tongue (Auditory and Olfactory apparatus). Alterations in disease. Applications</p>	<p>Didactic lecture through power point projections. Group discussion, student interactive session, models, cooperative method, simulation method., coopeartive</p>	6


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6	Circulatory and Lymphatic System:	To discuss about the structure and function about respiratory system	and implications in nursing. To cover about. Circulatory System. Blood- microscopic structure. Structure of the heart. Structure of the blood vessels. Arterial and venous system. Circulation: Systemic, pulmonary, coronary. Lymphatic system: Lymphatic vessels and lymph. Lymphatic tissues. Thymus gland. Lymph nodes. Spleen. Lymphatic nodules.	learning	7
7	Respiratory System:	To discuss about the structure and function of digestive system To describe about the structure and functions of urinary system	Alterations in disease. Applications and implications in nursing. To cover about Structure of the organs of respiration. Muscles of respiration. Intercostals and Diaphragm. Alterations in disease. Applications and implications in nursing.	Didactic lecture through power point projections. Group discussion, student interactive session, simulation method, cooperative learning.	5
8	Digestive System		To cover about Structure of Alimentary tract and accessory organs of digestion. Alterations in	Didactic lecture through power point projections. Group discussion, simulation method, student interaction method, cooperative	6


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9	Excretory System (Urinary):	To discuss about the structure and functions of endocrine system	disease. Applications and implications in nursing.	method, models, specimen.	
10	Endocrine System	To discuss about the structure and functions of respiratory system	To cover about Structure of organs of urinary system : Kidney, Ureters, Urinary bladder, Urethra. Alterations in disease Applications and implications in nursing.	Didactic lecture through power point projections. Group discussion, simulation method, specimen, cooperative method, student interaction method.	4
11	Reproductive System including Breast		To cover about Structure of Pituitary, Pancreas, Thyroid, Parathyroid, Thymus and Adrenal glands. Alterations in disease. Applications and implications in nursing.	Didactic lecture through power point projections. Group discussion, student interactive session, cooperative session, models, specimen.	4
			To cover about Structure of female reproductive organs. Structure of male reproductive organs. Structure of the breast. Alterations in disease. Applications and implications in nursing.		4


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Physiology

PREAMBLE

PHYSIOLOGY is science the branch of biology dealing with the functions and activities of living organisms and their parts, including all physical and chemical processes. Physiology from Ancient Greek, meaning 'nature, origin', (*-logia*), meaning 'study of' is the scientific study of normal mechanisms, and their interactions, which operate within a living system. A sub-discipline of biology, its focus is in how organisms, organ systems, organs, cells, and biomolecules carry out the chemical or physical functions that exist in a living system.¹ Given the size of the field, it is divided into, among others, animal physiology (including that of humans), plant physiology, cellular physiology, microbial physiology (microbial metabolism), bacterial physiology, and viral physiology. Central to an understanding of physiological functioning is its integrated nature with other disciplines such as chemistry and physics, coordinated homeostatic control mechanisms, and continuous communication between cells. **Physiology is the study of normal function within living creatures. It is a sub-section of biology, covering a range of topics that include organs, anatomy, cells, biological compounds, and how they all interact to make life possible.**

The major systems covered in the study of human physiology are as follows:

- Circulatory system - including the heart, the blood vessels, properties of the blood, and how circulation works in sickness and health.
- Digestive/excretory system - this domain charts the movement of solids from the mouth to the anus and includes study of the spleen, liver, and pancreas, the conversion of food into fuel and its consequent expulsion from the body.



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- Endocrine system - the study of endocrine hormones that carry signals throughout the organism, helping it to respond in concert. The principal endocrine glands - the pituitary, thyroid, adrenals, pancreas, parathyroids, and gonads - are a major focus, but nearly all organs release endocrine hormones.
- Immune system - the body's natural defense system is comprised of white blood cells, the thymus, and lymph systems. A complex array of receptors and molecules combine to protect the host from attacks by pathogens. Molecules such as antibodies and cytokines feature heavily.etc..

GOAL-

The primary goal of physiology is to widen the students knowledge about the functioning with the functions and activities of living organisms and their parts, including all physical and chemical processes.

OBJECTIVES

- Develop a vocabulary of appropriate terminology to effectively communicate information related to anatomy and physiology.
- Recognize the anatomical structures and explain the physiological functions of body systems.
- Use anatomical knowledge to predict physiological consequences, and use knowledge of function to predict the features of anatomical structures.
- Recognize and explain the interrelationships within and between anatomical and physiological systems of the human body.
- Synthesize ideas to make a connection between knowledge of anatomy and physiology and real-world situations, including healthy lifestyle decisions and homeostatic imbalances.
- Demonstrate laboratory procedures used to examine anatomical structures and evaluate physiological functions of each organ system.
- Interpret graphs of anatomical and physiological data.

DURATION

- One year

ELIGIBILITY

- The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought.
- Minimum education:
 - 10+2 class passed with Science (PCB) & English Core/English Elective with aggregate of 45% marks from recognized board under AISSCE/CBSE/ICSE/SSCE/HSCE or other equivalent Board.
- Student shall be medically fit.
- Students appearing in 10+2 examination in Science conducted by National Institute of Open School with 45% marks.


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- Student shall be admitted once in a year.

INTAKE CAPACITY: 100 seats per year

CAREER OPPORTUNITIES:

Registered Nurses (RNs) may work in more than 50 different areas of practice from public health to palliative care.

Gerontological Nursing

Gerontological nursing isn't just about end-of-life activities — it's about maximizing functional health and psychological well being for people over 65. Nursing who specialize in gerontology find themselves working in diverse settings, and caring for older adults in various stages of life.

Home Health Nursing

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1.1.1.2 Occupational Health Nursing

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Palliative care

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Nurse Practitioner

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communities. They practise in a variety of settings, including hospitals and community based clinics in Ontario cities and towns.

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 60 teaching hours in one year period of fellowship course.

COURSE DISTRIBUTION

	TOPIC	HOURS
1	CELL PHYSIOLOGY	4
2	SKELTAL SYSTEM	4
3	MUSCULAR SYSTEM	4
4	NERVOUS SYSTEM	7
5	CIRCULATORY SYSTEM	8
6	THE RESPIRATORY SYSTEM	6
7	THE DIGESTIVE SYSTEM	6
8	THE EXCRETORY SYSTEM	5
9	SENSORY SYSYTEM	4
10	THE ENDOCRINE SYSTEM	5
11	THE REPRODUCTIVE SYSTEM	5
12	LYMPHATIC AND IMMUNOLOGICAL SYSTEM	2

REFERENCES –

1. Chaudhuri, Concise Medical Physiology, New Central Book Agency Pvt. Ltd., Calcutta, 4th Edition, 2002.
2. Kathleen (JW), Ross & Wilson Anatomy and physiology in Health and Illness, Churchill Livingstone Publication, Philadelphia, 8th Edition, 1999.
3. Tortora, Principles of Anatomy & Physiology, John Wiley & Sons, New York, 8th Edition, 2003.


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4. Thibodeau (GA), Anthony's Textbook of Anatomy & Physiology, Elsevier, 18th Edition, 2007.

CURRICULUM PLANNING OF BSC NURSING 1ST YEAR PHYSIOLOGY

PLACEMENT: BSc.NURSING1ST YEAR

HOURS OF INSTRUCTION
THEORY:60 HOURS

SNO	TOPIC	DOMAIN	HOURS
1	CELL PHYSIOLOGY <ul style="list-style-type: none"> Tissue formation, repair Membranes & glands- functions Alterations in disease Applications and implications in nursing 	<ul style="list-style-type: none"> Must know Desirable to know Desirable to know 	4
2	SKELTAL SYSTEM <ul style="list-style-type: none"> Bone formation & growth Bones – Functions and movements of bones of axial and appendicular skeleton, bone healing Joints and joint movement Alterations in disease Applications and implications in nursing 	<ul style="list-style-type: none"> Must know Desirable to know Desirable to know 	4
3	MUSCULAR SYSTEM <ul style="list-style-type: none"> Muscle movements, Muscle tone, Physiology of contraction, levels and maintenance of posture Alteration in disease Application and implications in nursing 	<ul style="list-style-type: none"> Must know Desirable to know Desirable to know 	4
4	NERVOUS SYSTEM <ul style="list-style-type: none"> Functions of Neuroglia & Neurons Stimulus Nerve – impulse-definitions and mechanism Functions of brain, Spinal cord, cranial and spinal nerves Cerebrospinal fluid-composition, Circulation and functions 	<ul style="list-style-type: none"> Must know Desirable to know Desirable to know 	7
5	CIRCULATORY SYSTEM <ul style="list-style-type: none"> Blood formation, composition, blood groups , blood coagulation 	<ul style="list-style-type: none"> Must know Desirable to know 	8


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	<ul style="list-style-type: none"> • Hemoglobin: Structure, synthesis and Breakdown, variation of molecules, estimation • Functions of heart, conduction, cardiac cycle, circulation – principles, control, factors influencing BP, and pulse • Alteration in disease • Applications and implications in nursing 	<ul style="list-style-type: none"> • Desirable to know 	
6	THE RESPIRATORY SYSTEM <ul style="list-style-type: none"> • Functions of respiratory organs • Physiology of respirations • Pulmonary ventilation, Volume • Mechanics of respirations • Gaseous exchange in lungs • Carriage of oxygen and carbon-dioxide • Exchanges of gases in tissues • Regulation of respirations • Alterations in disease • Applications and implications in nursing 	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know 	6
7	THE DIGESTIVE SYSTEM <ul style="list-style-type: none"> • Functions of organs of digestive tract, movements of alimentary tract, digestion in mouth, stomach, small intestine, absorption of food, functions of liver, gall bladder and pancreas • Metabolism of carbohydrate, protein and fat 	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know 	6
8	THE EXCRETORY SYSTEM <ul style="list-style-type: none"> • Functions of kidneys, ureters, urinary bladder urethra Composition of urine • Mechanism of urine formation • Regulations of body temperature • Fluid and electrolyte balance • Alterations in disease • Applications and implications in nursing 	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know • Nice To Know 	5


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9	SENSORY SYSYTEM <ul style="list-style-type: none"> • Functions of skin, eye, ear, nose, tongue • Alterations in disease • Applications and implications in nursing 	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know 	4
10	THE ENDOCRINE SYSTEM <ul style="list-style-type: none"> • Functions of pituitary, pineal body, Thymus, Thyroid, Parathyroid, pancreas, Suprarenal, placenta and Ovaries and Testes • Alterations in disease • Applications and implications in nursing 	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know 	5
11	THE REPRODUCTIVE SYSTEM <ul style="list-style-type: none"> • Functions of female reproductive organs: • Functions of breast, female sexual cycle • Introduction to embryology • Functions of male reproductive organs: • fertility system • Alterations in disease • Applications and implications in nursing 	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know 	5
12	LYMPHATIC AND IMMUNOLOGICAL SYSTEM <ul style="list-style-type: none"> • Circulation of lymph • Community • Formations of T- Cells and B- Cells • Types of Immune response • Antigens • Cytokines • Antibodies 	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know 	2

CURRICULUM PLANNING OF BSC NURSING 1ST YEAR PHYSIOLOGY

THEORY:60 HOURS

Sno	Content of topic	Learning objectives(at the end of session student will able to)	Teaching objectives	Methodology	Hours
1	CELL PHYSIOLOGY <ul style="list-style-type: none"> • Tissue formation, repair • Membranes & glands- functions 	<ul style="list-style-type: none"> • To describe about the cell physiology • Tissue formation, repair 	<ul style="list-style-type: none"> • To teach and discuss about the Membranes & 	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Student interactive sessions 	4


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	<ul style="list-style-type: none"> Alterations in disease Applications and implications in nursing 	<ul style="list-style-type: none"> Membranes & glands- functions Alterations in disease 	glands- functions and Alterations in disease	<ul style="list-style-type: none"> Teacher seminar 	
2	SKELTAL SYSTEM <ul style="list-style-type: none"> Bone formation & growth Bones – Functions and movements of bones of axial and appendicular skeleton, bone healing Joints and joint movement Alterations in disease Applications and implications in nursing 	<ul style="list-style-type: none"> Elaborate and discuss about Bones – Functions and movements of bones of axial and appendicular skeleton 	<ul style="list-style-type: none"> To teach and discuss about Bone formation & growth 	<ul style="list-style-type: none"> Didactic lecture through PowerPoint projections. Student interactive sessions Teacher seminar 	4
Sno	Content of topic	Learning objectives(at the end of session student will able to)	Teaching objectives	Methodology	Hours
3	MUSCULAR SYSTEM <ul style="list-style-type: none"> Muscle movements, Muscle tone, Physiology of contraction, levels and maintenance of posture Alteration in disease Application and implications in nursing 	<ul style="list-style-type: none"> Describe the Muscle movements, Muscle tone, Physiology of contraction, levels and maintenance of posture 	<ul style="list-style-type: none"> To teach and discuss about the muscular system 	<ul style="list-style-type: none"> Didactic lecture through PowerPoint projections. Student interactive sessions Teacher seminar 	4


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 Budhera, Gurugram

4	NERVOUS SYSTEM <ul style="list-style-type: none"> • Functions of Neuroglia & Neurons Stimulus • Nerve – impulse-definitions and mechanism • Functions of brain, Spinal cord, cranial and spinal nerves • Cerebrospinal fluid-composition, Circulation and functions 	<ul style="list-style-type: none"> • Describe about the Functions of Neuroglia & Neurons stimulus • Nerve – impulse-definitions and mechanism • Functions of brain, Spinal cord, cranial and spinal nerves 	<ul style="list-style-type: none"> • To teach and discuss about the nervous system 	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Student interactive sessions • Teacher seminar 	7
5	CIRCULATORY SYSTEM <ul style="list-style-type: none"> • Blood formation, composition, blood groups, blood coagulation • Hemoglobin: Structure, synthesis and Breakdown, variation of molecules, estimation • Functions of heart, conduction, cardiac cycle, circulation – principles, control, factors influencing BP, and pulse • Alteration in disease • Applications and implications in nursing 	<ul style="list-style-type: none"> • Describe about the circulatory system 	<ul style="list-style-type: none"> • To teach and discuss about the circulatory system 	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Student interactive sessions • Teacher seminar 	8
6	THE RESPIRATORY SYSTEM <ul style="list-style-type: none"> • Functions of respiratory organs • Physiology of respirations • Pulmonary ventilation, Volume • Mechanics of 	<ul style="list-style-type: none"> • Describe about the Physiology of respirations 	<ul style="list-style-type: none"> • To teach and discuss about the Physiology of respirations 	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Student interactive sessions • Teacher seminar 	6


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 SGT University
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	respirations <ul style="list-style-type: none"> • Gaseous exchange in lungs • Carriage of oxygen and carbon-dioxide • Exchanges of gases in tissues • Regulation of respirations • Alterations in disease • Applications and implications in nursing 				
7	THE DIGESTIVE SYSTEM <ul style="list-style-type: none"> • Functions of organs of digestive tract, movements of alimentary tract, digestion in mouth, stomach, small intestine, absorption of food, functions of liver, gall bladder and pancreas • Metabolism of carbohydrate, protein and fat 	<ul style="list-style-type: none"> • Describe about the Functions of organs of digestive tract 	<ul style="list-style-type: none"> • To teach and discuss about the digestive system Functions of organs of digestive tract, movements of alimentary tract, digestion in mouth, stomach, small intestine, absorption of food, functions of liver, gall bladder and pancreas • Metabolism of carbohydrate, protein and fat 	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Student interactive sessions • Teacher seminar 	6
8	THE EXCRETORY SYSTEM <ul style="list-style-type: none"> • Functions of kidneys, ureters, urinary bladder urethra Composition of urine • Mechanism of urine formation 	<ul style="list-style-type: none"> • Elaborate the physiology of excretory system 	<ul style="list-style-type: none"> • To teach and discuss about the physiology of excretory system Functions of kidneys, ureters, 	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Student interactive sessions • Teacher seminar 	5


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

	<ul style="list-style-type: none"> • Regulations of body temperature • Fluid and electrolyte balance • Alterations in disease • Applications and implications in nursing 		urinary bladder urethra Composition of urine <ul style="list-style-type: none"> • Mechanism of urine formation • Regulations of body temperature • Fluid and electrolyte balance 		
9	SENSORY SYSTYEM Functions of skin, eye, ear, nose, tongue <input type="checkbox"/> <input type="checkbox"/> Alterations in disease <input type="checkbox"/> <input type="checkbox"/> Applications and implications in nursing	Describe about the physiology of sensory system	To teach and discuss about the Functions of skin, eye, ear, nose, tongue <input type="checkbox"/> <input type="checkbox"/> Alterations in disease	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Student interactive sessions • Teacher seminar 	4
10	THE ENDOCRINE SYSTEM <ul style="list-style-type: none"> • Functions of pituitary, pineal body, Thymus, Thyroid, Parathyroid, pancreas, Suprarenal, placenta and Ovaries and Testes • Alterations in disease • Applications and implications in nursing 	<ul style="list-style-type: none"> • Described about the physiology of endocrine system. 	<ul style="list-style-type: none"> • To teach and discuss about Functions of pituitary, pineal body, Thymus, Thyroid, Parathyroid, pancreas, Suprarenal, placenta and Ovaries and Testes 	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Student interactive sessions • Teacher seminar 	5
11	<ul style="list-style-type: none"> • THE REPRODUCTIVE SYSTEM • Functions of female reproductive organs: 	Describe about the physiology of reproductive system	<ul style="list-style-type: none"> • To teach and discuss about the Functions of female reproductive organs: 	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Student interactive sessions • Teacher seminar 	5


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 SGT University
 Budhera, Gurugram

	<ul style="list-style-type: none"> • Functions of breast, female sexual cycle • Introduction to embryology • Functions of male reproductive organs:fertility system • Alterations in disease • Applications and implications in nursing 		<ul style="list-style-type: none"> • Functions of breast,female sexual cycle • Introduction to embryology • Functions of male reproductive organs: • fertility syste 		
12	LYMPHATIC AND IMMUNOLOGICAL SYSTEM <ul style="list-style-type: none"> • Circulation of lymph • Community • Formations of T- Cells and B- Cells • Types of Immune response • Antigens • Cytokines • Antibodies 	<ul style="list-style-type: none"> • Describe about the lymphatic and immunological system 	<ul style="list-style-type: none"> • To teach and discuss about the Community • Formations of T- Cells and B- Cells • Types of Immune response • Antigens • Cytokines • Antibodies 	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Student interactive sessions • Teacher seminar 	2


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Biochemistry

Preamble

"The chemistry of life" Study of the structure and properties of molecules in living organisms and how those molecules are made, changed, and broken down. It help to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing. **Biochemistry**, sometimes called **biological chemistry**, is the study of chemical processes within and relating to living organisms. By controlling information flow through biochemical signaling and the flow of chemical energy through metabolism, biochemical processes give rise to the complexity of life. biochemistry is closely related to molecular biology, the study of the molecular mechanisms by which genetic information encoded in DNA is able to result in the processes of life Depending on the exact definition of the terms used, molecular biology can be thought of as a branch of biochemistry, or biochemistry as a tool with which to investigate and study molecular biology.

Much of biochemistry deals with the structures, functions and interactions of biological macromolecules, such as proteins, nucleic acids, carbohydrates and lipids, which provide the structure of cells and perform many of the functions associated with life. The chemistry of the cell also depends on the reactions of smaller molecules and ions. These can be inorganic, for example water and metal ions, or organic, for example the amino acids, which are used to synthesize proteins. The mechanisms by which cells harness energy from their environment via chemical reactions are known as metabolism. The findings of biochemistry are applied primarily in medicine, nutrition, and agriculture. In medicine, biochemists investigate the causes and cures of diseases

Objectives

To acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing.

ELIGIBILITY

- The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought.
- Minimum education:
 - 10+2 class passed with Science (PCB) & English Core/English Elective with aggregate of 45% marks from recognized board under AISSCE/CBSE/ICSE/SSCE/HSCE or other equivalent Board.
- Student shall be medically fit.
- Students appearing in 10+2 examination in Science conducted by National Institute of Open School with 45% marks.
- Student shall be admitted once in a year.



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INTAKE CAPACITY: 100 seats per year

Course plan

SNO	CONTENT	HOURS
1	Introduction	3
2	Structure and function of cell membrane	6
3	Composition and metabolism of carbohydrates	6
4	Composition and metabolism of lipids	4
5	Composition and metabolism of amino acids and proteins	6
6	Composition and metabolism of vitamins and minerals	2
7	Immunochemistry	3

References

1. Vasudevan (DM), Text Book of Biochemistry, J.P.Brothers Publication New Delhi,
2. Lehninger, Principles of Biochemistry, Worth Publishers, New York, 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 & Biochemistr

CURRICULUM PLANNING OF BSC NURSING 1ST YEAR BIOCHEMISTRY

PLACEMENT: BSc.NURSING1ST YEAR

THEORY:30 HOURS

SNO	TOPIC	DOMAIN	HOURS
1	Introduction	<ul style="list-style-type: none">• Must know• Desirable to know	3


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SGT University
Budhera, Gurugram

	<p>Definition and significance in nursing</p> <p>Review of structure, composition and functions of cell</p> <p>Prokaryote and Eukaryote cell organism</p> <p>Microscopy</p>	<ul style="list-style-type: none"> • Desirable to know • Nice to know 	
2	<p>Structure and functions of cell membrane</p> <ul style="list-style-type: none"> • Fluid mosaic model tight junction, Cytoskeleton • Transport mechanism: diffusion, osmosis, filtration, active channel, sodium pump • Acid Base balance maintenance & Diagnostic tests - PH Buffers 	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know • Nice to know 	6
3	<p>Composition and metabolism of Carbohydrates</p> <p>Types, structure, composition and uses</p> <ul style="list-style-type: none"> • Monosaccharide's • Disaccharides • Polysaccharides • Oligosaccharides • Metabolism Pathways of glucose: • Glycolysis • Gluconeogenesis: Cori's cycle, • Tricarboxylic acid (TCA) cycle • Pentose phosphate pathways (Hexose monophosphate) • Regulation of blood glucose level • Investigation and their interpretations 	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know • Nice to know 	6
4	<p>Composition and metabolism of Lipids</p> <p>Types, structure, composition and uses of fatty acids</p>	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know 	4


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	<p>Nomenclature, Roles and Prostaglandins</p> <p>Metabolism of fatty acid</p> <p>Breakdown</p> <p>Synthesis</p> <p>Metabolism of triacylglycerols</p> <p>Cholesterol metabolism</p> <p>Biosynthesis and its Regulation</p> <p>Bile salts and bilirubin</p> <p>Vitamin D</p> <p>Steroid hormones</p> <p>Lipoproteins and their functions:</p> <p>VLDLs IDLs, LDLs and HDLs</p>	<ul style="list-style-type: none"> Nice to know 	
5	<p>Composition and metabolism of Amino acids and proteins</p> <ul style="list-style-type: none"> Types, structure, Composition and uses of Amino acids and proteins Metabolism of Amino acids and proteins Proteins synthesis, targeting and glycosylation Chromatography Electrophoresis Sequencing Metabolism of Nitrogen: <ul style="list-style-type: none"> Fixation and Assimilation Urea Cycle Hemes and chlorophylls Enzymes and co-enzymes Classification Properties Absorption Storage & transportation 	<ul style="list-style-type: none"> Must know Desirable to know Desirable to know Nice to know 	6

	<ul style="list-style-type: none"> • Normal concentration, • Investigations and their interpretations 		
6	Vitamins and minerals: <ul style="list-style-type: none"> • Structure • Classification • Properties • Absorption • Storage & transportation • Normal concentration • Investigations and their interpretations 	<ul style="list-style-type: none"> • Must know • Desirable to know • Desirable to know • Nice to know 	2

CURRICULUM PLANNING OF BSC NURSING 1ST YEAR BIOCHEMISTRY

PLACEMENT: BSc.NURSING1ST YEAR

THEORY:30 HOURS

SNO	TOPIC	Learning objectives	Teaching learning activities	Methodology	HOURS
1	Introduction <ul style="list-style-type: none"> • Definition and significance in nursing 	<ul style="list-style-type: none"> • Describe the structure, composition and functions of cell 	<ul style="list-style-type: none"> • To teach and discuss about structure, 	<ul style="list-style-type: none"> • Lecture discussion using charts, slides 	3


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	<ul style="list-style-type: none"> Review of structure, composition and functions of cell Prokaryote and Eukaryote cell organism Microscopy 	<ul style="list-style-type: none"> Differentiate between Prokaryote cell Identify techniques of Microscopy 	composition and functions of cell	<ul style="list-style-type: none"> Demonstration of microscope 	
2	Structure and functions of cell membrane <ul style="list-style-type: none"> Fluid mosaic model tight junction, Cytoskeleton Transport mechanism: diffusion, osmosis, filtration, active channel, sodium pump Acid Base balance maintenance & Diagnostic tests - PH Buffers 	<ul style="list-style-type: none"> Describe structure and functions of cell membrane 	<ul style="list-style-type: none"> To teach and discuss about structure and functions of cell membrane 	<ul style="list-style-type: none"> Lecture discussion using charts, slides Student interactive session 	6
3	Composition and metabolism of Carbohydrates <ul style="list-style-type: none"> Types, structure, composition and uses Monosaccharide's Disaccharides Polysaccharides Oligosaccharides Metabolism Pathways of glucose: Glycolysis Gluconeogenesis: Cori's cycle, Tricarboxylic acid (TCA) cycle Pentose phosphate pathways (Hexose monophosphate) Regulation of blood glucose level Investigation and their interpretations 	<ul style="list-style-type: none"> Explain the metabolism of carbohydrates 	<ul style="list-style-type: none"> To teach and discuss about metabolism of carbohydrates 	<ul style="list-style-type: none"> Lecture discussion Demonstration of blood glucose monitoring 	6
4	Composition and metabolism of Lipids <ul style="list-style-type: none"> Types, structure, composition and uses of fatty acids Nomenclature, Roles and Prostaglandins 	<ul style="list-style-type: none"> Explain the metabolism of Lipids 	<ul style="list-style-type: none"> To teach and discuss about metabolism of lipids 	<ul style="list-style-type: none"> Lecture discussion Explain using Charts, Films 	4


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	<ul style="list-style-type: none"> • Metabolism of fatty acid • Breakdown • Synthesis • Metabolism of triacylglycerols • Cholesterol metabolism • Biosynthesis and its Regulation • Bile salts and bilirubin • Vitamin D • Steroid hormones • Lipoproteins and their functions: • VLDLs IDLs, LDLs and HDLs 				
5	Composition and metabolism of Amino acids and proteins <ul style="list-style-type: none"> • Types, structure, Composition and uses of Amino acids and proteins • Metabolism of Amino acids and proteins • Proteins synthesis, targeting and glycosylation • Chromatography • Electrophoresis • Sequencing • Metabolism of Nitrogen: <ul style="list-style-type: none"> • Fixation and Assimilation • Urea Cycle • Hemes and chlorophylls • Enzymes and co-enzymes • Classification • Properties • Absorption • Storage & transportation • Normal concentration, • Investigations and their interpretations 	<ul style="list-style-type: none"> • Explain the metabolism of Amino acids and proteins 	<ul style="list-style-type: none"> • To teach and discuss about metabolism of Amino acids and proteins 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration of Laboratory tests 	6
6	Vitamins and minerals: <ul style="list-style-type: none"> • Structure • Classification 	Describe the types, composition and utilization of Vitamins & minerals	<ul style="list-style-type: none"> • To teach and discuss about vitamins and 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration of Laboratory 	2


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	<ul style="list-style-type: none"> • Properties • Absorption • Storage & transportation • Normal concentration • Investigations and their interpretations 		minerals	tests	
7	Immunochemistry <ul style="list-style-type: none"> • Immune response • Structure and classification of immunoglobins • Mechanism of antibody production • Antigens: HLA typing • Free radical and Antioxidants • Specialized Protein: Collagen, Elastin, Keratin, Myosin, Lens Protein • Electrophoretic and Quantitative determination of immunoglobins ELISA <p>etc.,</p> <ul style="list-style-type: none"> • Investigations and their interpretations 	Describe Immuno chemistry	To teach and discuss about Immuno chemistry	<ul style="list-style-type: none"> • Lecture discussion • Demonstration of Laboratory tests 	3


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MICROBIOLOGY

Preamble

The basic principles and practices of nursing as taught in educational programs for nurses. In a course on the microbiology, the student attends classes and understands about the various micro-organisms that can affect health. Cellular reproduction is at the basis of every living organism. While bacteria and viruses are mentioned most often in discussing why microbiology is so important to nursing, in reality, everything that happens to our body is best understood through a microbiology basis. Growths, death, disease, mutation (cancer, birth defects, etc...) all have a basis in understanding microbiology.

Goals

The primary goal of the subject is to enable students to acquire understanding of fundamentals of Microbiology and identification of various micro-organisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

Objectives

- To integrate and apply knowledge in understanding the basic concept, principles in microbiology.
- To gain knowledge regarding general characteristics of microbes.
- To teach about infection control and role of nurse in hospital acquired infection.
- To explain about immunity and Immunization for various diseases Immunization Schedule.

Duration

One year program (full time experiential rotations in various aspects of professional practice in the field)

Eligibility



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1. Educational requirement: is the passing of Higher Secondary school certificate examination (12 years course) with science or senior school certificate examination (10+2), pre-degree examination (10+2)

or

Any other exam equivalent to 12 years schooling from a recognized board or university with science (Physics, Chemistry, Biology) and English with minimum of 45% aggregate marks (PCBE)

2. Age 17 years on or before 31st December of the year of the admission.
3. Students shall be physically and mentally fit.
4. Possess good moral character as certified by principal of the institute college last attended.

Career opportunities

Nurses work in all types of settings where there is a need for health care in communities, cities, and rural areas locally and globally, such as hospitals, community agencies, ambulatory care offices, home care settings, nursing homes, occupational settings, schools, public health clinics, veterans organizations, and government agencies.

Nursing work involves a broad range of health care activities, from health promotion and administration to palliation, across a broad array of health care delivery settings from acute care to long-term care, rehabilitation and community-based settings.

Fee structure

Rs. 1,50,000 per year. The examination fee will be decided by the university.

Teaching strategies

The curriculum is based on both clinical and public health sectors of the society. The major focus is on individuals rather than population aggregates. students are prepared to participate in a multidisciplinary approach to planning, implementing and evaluating programs and services for client health and safety.

It is assumed that there will be approximately 915 in the 1 year period of this course subject. Of which, theory teaching will be for 265 hours and practical will be for 650 hours. Out of the practical hours, 200 hours will be allotted for lab training of the student and 450 hours will be allotted in the hospital and health care setting where the student will be taking care of actual sick patients

The students will be exposed to practical demonstration in various fields of clinical setting including general wards, ICUs, CSSD.

Subject distribution:

The subject will be for 1 year duration. The topics covered under theory training are as follows

Unit	Topic	Hours
1.	Introduction	5
2.	General Characteristics of Microbes	15
3.	Infection control	12
4.	Pathogenic organisms	16


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5.	Immunity	12
	TOTAL	60

Clinical Training

The students will be exposed to practical demonstrations in various departments for above purposes. Clinical training comprises of 15 hours (Lab+ Clinical). A student must complete 100% of attendance notified in each of the practical areas before award of degree.

- Apply knowledge from physical, biological and behavioural sciences, medicine including alternative systems and nursing in providing nursing care to individuals, families and communities.
- Demonstrate skills in identification of the micro-organism.
- Practice various methods of sterilization and disinfection.
- Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
- Utilize the latest trends and technology in providing health care.
- Participate in biomedical waste management.
- Demonstrate skills in collection of various samples to identify the micro-organism.

Department	Hours/department	Total hours per year	Assignments
Demonstration Laboratory Practice Hours		15	
1. CSSD	45		<ul style="list-style-type: none"> • Observation study: 2 <ul style="list-style-type: none"> ○ CSSD:1
2. Micro Lab	45		

The theory training will be primarily from cognitive domain while practical training will be from cognitive, psychomotor and affective domain.

Textbook:

1. Ananthanarayanan (R), Textbook of Microbiology, Orient Longman Ltd., Madras,

Reference:

1. Bhatia (R), Essentials of Medical Microbiology, J.P Brotheres Publishers, New Delhi,

2. Arora, Microbiology for Nurses.

3. Malhotra, Medical Microbiology for Nurses.

4. Hug L. L, Muffet, Clinical Microbiology, J. B. Lippincott Co.

Scheme of examination: According to Indian Nursing Council

Microbiology subject will consist of 3 sessional examinations and 1 final examination.. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.

Eligibility (for appearing in the examination)


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 SGT University
 Budhera, Gurugram

1. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of each subject for appearing for examination.
2. A candidate must have 100% attendance in each of the practical areas before award of degree.

Assessment:-

The student assessment will consist of 2 parts.

(1) Internal assessment

(2) external assessment.

The total of internal assessment marks and external assessment marks will be considered while doing the final assessment of the student.

External	Internal	Total
75	25	100

I

Sub. Code	Subject	Assessment			
		Hours	Internal	External	Total
BBN03	Nursing Foundations	3	25	75	100

Internal Evaluation: -

The internal evaluation categories will be divided as follows.

Internal				Class Test Average Marks	Assignment	Pre University Exam	Total	Average	Attendance	Extra Curriculum Activity & Discipline	Grand Total	Final Average Marks
i	Ii	iii	Average									
5	5	5	20	20	10	75	125	20	2.5	2.5	25	25


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0	0	0											

External Evaluation: -

Question paper setting: -

As a routine, Question paper shall consist of 3 part:

1. Long Essay :
Question paper shall consist of 3 Question out of which 2 long answer questions are compulsory. Each long answer question might be further divided into 2- 3 parts. Eg: communication process, Nurse patient relationship, Health Care settings.
Applied questions may be asked. Student is required to anticipate the patient's requirements and has to answer the questions appropriately. No negative markings will be given.
2. Short Essay :
Question paper shall consist of 8 Question out of which 7 Short essays are compulsory. Each question will consist of 5 marks each. The questions will be theory based and direct. No applied questions will be asked and no negative markings will be given.
3. Short Answers:
Question paper shall consist of 10 Questions. They can be MCQs, Fill In the blanks, define, true and false and single response type questions. Student shall be required to answer every Question. No negative markings will be given.

A candidate has to pass in theory and practical exam separately in both internal and external of each paper. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).

MICROBIOLOGY

Theory 45 hours
Lab. 15 hours
Total 60 hours

S. No	TOPIC	DOMAIN	HRS
1.	Introduction: <ul style="list-style-type: none"> • Concepts and principles of microbiology their • Importance of microbiology in nursing. 	<ul style="list-style-type: none"> • Must know • Must know 	5


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2.	General Characteristics of Microbes <ul style="list-style-type: none"> • Structure and classification of Microbes • Morphological types, Size and form of bacteria, Mortality, Colonization Growth and nutrition of microbes, Temperature, Moisture, Blood and body fluids • Laboratory methods for Identification of Micro organisms • Staining techniques, Gram staining, Acid fast staining, Hanging drop preparation • Culture ; various medias 	<ul style="list-style-type: none"> • Must know • Nice to know • Desirable to know 	15
3.	Infection control <ul style="list-style-type: none"> • Infection: Sources, portals of entry and exit, transmission • Asepsis, Disinfection: Types and methods, Sterilization: Types and methods Chemotherapy and antibiotics • Standard safety measures, Biomedical waste management, Role of Nurse • Hospital acquired infection, Hospital infection control programme • Protocols, collection of samples, preparation of report and status of rate of Infection in the unit / hospital, nurse's accountability, continuing education etc., 	<ul style="list-style-type: none"> • Must know • Nice to know • Must know • Must know 	12
4.	Pathogenic organisms <ul style="list-style-type: none"> • <input type="checkbox"/> Micro-organisms 	<ul style="list-style-type: none"> • Desirable to know 	16


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	<ul style="list-style-type: none"> • Cocci-gram positive and gram negative, Bacilli-gram positive and gram negative, Spirochete, Mycoplasma, Rickettsiae, Chlamydia, Viruses, □Fungi- Superficial and deep mycoses, Parasites • Rodents & vectors Characteristics: Source, portal of entry, transmission of infection Identification of disease producing micro-organisms • Collection, handling and transportation of various specimens 	<ul style="list-style-type: none"> • Nice to know • Must know 	
5.	Immunity <ul style="list-style-type: none"> • □Immunity - Types, classification, Antigen and antibody reaction • Hypersensitivity— skin test, Immuno prophylaxis, Vaccines & sera-Types & Classification, storage and handling, cold chain, Immunization for various diseases, Immunization Schedule 	<ul style="list-style-type: none"> • Nice to know • Must know 	12


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Placement: FIRST YEAR

Time: 60 Hours (Theory 45+15 lab)

Course Description: This course is designed to enable students to acquire understanding of fundamentals of Microbiology and identification of various micro-organisms. It also provides opportunities for practicing infection control measures in hospital and community settings



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Budhera, Gurugram

S.No	Topic	Learning Objectives (At the end of the session the student should be able to)	Teaching guidelines	Methodology	Time
1	Introduction <ul style="list-style-type: none"> Importance and relevance to nursing Historical perspective Concepts and terminology Principles of microbiology 	<ul style="list-style-type: none"> Explain the concepts and principles of microbiology and their importance in nursing. 	To teach Importance and relevance to nursing Historical perspective, Concepts and terminology, Principles of microbiology	<ul style="list-style-type: none"> Lecture cum Discussion 	5 hrs
2	General Characteristics of Microbes <ul style="list-style-type: none"> Structure and classification of Microbes Morphological types Size and form of bacteria Mortality Colonization Growth and nutrition of microbes <ul style="list-style-type: none"> - Temperature - Moisture - Blood and body fluids Laboratory methods for Identification of Micro organisms Staining techniques, Gram staining, Acid fast staining, Hanging drop preparation Culture ; various medias. 	<ul style="list-style-type: none"> Describe the structure, classification morphology and growth of bacteria. Identify Micro-organisms. 	To cover Structure and classification of Microbes, Morphological types , Size and form of bacteria, Mortality ,Colonization, Growth and nutrition of microbes ,Laboratory methods for Identification of Micro organisms, Staining techniques, Gram staining, Acid fast staining, Hanging drop preparation and Culture ; various medias	<ul style="list-style-type: none"> Lecture Discussion Laboratory demonstration	10 Hrs (Theory) + 5 Hrs (Practical)
3	<div>  <p>Dean Faculty of Nursing SGT. University Budhera, Gurugram</p> </div> Infection control <p>Infection: Sources, portals of entry and transmission</p> <ul style="list-style-type: none"> Disinfection: Types and methods Sterilization: Types and methods 	<ul style="list-style-type: none"> Describe the methods of infection control. Identify the role of nurse in hospital infection control program. 	To teach Infection: Sources, portals of entry and exit, transmission Asepsis, Disinfection: Types and methods	<ul style="list-style-type: none"> Lecture Discussion Clinical practice Seminar/presentation Demonstration Visits to 	10 Hrs (Theo) + 2 Hrs (Prac)

	<ul style="list-style-type: none"> • <input type="checkbox"/> Chemotherapy and antibiotics • Standard safety measures • Biomedical waste management • Role of Nurse • Hospital acquired infection • Hospital infection control programme • Protocols, collection of samples, preparation of report and status of rate of • Infection in the unit / hospital, nurse's accountability, continuing education etc., 		,Sterilization: Types and methods, Chemotherapy and antibiotics, Standard safety measures, Biomedical waste management, Role of Nurse In Hospital acquired infection, Hospital infection control programme, Protocols collection of samples, preparation of report and status of rate of Infection in the unit / hospital, nurse's accountability, continuing	CSSD <ul style="list-style-type: none"> • Clinical practice 	
4	Pathogenic organisms <ul style="list-style-type: none"> • Micro-organisms • Cocci-gram positive and gram negative • Bacilli-gram positive and gram negative • Spirochete • Mycoplasma • Rickettsiae • Chlamydia • Viruses • Fungi-Superficial and deep mycoses • Parasites • Rodents & vectors Characteristics, Source, portal of entry, transmission of • infection Identification of disease producing micro-organisms Collection, • handling and transportation of 	<ul style="list-style-type: none"> • Describe the different disease producing organisms. 	To discuss microorganism , Cocci-gram positive and gram negative ,Bacilli-gram positive and gram negative- Spirochete, Mycoplasma, Rickettsiae, Chlamydia Viruses, Fungi- Superficial and deep mycoses Parasites, <input type="checkbox"/> Rodents & vectors Characteristics , Source, portal of entry, transmission of Infection, Identification of disease producing microorganisms , Collection, handling	<ul style="list-style-type: none"> • Lecture Discussion • Laboratory Demonstration • Clinical practice 	12 Hrs (Theo) + 4 Hrs (Prac)


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

	various specimens		and transportation of various specimens		
5	<ul style="list-style-type: none"> • Immunity • Immunity - Types, classification • Antigen and antibody reaction • Hypersensitivity—skin test • Immuno prophylaxis • Vaccines & sera-Types & Classification, storage and handling, cold chain • <input type="checkbox"/> Immunization for various diseases • Immunization Schedule 	<ul style="list-style-type: none"> • Explain the concept of immunity, hyper-sensitivity and immunization 	<p>To explain Immunity - Types, classification, Antigen and antibody reaction, Hypersensitivity—skin test Immuno prophylaxis, Vaccines & sera-Types & Classification, storage and handling, cold chain, <input type="checkbox"/> Immunization for various diseases</p> <p>Immunization Schedule</p>	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration <ul style="list-style-type: none"> • Seminar/presentation <input type="checkbox"/> <input type="checkbox"/> Visits to CSSD <input type="checkbox"/> <input type="checkbox"/> Clinical practice	8 Hrs (Theo) + 4 Hrs (Prac)

Nursing Foundations

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 fundamentals 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. Fundamentals 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


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 SGT University
 Budhera, Gurugram

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

- To integrate and apply knowledge from nursing science and evidence based practice to health care needs of an individual with simple acute health problems
- To integrate biological, physiological and pharmacological sciences with nursing the patient with an acute illness
To identify relevant activities of daily living for a patient with a selected health problem
- To articulate considerations of varying needs of patients who are ill across the lifespan
- To identify nutritional requirements for a patient with an acute illness
- To identify and explain diagnostic tests relevant to selected health problems
- To identify and describe pharmacokinetics for selected health problems

Duration

One year program (full time experiential rotations in various aspects of professional practice in the field)

Eligibility

1. Educational requirement: is the passing of Higher Secondary school certificate examination (12 years course) with science or senior school certificate examination (10+2), pre-degree examination (10+2)

or

Any other exam equivalent to 12 years schooling from a recognized board or university with science (Physics, Chemistry, Biology) and English with minimum of 45% aggregate marks (PCBE)

2. Age 17 years on or before 31st December of the year of the admission.
3. Students shall be physically and mentally fit.
4. Possess good moral character as certified by principal of the institute college last attended.

Career opportunities

Nurses work in all types of settings where there is a need for health care in communities, cities, and rural areas locally and globally, such as hospitals, community agencies, ambulatory care offices, home care settings, nursing homes, occupational settings, schools, public health clinics, veterans organizations, and government agencies.

Nursing work involves a broad range of health care activities, from health promotion and administration to palliation, across a broad array of health care delivery settings from acute care to long-term care, rehabilitation and community-based settings.

Core department

Medical Surgical Nursing Department, Faculty of Nursing, SGT University, Gurugram, Haryana

Fee structure



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Faculty of Nursing
SGT University
Budhera, Gurugram

Rs. 1,50,000 per year. The examination fee will be decided by the university.

Teaching strategies

The curriculum is based on both clinical and public health sectors of the society. The major focus is on individuals rather than population aggregates. Students are prepared to participate in a multidisciplinary approach to planning, implementing and evaluating programs and services for client health and safety.

It is assumed that there will be approximately 915 in the 1 year period of this course subject. Of which, theory teaching will be for 265 hours and practical will be for 650 hours. Out of the practical hours, 200 hours will be allotted for lab training of the student and 450 hours will be allotted in the hospital and health care setting where the student will be taking care of actual sick patients

The students will be exposed to practical demonstration in various fields of clinical setting including general wards, ICUs, CSSD, casualty and OPDs.

Subject distribution:

The subject will be for 1 year duration. The topics covered under theory training are as follows

Unit	Topic	Hours
1.	Introduction	10
	Nursing as a profession	16
2.	Hospital Admission and Discharge	4
3.	Communication and Nurse Patient Relationship	10
4.	The nursing process	15
5.	Documentation and reporting	4
6.	Vital signs	15
7.	Health assessment	30
8.	Machinery, equipment and linen	5
9.	Meeting needs of the patient	60
10.	Infection control in clinical setting	20


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Faculty of Nursing
SGT University
Budhera, Gurugram

11.	Administration of medications	40
12.	Meeting needs of perioperative patients	10
13.	Meeting special needs of patient	15
14.	Care of terminally ill patient	5
15.	Professional nursing concepts and practices	6
	TOTAL	265

Clinical Training

The students will be exposed to practical demonstrations in various departments for above purposes. Clinical training comprises of 650 hours (200 Lab+ 450 Clinical). A student must complete 100% of attendance notified in each of the practical areas before award of degree.

- Apply knowledge from physical, biological and behavioural sciences, medicine including alternative systems and nursing in providing nursing care to individuals, families and communities.
- Demonstrate understanding of life styles and other factors, which affect health of individuals and groups.
- Provide nursing care based on steps of nursing process in collaboration with individuals and groups.
- Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
- Utilize the latest trends and technology in providing health care.
- Provide promotive, preventive and restorative health services in line with the National Health Policies and Programmes.
- Practice within the frame work of code of ethics and professional conduct, and acceptable standards of practice within the legal boundaries.
- Communicate effectively with individuals and groups, and members of the health team in order to promote effective inter personal relationship and team work.
- Demonstrate skills in teaching to individuals and groups in clinical and community health settings.
- Participate effectively as members of the health team in health care delivery system.


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 SGT University
 Budhera, Gurugram

Department	Hours/department	Total hours per year	Assignments
Demonstration Laboratory Practice Hours		200	<ul style="list-style-type: none"> Lab practice Simulated exercise on CPR manikin
General, Medical and Surgical Hours		450	
3. Male Medicine Ward	45		<ul style="list-style-type: none"> Practice in Unit or Hospital Nursing process records of patient <ol style="list-style-type: none"> Simulated: 1 Actual: 1 Role plays in simulated situations in communications techniques: 1 Health talk: 1 Writing nurses' notes and present patient report of 2-3 assigned patients Measure vital signs of assigned patients. Observation study: 2 <ul style="list-style-type: none"> CSSD:1 Infection control department:1
4. Female Medicine Ward	45		
5. Male Surgery Ward	45		
6. Female Surgery Ward	45		
7. Male Ortho Ward	45		
8. Female Ortho Ward	45		
9. OBG ward	45		
10. CSSD/ Micro Lab	45		
11. Male Pulmonary	45		
12. Female Pulmonary	45		
TOTAL HOURS		915	

The theory training will be primarily from cognitive domain while practical training will be from cognitive, psychomotor and affective domain.


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 Faculty of Nursing
 SGT University
 Budhera, Gurugram

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)

Scheme of examination: According to Indian Nursing Council


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Nursing Foundations subject will consist of 3 sessional examination and 1 final examination. Minimum Pass marks for all other subjects shall be 50% in each of the Theory and Practical papers separately. Minimum pass marks shall be 40% for English only. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.

Eligibility (for appearing in the examination)

2. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of each subject for appearing for examination.
- 2 A candidate must have 100% attendance in each of the practical areas before award of degree.

Assessment:-

The student assessment will consist of 2 parts.

(1) Internal assessment

(2) external assessment.

The total of internal assessment marks and external assessment marks will be considered while doing the final assessment of the student.

External	Internal	Total
75	25	100

Sub. Code	Subject	Assessment			
		Hours	Internal	External	Total
BBN03	Nursing Foundations	3	25	75	100

Internal Evaluation: -

The internal evaluation categories will be divided as follows.


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 SGT University
 Budhera, Gurugram

Internal				Class Test Average Marks	Assi gnm ent	Pre Uni vers ity Exa m	To tal	Av era ge	Attend ance	Extra Curriculum Activity & Discipline	Grand Total	Final Average Marks
i	ii	iii	Average									
50	50	50	20	20	10	75	125	20	2.5	2.5	25	25

External Evaluation: -

Question paper setting: -

As a routine, Question paper shall consist of 3 part:

4. Long Essay :
Question paper shall consist of 3 Question out of which 2 long answer questions are compulsory. Each long answer question might be further divided into 2- 3 parts. Eg: communication process, Nurse patient relationship, Health Care settings.
Applied questions may be asked. Student is required to anticipate the patient's requirements and has to answer the questions appropriately. No negative markings will be given.
5. Short Essay :
Question paper shall consist of 8 Question out of which 7 Short essays are compulsory. Each question will consist of 5 marks each. The questions will be theory based and direct. No applied questions will be asked and no negative markings will be given.
6. Short Answers:
Question paper shall consist of 10 Questions. They can be MCQs, Fill In the blanks, define, true and false and single response type questions. Student shall be required to answer every Question. No negative markings will be given.

A candidate has to pass in theory and practical exam separately in both internal and external of each paper. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).

Fundamentals of Nursing

Theory 265 hours


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SGT University
Budhera, Gurugram

Practical 650 hours
Total 915 hours

S. No	TOPIC	DOMAIN	HRS
1.	Introduction: <ul style="list-style-type: none"> • Concept of health, Factors influencing health, Causes and risk factors for developing illness. • Body defences, Illness and illness behaviour • Health care services, Health care teams, Health promotions and levels of diseases, Primary health care and its delivery 	<ul style="list-style-type: none"> • Must know • Must know • Must know 	10
2.	Nursing as a Profession <ul style="list-style-type: none"> • Nursing as a profession and history of nursing in India • Definition, concepts, philosophy, objectives, characteristics, nature, and scope of nursing practice • Functions of nurse, Qualities of nurse, Categories of nursing personnel 	<ul style="list-style-type: none"> • Nice to know • Desirable to know • Must know 	16
3.	Hospital Admission and Discharge <ul style="list-style-type: none"> • Admission, Discharge, Referrals and Transfers from the hospital, Care of the unit after discharge • Roles and responsibilities of the nurse 	<ul style="list-style-type: none"> • Must know • Must know 	4
4.	Communication and Nurse Patient relationship <ul style="list-style-type: none"> • Communication, Methods of effective communication and Communicating effectively • Helping relationships (NPR) and Patient teaching 	<ul style="list-style-type: none"> • Must know • Desirable to know 	10
5.	The Nursing Process Critical Thinking and Nursing Judgment <ul style="list-style-type: none"> • Critical Thinking Application in Practice, Protocols and Standing orders • Nursing Process, Assessment, Diagnosis, Planning, expected outcomes, Implementation, Evaluation, documentation and Reporting 	<ul style="list-style-type: none"> • Desirable to know • Must know 	15
6.	Documentation and Reporting Documentation <ul style="list-style-type: none"> • Communication within the Health Care Team • Purposes, types, guidelines, methods of Recording and 	<ul style="list-style-type: none"> • Desirable to know 	4


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

	reporting	<ul style="list-style-type: none"> • Must know 	
7.	Vital signs <ul style="list-style-type: none"> • Guidelines, characteristics, factors affecting vital signs assessment: Temperature, Pulse, Respiration, Blood Pressure. 	<ul style="list-style-type: none"> • Must know 	15
8.	Health assessment <ul style="list-style-type: none"> • Purposes and Process of health assessment: Preparation of patient and unit 	<ul style="list-style-type: none"> • Must know 	30
9.	Machinery, Equipment and linen <ul style="list-style-type: none"> • Types of linen, Furniture and Machinery 	<ul style="list-style-type: none"> • Desirable to know 	5
10.	Meeting needs of patient Basic needs (Activities of Daily Living) <ul style="list-style-type: none"> • Providing safe and clean environment, Hygiene, Comfort • Physiological needs assessment, Sleep and Rest, Nutrition, Bowel elimination, Mobility and Immobility, Oxygenation, Fluid and Electrolyte, Acid-Base imbalances 	<ul style="list-style-type: none"> • Must know • Must know 	60
11.	Infection control in clinical settings <ul style="list-style-type: none"> • Infection control, Isolation precautions, Types, uses and technique of wearing and removing • Biomedical waste management, Transportation and disposal 	<ul style="list-style-type: none"> • Must know • Must know 	20
12.	Administration of Medications <ul style="list-style-type: none"> • General principles/considerations of medication administration: Parenteral, Subcutaneous, Intra muscular, Intra venous, Topical Administration 	<ul style="list-style-type: none"> • Must know 	40
13.	Meeting needs of peri-operative patients <ul style="list-style-type: none"> • Definition, concept, phrases of peri-operative nursing: Preoperative phase, Intra operative, Post-operative phase • Wounds, wound healing, Surgical asepsis and Care of the wound 	<ul style="list-style-type: none"> • Must know • Must know 	10
14.	Meeting special needs of the patient <ul style="list-style-type: none"> • Care of the patients having alteration in Temperature, Sensorium, Urinary elimination, Mobility, • Assessment of self – care ability, treatments related to gastro intestinal system 	<ul style="list-style-type: none"> • Must know • Must know 	15
15.	Care of Terminally ill patients <ul style="list-style-type: none"> • Concepts of loss, grief, grieving process • Care of dying patient, Signs of clinical death, Care of dead body, medico- Legal issues 	<ul style="list-style-type: none"> • Must know • Must know 	5


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

16.	Professional nursing concepts and practices <ul style="list-style-type: none"> • Conceptual and theoretical models of nursing practice Introduction to models • Linking theories with nursing process 	<ul style="list-style-type: none"> • Desirable to know • Desirable to know 	6
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NURSING FOUNDATION

Theory: 265 Hours

Practical: 650 Hours

Total: 915 Hours

S. NO	CONTENT OF TOPICS	LEARNING OBJECTIVES (at the end of the session the student should be able to)	TEACHING OBJECTIVES	METHODOLOGY	TIME
1	Introduction: <ul style="list-style-type: none"> • Concept of health, Factors influencing health, Causes and risk factors for developing illness. • Body defenses, Illness and illness behavior • Health care services, Health care teams, Health promotions and levels of diseases, 	<ul style="list-style-type: none"> • Describe the concept of health and list the causes cum risk factors of illness. • Describe the body defenses along with illness and illness behavior. • Describe the 	To teach and discuss about concept of health: health – illness continuum, Factors influencing health, Causes and risk factors for developing illness, Body defenses : immunity and immunization, Illness and illness behavior, Impact of illness on	<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. • Visit to health care 	10 hrs


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

	Primary health care and its delivery	Health care services and teams, Health promotions and levels of diseases, Primary health care and its delivery	patient and family, Health care services: health promotion and prevention, primary care diagnosis, treatment, rehabilitation and continuing care, Health care teams, Types of health care agencies, Hospitals: types, organization and functions, Health promotions and levels of diseases, Primary health care and its delivery: role of nurse.	agencies	
2	Nursing as a Profession <ul style="list-style-type: none"> Nursing as a profession and history of nursing in India Definition, concepts, philosophy, objectives, characteristics, nature, and scope of nursing practice Functions of nurse, Qualities of nurse, Categories of nursing personnel 	1.Explain concept and scope of nursing 2.Describe values, code of ethics and professional conduct for nurses in India	To teach and discuss about definition, concepts, philosophy, objectives, Characteristics, nature, and scope of nursing practice. To discuss regarding the functions of nurse, qualities of nurse, Categories of nursing personnel, Nursing as a profession, History of nursing in India, Values: definition, types, values clarification and values in professional nursing: caring and advocacy, Ethics: definition and ethical principles, code of ethics and professional conduct of nurses	<ul style="list-style-type: none"> Didactic lecture through PowerPoint projections. Teachers seminar on history of Nursing in India. Interactive session with students regarding qualities and functions of a Nurse. Role play on functions of a nurse. 	16 hrs
3	Hospital Admission and				


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Faculty of Nursing
SGT University
Budhera, Gurugram

	Discharge <ul style="list-style-type: none"> • Admission, Discharge, Referrals and Transfers from the hospital, Care of the unit after discharge • Roles and responsibilities of the nurse 	1.Explain the admission and discharge procedure 2.Perform the admission and discharge procedure	<p>To teach and discuss about admission to the hospital including Unit and its preparation, Admission bed, Admission procedures, Special considerations, Medico-legal issues, Role and responsibilities of the nurse, Discharge from the hospital, Types: Planned</p> <p>discharge, LAMA and abscond, referrals and Transfers, Discharge Planning, Discharge Procedures, Medico-legal issues, Roles and responsibilities of the nurse, Care of the unit after discharge</p>	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Visit to local Hospital • Student seminar on admission discharge procedure. 	4 hrs
4	Communication and Nurse Patient relationship <ul style="list-style-type: none"> • Communication, Methods of effective communication and Communicating effectively • Helping relationships (NPR) and Patient teaching 	1.Communicate effectively with patient, families and team members and maintain effective human relations (projecting professional image) 2.Appreciate the importance of patient teaching in nursing	<p>To teach and discuss about communication: Levels, Elements, Types, Modes, Process, Factors influencing</p> <p>Communication, Methods of effective communication: Attending skills, Rapport building skills, Empathy skills, Barriers to effective communication, helping relationships (NPR), Dimensions of Helping Relationship, Phases of a</p>	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections • Role play and video film on the nurses interacting with the patient • Problem based learning for maintaining nurse patient relationship. 	10 hrs


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Faculty of Nursing
SGT University
Budhera, Gurugram

			<p>Helping Relationship, communicating effectively with patients, families and team members and maintain</p> <p>effective human relations with special reference to communicating with vulnerable group(children, women, physically and mentally challenged and elderly), Patient teaching; Importance, Purposes, Process, Role of Nurse and Integrating teaching in Nursing Process\</p>		
5	The Nursing Process Critical Thinking and Nursing Judgment <ul style="list-style-type: none"> • Critical Thinking Application in Practice, Protocols and Standing orders • Nursing Process, Assessment, Diagnosis, Planning, expected outcomes, Implementation, Evaluation, documentation and Reporting 	<ul style="list-style-type: none"> • Explain the concept, uses, format and steps of nursing process • Documents nursing process as per the format 	<p>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 statement, - Difference between medical and nursing diagnosis, Planning: Establishing priorities, Establishing goals and expected</p>	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Simulated learning on Nursing process formulation and implementation. 	15 hrs


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

			<p>outcomes, Selection of interventions :Protocols and Standing orders, Writing the Nursing care plan, Implementation:Implementing the plan of care, Evaluation:</p> <p>Outcome of care, Review and Modify, Documentation and Reporting</p>		
6	<p>Documentation and Reporting</p> <p>Documentation</p> <ul style="list-style-type: none"> • Communication within the Health Care Team • Purposes, types, guidelines, methods of Recording and reporting 	<ul style="list-style-type: none"> • Describe the purposes, types and techniques of recording and reporting 	<p>To teach and discuss about purposes of recording and reporting, Communication within the Health Care Team,</p> <p>Types of records: ward records, medical/nursing records, Common record keeping forms, computerized documentation, Guidelines for reporting: Factual basis, Accuracy,Completeness, Correctness,Organization, Confidentiality, Methods of Recording, Reporting: Change of shift reports, Incident reports</p> <p>Minimizing legal Liability through effective record keeping</p>	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Simulated learning on recording and reporting. • Student seminar on communication within the health care team. 	4 hrs
7	<p>Vital signs</p> <ul style="list-style-type: none"> • Guidelines, characteristics, factors affecting vital signs assessment: Temperature, Pulse, Respiration, Blood Pressure. 	<p>1.Describe the principles and techniques of monitoring and maintaining vital signs</p>	<p>To teach and discuss about guidelines for taking vital signs, Body temperature:</p> <p>- Physiology,</p>	<ul style="list-style-type: none"> • Simulated learning of assessment of vital signs • Didactic lecture through PowerPoint regarding 	15 hrs



Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

			<p>Regulation, factors affecting body temperature- Assessment of body temperature: sites, equipment and technique, special considerations, Temperature alterations: Hyperthermia, Heatstroke, Hypothermia, Hot and cold applications, Pulse:</p> <p>- Physiology and Regulation, Characteristics of the pulse, Factors affecting pulse, Assessment of pulse: sites, location, equipment's and technique, special</p> <p>Considerations, Alterations in pulse, Respiration: Physiology and regulation, mechanics of breathing, characteristics of the respiration, factors affecting respiration, Blood pressure: Assessment of blood pressure: sites, equipment's and technique and special</p> <p>Considerations, - Alterations in blood pressure, recording of vital signs</p>	<p>abnormalities in vital signs</p> <ul style="list-style-type: none"> • Supervised clinical practice 	
8	<p>Health assessment</p> <ul style="list-style-type: none"> • Purposes and Process of health assessment: Preparation of patient and unit 	<p>1. Describe the purpose and process of health assessment</p> <p>2. Describe the health assessment of each body system</p>	<p>To teach and discuss about Purposes, Process of health assessment including Health history, Physical examination</p>	<ul style="list-style-type: none"> • Simulated learning regarding health assessment. • Didactic lecture through PowerPoint 	30 hrs



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 Budhera, Gurugram

		3.Perform health assessment of each body system	Methods: Inspection,Palpation, Percussion, Auscultation,Olfaction, Preparation for examination: Patient and unit, General assessment, Assessment of each body system, Recording of health assessment	projections regarding abnormal findings • Supervised clinical practice	
9	Machinery, Equipment and linen • Types of linen, Furniture and Machinery	1.Identify the various machinery, equipment and linen and their care	To teach and discuss about types: Disposables and reusables- Linen, Rubber goods, Glass ware, Metal, Plastics,Furniture, Machinery, Introduction:Indent, Maintenance, Inventory	• Didactic lecture through PowerPoint projections.	5 hrs
10	Meeting needs of patient Basic needs (Activities of Daily Living) • Providing safe and clean environment, Hygiene, Comfort • Physiological needs assessment, Sleep and Rest, Nutrition, Bowel elimination, Mobility and Immobility, Oxygenation, Fluid and Electrolyte, Acid-Base imbalances	1.Describe the basic, physiological and psychosocial needs of patient 2.Describe the principles and techniques for meeting basic physiological and psychosocial needs of patient 3.Perform nursing assessment, plan, implement and evaluate the care for meeting basic,physiological and psychosocial	To teach and discuss about Providing safe and clean environment:Physical environment: Temperature, Humidity, Noise, Ventilation, Light, Odor,Pests controlReduction of physical hazards: fire, accidents, Safety devices: Restraints, Side rails, Airways,Trapeze, etc.,Role of nurse in providing safe and clean environment, Hygiene:Factors	• Didactic lecture through PowerPoint projections. • Simulated learning on manikins.	60hrs


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 Budhera, Gurugram

		needs of patient	<p>influencing hygienic practices, Hygienic care: Care of the Skin-Bath and pressure points, Feet and Nail, Oral, cavity, Hair care, Eyes, Ears and Nose, assessment, principles, types, equipment, procedure, special considerations, Patient environment : Room, Equipment and Linen, Making patient beds, Types of beds and bed making, Comfort :Factors influencing comfort, Comfort devices</p> <p>Physiological needs:Sleep and Rest:Physiology of sleep, Factors affecting sleep, promoting rest and sleep, sleep disorders, Nutrition:Importance, Factors affecting Nutritional needs, Assessment of nutritional needs: variables</p> <p>Meeting nutritional needs:</p> <p>Principles, equipment, procedure and special considerations, Oral</p> <p>External: Naso/Orogastric, Gastrostomy, Parenteral</p> <p>Urinary elimination:Review of physiology of urinary elimination, composition</p>		
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			<p>and characteristics of urine, Factors influencing urination, Alteration in urinary elimination, Types and collection of urine specimen: Observation, Urinetesting, Facilitating urine elimination: assessment, types, equipment, procedures and</p> <p>special considerations, providing urinal/bedpan, Condom drainage, Perineal care, Catheterization, Care of urinary drainage, Care of urinary diversions, Bladder irrigation, Bowel elimination: Review of physiology of bowel elimination, composition and characteristics of feces, Factors affecting bowel elimination, Alterations in bowel elimination, Types and collection of specimen of feces Observation, Facilitating bowel elimination: assessment, equipment, procedures and special considerations</p> <p>Passing of flatus tube, Enemas Suppository, Sitz bath, Bowel wash, Care of ostomies, Mobility and Immobility: Principles of body mechanics, maintenance of normal body alignment and mobility, Factors affecting body</p>		
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			<p>alignment and mobility, Hazards associated with immobility, Alteration in body alignment and mobility, Nursing interventions for impaired body alignment and mobility: Assessment, Types, Devices used, Method and Social considerations, Rehabilitation aspects</p> <p>Range of motion exercises Maintaining body alignment: positions, Moving, Lifting, Transferring, Walking, Restraints, Oxygenation: Review of cardio-vascular and respiratory physiology, Factors affecting oxygenation, Alterations in oxygenation, Nursing interventions in oxygenation: assessment, types, equipment used, procedure and special considerations, maintenance of patent air-way, Oxygen administration, Suction</p> <p>Inhalations: dry and moist</p> <p>Chest physiotherapy and postural drainage, Care of chest drainage, Pulse oximetry, CPR – Basic life support, Fluid, Electrolytes and Acid-Base Balances: Review of physiological regulation of Fluid and</p>		
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			<p>Electrolyte and Acid-Base</p> <p>Balances, Alterations in Fluid and Electrolyte and Acid-Base balances, Nursing interventions in Fluid and Electrolyte and Acid-Base imbalances: assessment, types, equipment, procedure and special considerations</p> <p>Measuring fluid intake and output, Correcting fluid and electrolyte imbalance:</p> <p>Replacement of fluids: Oral and Parenteral, Venipuncture,</p> <p>Regulating IV Flow rates, changing IV solutions and tubing's, changing IV dressing Administering blood transfusion, Restriction of fluids, Psychosocial needs Concepts of cultural diversity, stress and adaptation, self-concept, sexuality, spiritual health, coping with loss, death and grieving, Assessment of psychosocial needs, Nursing intervention for psycho social needs, assist with coping and adaptation, creating therapeutic environment Recreational and diversional therapies</p>		
11	<p>Infection control in clinical settings</p> <ul style="list-style-type: none"> Infection control, 	1. Describe principles and techniques for	To teach and discuss	<ul style="list-style-type: none"> Didactic lecture 	20 hrs



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	<p>Isolation precautions, Types, uses and technique of wearing and removing</p> <ul style="list-style-type: none"> • Biomedical waste management, Transportation and disposal 	<p>infection control and bio medical waste</p> <p>2. management in supervised clinical settings</p>	<p>about Infection control, Nature of infection, Chain of infection transmission, Defenses against infection transmission, Hospital acquired infection (Nosocomial infection), Isolation precautions (Barrier nursing) :Hand washing : simple, hand asepsis (scrub), Isolation : source protective, Personal protecting equipment :Types, uses and technique of wearing and removing, Decontamination of equipment and unit, Transportation of infected patients, Standard safety precautions(Universal precautions), Transmission based precautions, Biomedical waste management :Importance, Types of hospital waste, Hazards associated with hospital waste, Decontamination of hospital waste, Segregation and Transportation and disposal</p>	<p>through PowerPoint projections.</p> <ul style="list-style-type: none"> • Role play on Biomedical waste management • Problem based learning on waste disposal • Visit to local waste disposal center 	
12	<p>Administration of Medications</p> <ul style="list-style-type: none"> • General principles/considerations of medication administration: Parenteral, Subcutaneous, Intramuscular, Intravenous, Topical Administration 	<p>1.Explain the principles, routes, effects of administration of medications</p> <p>2.Calculate conversions of drugs and dosages within and between systems of measurements</p>	<p>General principles, considerations, Purposes of medication, Principles: 5 rights, special considerations, prescriptions, safety in administering medication s and medication errors, Drug forms, Routes of administration, Storage</p>	<ul style="list-style-type: none"> • Integrated vertical teaching on medication preparation and administration • Simulated learning based on patient chart and manikins 	40 hrs


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		<p>3.Administer drugs by the following routes-oral, intra dermal, subcutaneous, intramuscular, intra venous, topical, inhalation.</p>	<p>and maintenance of drugs and nurse's responsibility, Broad classification of drugs, Therapeutic effects, side effects, toxic effects, idiosyncratic reactions, drug</p> <p>tolerance, drug interactions, Systems of drug measurement: Metric system, apothecary system, household measurements , solutions, converting measurements units: Conversion within one system, conversion between systems, dosage calculations, Terminologies and abbreviations used in prescriptions of medications, Oral Drugs Administration: Oral, Sublingual and Buccal, equipment, procedure, Parenteral, Types of parenteral therapies, Types of syringes, needles, cannula and infusion sets, Protection from needle stick injuries; Giving medications with a safety syringes, Routes of parenteral therapies: Intra dermal: Purposes, site, equipment,</p> <p>procedure, special considerations, Subcutaneous: purposes, site, equipment, procedure, special</p>		
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			<p>considerations, Intra muscular: purposes, site, equipment, procedure, special considerations, Intra venous: purposes, site, equipment, procedure, special considerations, - Advanced techniques: epidural, intrathecal, intra osseous, intra peritoneal, intra plural, intra-arterial Role of nurse, Topical Administration: purposes, site, equipment, procedure, special considerations, Application to skin, Application to mucus membrane:Direct application of liquids-Gargles and swabbing the throat</p> <p>Insertion of Drug into body cavity:Suppository/medi cated packing in rectum/vagina, Instillation: Ear, Eye, Nasal, Bladder, Vaginal, Rectal, Irrigations: Ear, Eye, Nasal, Bladder, Vaginal, Rectal, Spraying: Nose and Throat, inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications)-purposes, site, equipment, procedure, special considerations</p>		
13	Meeting needs of peri-				


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	operative patients <ul style="list-style-type: none"> Definition, concept, phrases of peri-operative nursing: Preoperative phase, Intra operative, Post-operative phase Wounds, wound healing, Surgical asepsis and Care of the wound 	1. Describe the pre-and post-operative care of patients 2. Explain the process of wound healing 3. Explain the principles and techniques of wound care Perform care of wounds	To teach and discuss about meeting needs of peri-operative patients, Definition and concept of peri-operative nursing, Preoperative phase :Preparation of patient for surgery, intra operative :Operation theatre setup and environment, Role of nurse, Post-operative phase :Recovery unit, Post-operative unit, Post-operative care, wounds : types, classifications, wound healing process, factors affecting wound healing, Surgical asepsis, Care of the wound: Types, equipment, procedure, special considerations, Dressings, suture care, Care of drainage, Application of bandages, binders, splints and slings, Heat and Cold Therapy.	<ul style="list-style-type: none"> Didactic lecture through PowerPoint projections. Role play on meeting needs of peri-operative patients. 	10 hrs
14	Meeting special needs of the patient <ul style="list-style-type: none"> Care of the patients having alteration in Temperature, Sensorium, Urinary elimination, Mobility, Assessment of self – care ability, treatments related to gastro intestinal system 	1. Explain the care of patients having alterations in body functioning	To teach and discuss about meeting special needs of the patient, Care of the patients having alteration in Temperature (hyper and hypothermia): Types, Assessment, Management, Sensorium (unconsciousness): Assessment, Management, Urinary elimination (retention and incontinence): assessment, Management	<ul style="list-style-type: none"> Didactic lecture through PowerPoint projections. Simulated learning on manikins. 	15 hrs


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			- Functioning of sensory organs (visual and hearing impairment), Assessment of self-care ability, Communication methods and special considerations, Mobility (physically challenged, cast): Assessment of self – care ability, Mental status (mentally challenged) : Assessment of self-care ability, Communication methods and special considerations, Respiration (distress): Types, Assessment, Management, Comfort (pain): Nature, Types, Factors influencing pain, coping, Assessment, Management, Treatments related to gastro intestinal system: Naso gastric suctioning, Gastric irrigation, Gastric analysis.		
15	Care of Terminally ill patients <ul style="list-style-type: none"> • Concepts of loss, grief, grieving process • Care of dying patient, Signs of clinical death, Care of dead body, medico- Legal issues 	1.Explain the care of terminally ill patients	To teach and discuss about care of Terminally ill patients, Concepts of loss, grief, grieving process, Signs of clinical death, Care of dying patient: special considerations, Advance directives, Medico-Legal issues, Care of dead body: equipment, procedure and care of unit, Autopsy, Embalming	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. • Teachers seminar on grief and grieving process • Simulated learning on care of dead bodies. • Essay writing on medico- legal issues. 	5 hrs
16	Professional nursing				


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	concepts and practices <ul style="list-style-type: none"> • Conceptual and theoretical models of nursing practice Introduction to models • Linking theories with nursing process 	1.Explain the basic concepts of conceptual and theoretical models of nursing	To teach and discuss about professional nursing concepts and practices, Conceptual and theoretical models of nursing practice, Introduction to models-holistic model, health belief model, health promotion model, etc., Introduction to theories in nursing-Peplau's, Handerson's, Oram's, Neuman's, Roger's, and Roy's and to learn about linking theories with nursing process	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections. 	6 hrs
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Text book:

1. Potter & Perry, Fundamentals of Nursing, Elsevier, 6th Edition.
2. Harkreader, Fundamentals of Nursing, Catering and Clinical Judgment, Elsevier, 3rdEdition
3. Kozier, Fundamentals of Nursing: Concepts, Process & Practice, Pearson, 7th Edition
4. Taylor, Fundamentals of Nursing: Arts and science of Nursing Process, Saunders, 7thEdition
5. Fuller, Health Assessment: Nursing Approach, Lippincott, 3rd Edition
6. Ackley (BJ), Nursing Diagnosis Hand book: An evidence based guide to planning care,Mosby, 8th Edition
7. Craven, Fundamentals of Nursing: Human health & function, LWW, 5th Edition

Nursing Foundations- Practical



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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 fundamentals 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. Fundamentals 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

- Performs admission and discharge procedure.
- Prepares nursing care plan as per the nursing process format.
- Communicate effectively with patient families and team members and
- Maintain effective human relations
- Develops plan for patient teaching
- Prepare patients reports
- Presents reports
- Monitor vital signs
- Perform health assessment of each body system
- Provide basic nursing care to patient
- Perform infection control procedures
- Provide care to pre and post operative patients
- Perform procedures for wounds
- Administer drugs
- Provide care to dying and dead
- Counsel and support relatives

Eligibility

Higher Secondary school certificate examination (12 years course) with science or senior school certificate examination (10+2), pre-degree examination (10+2)

or



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- Any other exam equivalent to 12 years schooling from a recognized board or university with science (Physics, Chemistry, Biology) and English with minimum of 45% aggregate marks (PCBE)
- Age 17 years on or before 31st December of the year of the admission. Students shall be physically and mentally fit certified by principal of the institute college last attended.

Intake capacity: 100 seats per year

Career opportunities

Nurses work in all types of settings where there is a need for health care in communities, cities, and rural areas locally and globally, such as hospitals, community agencies, ambulatory care offices, home care settings, nursing homes, occupational settings, schools, public health clinics, veterans organizations, and government agencies.

Nursing work involves a broad range of health care activities, from health promotion and administration to palliation, across a broad array of health care delivery settings from acute care to long-term care, rehabilitation and community-based settings.

Core department

Medical Surgical Nursing Department, Faculty of Nursing, SGT University, Gurugram, Haryana

Fee structure

Rs. 1,50,000 per year. The examination fee will be decided by the university.

Practical Teaching strategies

The curriculum is based on both clinical and public health sectors of the society. The major focus is on individuals rather than population aggregates. students are prepared to participate in a multidisciplinary approach to planning, implementing and evaluating programs and services for client health and safety.

It is assumed that there will be approximately 915 in the 1 year period of this course subject. Of which, theory teaching will be for 265 hours and practical will be for 650 hours. Out of the practical hours, 200 hours will be allotted for lab training of the student and 450 hours will be allotted in the hospital and health care setting where the student will be taking care of actual sick patients

The students will be exposed to practical demonstration in various fields of clinical setting including general wards, ICUs, CSSD, casualty and OPDs.

Subject distribution:

The subject will be for 1 year duration. The topics covered under Clinical training are as follows

Unit	Topic	Hours
1.	Hospital admission and discharge	Practical – 650 Hrs
2.	Discharge/ Transfer out	
3.	Perform assessment	
4.	Communication	Lab: 200 hrs


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 Budhera, Gurugram

5.	Prepare a plan for patient teaching session	Clinical: 450 hrs
6.	Write a patient report	
7.	Vital signs	
8.	Health assessment	
9.	Prepare patients unit	
10.	Use comfort devices	
11.	Hygiene care	
12.	Feeding	
13.	Assisting in bowel elimination	
14.	Bowel wash	
15.	Body alignment and mobility	
16.	Oxygen administration	
17.	Suctioning	
18.	Chest physiotherapy and postural drainage	
19.	Care of chest drainage	
20.	CPR- Basic life support	
21.	Intravenous therapy	
22.	Blood and blood component therapy	
23.	Collect/ assist for collection of specimen	
24.	Perform lab tests	
25.	Hot and cold applications	
26.	Communicating and assisting with self-care of visually and hearing-impaired patient	
27.	Communicating and assisting with self-care of mentally challenged and disturbed patients.	
28.	Recreational and diversional therapies	
29.	Caring of patient with alteration in sensorium	
30.	Infection control	
31.	Decontamination of equipment and unit	
32.	Pre- and post-operative care	
33.	Administration of medications	
34.	Care of dying patients	

Clinical Training

The students will be exposed to practical demonstrations in various departments for above purposes. Clinical training comprises of 650 hours (200 Lab+ 450 Clinical). A student must complete 100% of attendance notified in each of the practical areas before award of degree.

- Apply knowledge from physical, biological and behavioural sciences, medicine including alternative systems and nursing in providing nursing care to individuals, families and communities.
- Demonstrate understanding of life styles and other factors, which affect health of individuals and groups.
- Provide nursing care based on steps of nursing process in collaboration with individuals and groups.
- Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
- Utilize the latest trends and technology in providing health care.


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 Budhera, Gurugram

- Provide promotive, preventive and restorative health services in line with the National Health Policies and Programmes.
- Practice within the frame work of code of ethics and professional conduct, and acceptable standards of practice within the legal boundaries.
- Communicate effectively with individuals and groups, and members of the health team in order to promote effective inter personal relationship and team work.
- Demonstrate skills in teaching to individuals and groups in clinical and community health settings.
- Participate effectively as members of the health team in health care delivery system.

Department	Hours/department	Total hours per year	Assignments
Demonstration Laboratory Practice Hours		200	<ul style="list-style-type: none"> • Lab practice • Simulated exercise on CPR manikin
General, Medical and Surgical Hours		450	
13. Male Medicine Ward	45		<ul style="list-style-type: none"> • Practice in Unit or Hospital • Nursing process records of patient 3. Simulated: 1 4. Actual: 1 • Role plays in simulated situations in communications techniques: 1 • Health talk: 1 • Writing nurses' notes and present patient report of 2-3 assigned patients • Measure vital signs of assigned patients. • Observation study: 2 <ul style="list-style-type: none"> ○ CSSD:1 ○ Infection control department:1
14. Female Medicine Ward	45		
15. Male Surgery Ward	45		
16. Female Surgery Ward	45		
17. Male Ortho Ward	45		
18. Female Ortho Ward	45		
19. OBG ward	45		
20. CSSD/ Micro Lab	45		
21. Male Pulmonary	45		
22. Female Pulmonary	45		
TOTAL HOURS		915	

The theory training will be primarily from cognitive domain while practical training will be from cognitive, psychomotor and affective domain.

Referneces


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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)

Scheme of examination: According to Indian Nursing Council

Nursing Foundations subject will consist of 3 sessional examination and 1 final examination. Minimum Pass marks for all other subjects shall be 50% in each of the Theory and Practical papers separately. Minimum pass marks shall be 40% for English only. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.

Eligibility (for appearing in the examination)

A candidate must have 100% attendance in each of the practical areas before award of degree.

Assessment: -

The student assessment will consist of 2 parts.

(1) Internal assessment

(2) external assessment.

The total of internal assessment marks and external assessment marks will be considered while doing the final assessment of the student.

Sub. Code	Subject	Assessment			
		Hours	Internal	External	Total
BBN08	Nursing Foundations		100	100	200


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Fundamentals of Nursing

Practical – 650 Hrs

Lab: 200 hrs

Clinical: 450 hrs

S. No	TOPIC	DOMAIN	HRS
1.	Hospital admission and discharge	Must know	Lab: 200 hrs Clinic al: 450 hrs
2.	Discharge/ Transfer out	Nice to know	
3.	Perform assessment	Must know	
4.	Communication	Desirable to know	
5.	Prepare a plan for patient teaching session	Must know	
6.	Write a patient report	Desirable to know	
7.	Vital signs	Must know	
8.	Health assessment	Must know	
9.	Prepare patients unit	Desirable to know	
10.	Use comfort devices	Must know	
11.	Hygiene care	Must know	
12.	Feeding	Must know	
13.	Assisting in bowel elimination	Desirable to know	
14.	Bowel wash	Must know	
15.	Body alignment and mobility	Nice to know	
16.	Oxygen administration	Must know	
17.	Suctioning	Desirable to know	
18.	Chest physiotherapy and postural drainage	Nice to know	
19.	Care of chest drainage	Desirable to know	
20.	CPR- Basic life support	Must know	
21.	Intravenous therapy	Must know	
22.	Blood and blood component therapy	Nice to know	
23.	Collect/ assist for collection of specimen	Desirable to know	
24.	Perform lab tests	Nice to know	
25.	Hot and cold applications	Must know	
26.	Communicating and assisting with self-care of visually and hearing-impaired patient	Nice to know	
27.	Communicating and assisting with self-care of mentally challenged and disturbed patients.	Nice to know	
28.	Recreational and diversional therapies	Desirable to	


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 Budhera, Gurugram

		know	
29.	Caring of patient with alteration in sensorium	Nice to know	
30.	Infection control	Must know	
31.	Decontamination of equipment and unit	Must know	
32.	Pre- and post-operative care	Must know	
33.	Administration of medications	Must know	
34.	Care of dying patients	Desirable to know	



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NURSING FOUNDATION PRACTICAL

Practical: 650 Hours

Lab: 200 hrs

Clinical: 450 hrs

S. NO	CONTENT OF THE TOPIC	LEARNING OBJECTIVES (at the end of the session the student should be able to)	TEACHING OBJECTIVES	METHODOLOGY	TIME
1	Hospital admission and discharge (III): <ul style="list-style-type: none"> • Admission • Prepare unit for new patient • Prepare admission bed • Perform admission procedure - New patient - Transfer in • Prepare patient records 	<ul style="list-style-type: none"> • Describe the admission and discharge procedure • Discuss on preparation of admission unit • Explain preparation of unit for transfer in and new patient 	To teach and discuss about Admission, preparation unit for new patient, Preparation of admission bed, perform admission procedure: New patient, Transfer in, Prepare patient records	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5


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2	Discharge/Transfer out: <ul style="list-style-type: none"> • Give discharge counseling • Perform discharge procedure (Planned discharge, LAMA, Abscond, Referrals and Transfer) • Prepare records of discharge/transfer • Dismantle, and disinfect unit and equipment after discharge/transfer 	<ul style="list-style-type: none"> • Discuss on discharge procedure • Explain on maintain records of discharge and transfer. • Brief on disinfection of the unit. 	To teach and discuss about discharge counseling, discharge procedure (Planned discharge, LAMA, Abscond, Referrals and Transfer), records of discharge/transfer, disinfect unit and equipment after discharge/transfer	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5
3	Perform assessment: <ul style="list-style-type: none"> • History taking, Nursing diagnoses, Problem list, Prioritization, Goals and Expected outcomes, Section of interventions • Write Nursing Care Plan • Give care as per the plan 	<ul style="list-style-type: none"> • Demonstrate history taking procedure. • Demonstrate prioritizing goal and expected outcome. • Explain writing nursing care plan 	To teach and discuss about history taking, Nursing diagnoses, Problem list, Prioritization, Goals and Expected, outcomes, Section of interventions, Writing Nursing Care Plan and give care as per the plan	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	10
4	Communication <ul style="list-style-type: none"> • use verbal and non verbal communication techniques • Prepare a plan for patient teaching session 	<ul style="list-style-type: none"> • Demonstrate use of verbal and non-verbal communication techniques. 	To teach and discuss about use verbal and nonverbal communication techniques, Prepare a plan for patient teaching session	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5
5	Write patient report	<ul style="list-style-type: none"> • Demonstrate writing change of shift report • Demonstrate writing transfer 	To teach and discuss about Change of shift reports, Transfer	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on 	5


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	<ul style="list-style-type: none"> • Change of shift reports, Transfer reports, Incident reports • Presents patient report 	and incident report.	reports, Incident reports, Presents patient report	<ul style="list-style-type: none"> • practice • Demonstration • Discussion 	
6	Vital signs <ul style="list-style-type: none"> • Measure, Records and interpret alterations in body temperature pulse respiration and blood pressure 	<ul style="list-style-type: none"> • Demonstrate recording of temperature, pulse and respiration • Demonstrate recording of blood pressure 	To teach and discuss about Measure, Records and interpret alterations in body temperature pulse respiration and blood pressure	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5
7	Health assessment <ul style="list-style-type: none"> • health history taking • perform assessment: • General • Body system • Use various methods of physical examination • Inspection, Palpation Percussion ,Auscultation, Olfaction Identification of system wise deviations 	<ul style="list-style-type: none"> • Demonstrate history taking. • Perform physical examination. 	To teach and discuss about health history taking ,perform assessment (General, Body system), Use various methods of physical examination (Inspection, Palpation Percussion ,Auscultation, Olfaction) Identification of system wise deviations	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	10
8	Prepare Patients Unit <ul style="list-style-type: none"> • Prepare beds: <ul style="list-style-type: none"> - Open, closed, occupied, operation, amputation. - Cardiac, 	<ul style="list-style-type: none"> • Demonstrate open bed and closed bed • Demonstrate occupied and operation bed • Demonstrate amputation bed and cardiac bed. • Demonstrate burn bed and fowlers bed 	To teach and discuss about Open, closed, occupied, operation, amputation. Cardiac, fracture, burn, divided, fowlers bed.	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5


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	fracture, burn, divided, fowlers bed.				
9	Use comfort devices	<ul style="list-style-type: none"> Demonstrate use of comfort devices 	To demonstrate use of pillows, mattress, trochanter roll, trapeze bar, cotton roll, sand bag, foot drop, bed cradle and bed locks.	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstration Discussion 	5
10	Hygiene care <ul style="list-style-type: none"> Oral care Baths and care of pressure points Hair wash, pediculosis treatment 	<ul style="list-style-type: none"> Demonstrate oral care Demonstrate baths and care of pressure points Demonstrate hair wash Demonstrate pediculosis treatment 	To demonstrate Oral care, Baths and care of pressure points Hair wash, pediculosis treatment	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstration Discussion 	5
11	Feeding <ul style="list-style-type: none"> Oral, enteral, nasogastric, orogastric, gastrotomy Parenteral feeding Nasogastric insertion, suction and irrigation 	<ul style="list-style-type: none"> Demonstrate oral, enteral, nasogastric feeding Demonstrate parenteral feeding Demonstrate NG insertion, suctioning and irrigation. 	To teach and demonstrate Oral, enteral, nasogastric, orogastric, gastrotomy, Parenteral feeding Nasogastric insertion, suction and irrigation	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstration Discussion 	5
12	Assisting patient in urinary elimination <ul style="list-style-type: none"> Provide urinal or bed pan Condom drainage Perineal care Catheterization Care of urinary drainage 	<ul style="list-style-type: none"> Discuss on providing urinal or bed pan to patient Demonstrate perineal care Demonstrate catheterization Demonstrate care of urinary drainage 	To teach and demonstrate on Provide urinal or bed pan, condom drainage, Perineal care, Catheterization, Care of urinary drainage	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstration Discussion 	5
13	Bladder irrigation	<ul style="list-style-type: none"> Demonstrate procedure on bladder irrigation 	To teach and demonstrate on bladder irrigation	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstration Discussion 	5


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

14	Assisting in bowel elimination <ul style="list-style-type: none"> • Insertion of flatus tube • Insertion of suppository 	<ul style="list-style-type: none"> • Demonstrate insertion of flatus tube • Demonstrate insertion of suppository 	To teach and demonstrate on flatus tube insertion and insertion of suppository	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5
15	Bowel wash	<ul style="list-style-type: none"> • Demonstrate procedure of bowel wash 	To teach and demonstrate the procedure of bowel wash	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5
16	Body alignment and mobility <ul style="list-style-type: none"> • Range of motion exercises • Positioning: recumbent, lateral, sims, lithotomy, prone, trendlenberg. • Assist in moving, lifting, transferring, walking. • Restrains 	<ul style="list-style-type: none"> • Discuss on ROM exercises • Demonstrate positioning • Demonstrate moving patient 	To teach and discuss about Range of motion exercises, Positioning: recumbent, lateral, sims, lithotomy, prone, trendlenberg., Assist in moving, lifting, transferring, walking., Restrains	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	10
17	Oxygen administration	<ul style="list-style-type: none"> • Demonstrate oxygen administration 	<ul style="list-style-type: none"> • To teach and demonstrate on oxygen administration 	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5
18	Suctioning: oropharyngeal, nasopharyngeal	<ul style="list-style-type: none"> • Demonstrate suctioning to discuss and demonstrate suctioning such as oropharyngeal suctioning and nasopharyngeal suctioning 	<ul style="list-style-type: none"> • To teach and demonstrate on suctioning 	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5
19	Chest	<ul style="list-style-type: none"> • Demonstrate chest 	<ul style="list-style-type: none"> • To teach and 	<ul style="list-style-type: none"> • OSCE 	5


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

	physiotherapy and postural drainage	<ul style="list-style-type: none"> physiotherapy Demonstrate postural drainage 	demonstaret on chest physiotherapy and postural drainage	<ul style="list-style-type: none"> OSPE Hands on practice Demonstrati on Discussion 	
20	Care of chest drainage	<ul style="list-style-type: none"> Demonstrate care of chest drainage 	<ul style="list-style-type: none"> To teach and demonstrate care of chest drainage 	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstrati on Discussion 	5
21	CPR- Basic Life Support	<ul style="list-style-type: none"> Demonstrate CPR 	<ul style="list-style-type: none"> To teach and demonstrate CPR 	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstrati on Discussion 	5
22	Intravenous therapy	<ul style="list-style-type: none"> Demonstrate IV insertion Demonstrate IV maintenance 	<ul style="list-style-type: none"> To teach and demonstrate IV therapy 	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstrati on Discussion 	5
23	Blood and blood component therapy	<ul style="list-style-type: none"> Discuss on blood and blood component therapy 	<ul style="list-style-type: none"> To teach and discuss about blood and blood component therapy. 	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstrati on Discussion 	5
24	Collect/ assist for collection of specimen for investigations:urine , sputum, feces, vomitus, blood and	<ul style="list-style-type: none"> Discuss on collection of specimens 	<ul style="list-style-type: none"> Discuss on collection of specimen such as urine, sputum, feces, vomitus, feces and body 	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstrati on 	5


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 Faculty of Nursing
 SGT University
 Budhera, Gurugram

	other body fluids.		fluids.	<ul style="list-style-type: none"> • Discussion 	
25	Perform lab tests: <ul style="list-style-type: none"> • Urine: sugar, albumin, acetone • Blood: sugar 	<ul style="list-style-type: none"> • Explains on urine sugar, acetone and albumin • Explains blood sugar. 	<ul style="list-style-type: none"> • Discuss on lab tests for urine and blood. 	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	10
26	Hot and cold applications: Local and general sitz bath	<ul style="list-style-type: none"> • Explain on hot application • Explain on cold application • Discuss on sitz bath. 	<ul style="list-style-type: none"> • To teach and discuss on hot and cold applications, Local and general sitz bath 	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	10
27	Communicating and assisting with self-care of visually and hearing-impaired patients	<ul style="list-style-type: none"> • Discuss on self-care of visually and hearing impaired 	<ul style="list-style-type: none"> • To teach and discuss on communicating and assisting with self-care of visually and hearing-impaired patients 	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5
28	Communicating and assisting with self-care of mentally challenged/ disturbed patients	<ul style="list-style-type: none"> • Discuss on self-care of mentally challenged patients 	<ul style="list-style-type: none"> • To teach and discuss on communicating and assisting with mentally challenged/ disturbed patients 	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5
29	Recreational and diversional therapies	<ul style="list-style-type: none"> • Discuss on recreational and diversional therapies 	<ul style="list-style-type: none"> • To teach and discuss on recreational and diversional therapies 	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

30	Caring of patient with alteration in sensorium	<ul style="list-style-type: none"> Discuss on patients with alteration in sensorium 	<ul style="list-style-type: none"> To teach and discuss on alteration I sensorium. 	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstration Discussion 	5
31	Infection control <ul style="list-style-type: none"> Perform following procedure <ul style="list-style-type: none"> Hand washing techniques Scrubbing Prepare isolation unit in lab or ward Practice technique of wearing and removing PPE Practice standard safety precaution 	<ul style="list-style-type: none"> Demonstrate the procedure on hand washing. Demonstrate wearing PPE. Discuss on practice standard safety precautions. 	<ul style="list-style-type: none"> To teach and demonstrate on hand washing techniques, scrubbing, Prepare isolation unit in lab or ward, practice technique of wearing and removing PPE, Practice standard safety precaution. 	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstration Discussion 	10
32	Decontamination of equipment and unit <ul style="list-style-type: none"> Surgical asepsis <ul style="list-style-type: none"> Sterilization, hand sterilized equipment, calculate strengths of lotions. Prepare lotions Care of articles 	<ul style="list-style-type: none"> Discuss on surgical asepsis. Discuss on care of articles 	<ul style="list-style-type: none"> To teach and discuss on :Surgical asepsis, sterilization, hand sterilized equipment, calculate strengths of lotions, Prepare lotions, Care of articles 	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstration Discussion 	5
33	Pre-and post-operative care <ul style="list-style-type: none"> Skin preparation for surgery Preparation of post-operative unit Pre-andpost-operativeteaching and counselling Pre andpost-operative monitoring 	<ul style="list-style-type: none"> Discuss on skin preparation for surgery Discuss on pre-and post-operative monitoring. Demonstrate care of wound. Demonstrate on bandaging of various body parts. 	<ul style="list-style-type: none"> To teach and demonstrate on Skin preparation for surgery, preparation of post operative unit, Pre andpost operative teaching and counselling, Pre and post operative monitoring, Care of wound, Dressing, suture care, care of drainage, application of 	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstration Discussion 	10


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 SGT University
 Budhera, Gurugram

	<ul style="list-style-type: none"> Care of wound Dressing, suture care, care of drainage, application of banages, binders, splints and slings Bandaging of various body parts 		banages, binders, splints and slings, Bandaging of various body parts		
34	Administration of medication <ul style="list-style-type: none"> Administer medications indifferent forms and routes Oral, Sublingual and Buccal Parenteral : Intra dermal, Sub cutaneous, Intra muscular, etc., Assist with Intra venous medications Drug measurements and dose calculations Preparation of lotions and solutions Administer topical applications Insertion of drug into body cavity Suppository and medicataed packing etc., Instillation of medicines and spray into Ear, Eye, Nose and Throat Irrigations : Eye, Ear, Bladder, Vagina and Rectum Inhalations : Dry and Moist 	<ul style="list-style-type: none"> Demonstrate medication administration Demonstrate drug measurement and dose calcuations Demonstrate tropical application. Demonstrate eye, nose and ear instillation. Demonstrate inhalation. 	<ul style="list-style-type: none"> To discuss and demonstrate on Administer medications indifferent forms and routes, Oral, Sublingual and Buccal, Parenteral : Intra dermal, Sub cutaneous, Intra muscular, etc., Assist with Intra venous medications, Drug measurements and dose calculations, Preparation of lotions and solutions, Administer topical applications, Insertion of drug into body cavity Suppository and medicataed packing etc., Instillation of medicines and spray into Ear, Eye, Nose and Throat, Irrigations : Eye, Ear, Bladder, Vagina and Rectum, Inhalations : Dry and Moist 	<ul style="list-style-type: none"> OSCE OSPE Hands on practice Demonstrati on Discussion 	10


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 SGT University
 Budhera, Gurugram

	Care of dying patient <ul style="list-style-type: none"> • Caring and packing of dead body • Counseling and supporting grieving relatives • Terminal care of the unit 	<ul style="list-style-type: none"> • Discuss on care of dead body • Explain terminal care of the unit 	<ul style="list-style-type: none"> • To discuss and demonstrate on 	<ul style="list-style-type: none"> • OSCE • OSPE • Hands on practice • Demonstration • Discussion 	5

Text book:

1. Potter & Perry, Fundamentals of Nursing, Elsevier, 6th Edition.
2. Harkreader, Fundamentals of Nursing, Catering and Clinical Judgment, Elsevier, 3rd Edition
3. Kozier, Fundamentals of Nursing: Concepts, Process & Practice, Pearson, 7th Edition
4. Taylor, Fundamentals of Nursing: Arts and science of Nursing Process, Saunders, 7th Edition
5. Fuller, Health Assessment: Nursing Approach, Lippincott, 3rd Edition
6. Ackley (BJ), Nursing Diagnosis Hand book: An evidence based guide to planning care, Mosby, 8th Edition
7. Craven, Fundamentals of Nursing: Human health & function, LWW, 5th Edition

PSYCHOLOGY

PREAMBLE

This course is designed to assist the students to acquire knowledge of fundamentals of psychology and develop an insight into behaviour of self and others. Further it is aimed at helping them to practice the principles of mental hygiene for promoting mental health in nursing practice.

GOALS

The aim of the undergraduate nursing program is to:

- ❖ Prepare graduates to assume responsibilities as professionals, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative services.
- ❖ Prepare nurses who can make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, functions 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, and manager in a clinical /public health settings.

OBJECTIVES


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 SGT University
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- Describe the history, scope and methods of psychology
- Explain the biology of Human behavior
- Describe various cognitive processes and their applications
- Describe motivation, emotions, stress, attitudes and their influence on behavior
- Explain the concepts of personality and its influence on behavior
- Describe the psychology of people during the life cycle
- Describe the characteristics of Mentally Healthy person Explain Ego defence mechanisms
- Explain the psychological assessments and role of nurse

DURATION

- Four year

ELIGIBILITY

The aim of the undergraduate nursing program is to:

- ❖ Prepare graduates to assume responsibilities as professionals, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative services.
- ❖ Prepare nurses who can make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, functions 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, and manager in a clinical /public health settings.

Eligibility (for appearing in the examination)

3. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of the each subject for appearing for examination.
- 2 A candidate must have 100% attendance in each of the practical areas before award of degree.

INTAKE CAPACITY: 100 seats per year

CAREER OPPORTUNITIES:


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 SGT University
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Registered Nurses (RNs) may work in more than 50 different areas of practice from public health to palliative care.

Gerontological Nursing

Gerontological nursing isn't just about end-of-life activities — it's about maximizing functional health and psychological well being for people over 65. Nursing who specialize in gerontology find themselves working in diverse settings, and caring for older adults in various stages of life.

Home Health Nursing

The last 20 years, we've witnessed nursing care shift to the community from hospitals. Discover all the interventions home health care nurses now deliver, allowing Canadians to successfully manage increasingly complex conditions in the comfort of their homes.

1.1.1.3

1.1.1.4 Occupational Health Nursing

Occupational Health Nurses are knowledgeable, and highly skilled, with specialized education in many related workplace health and environmental safety fields. [Learn more](#) about how the OHN may be the employee's first contact with primary health care.

Palliative care

palliative care nursing is not only end of life care. In fact, as RN, CNS, APN or NP, nurses spend time focusing on a holistic approach to care delivery, attending to the physical, spiritual, psycho-social and practical issues that may arise during an illness period

Public Health Nursing

Public health nursing in Ontario is rooted in the traditions of Florence Nightingale, Jeanne Mance, and women in religious orders such as the Grey Nuns. Early North American PHNs understood the importance of social, economic, environmental, and political determinants of health, and believed that social activism and collaboration with community organizations and governments was a fundamental aspect of public health nursing practice

Nurse Practitioner

Nurse practitioners (NP) are registered nurses with advanced university education who provide personalized, quality health care to patients. NPs offer health-care services to individuals, families and communities. They practise in a variety of settings, including hospitals and community based clinics in Ontario cities and towns.

FEE STRUCTURE

Rs.1,00,000.00 per year. The examination fees will be decided by university.

TEACHING STRATEGIES



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Faculty of Nursing
SGT University
Budhera, Gurugram

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 60 hours.

COURSE DISTRIBUTION

TOPIC	HOURS
1.Introduction of Psychology.	20
2.Biology of behavior	4
3. Cognitive Processes	20
4. Motivation and Emotional Processes	8
5. Personality	7
6. Developmental Psychology	7
7. Mental Hygiene and Mental Health	8
8. Psychological assessment & tests	4


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 Faculty of Nursing
 SGT University
 Budhera, Gurugram

S.No	Topic	Learning Objectives (At the end of the session the student should be able to)	Teaching guidelines	Methodology	Time
1	UNIT: I Introduction	<ul style="list-style-type: none"> Describe the history, scope and methods of psychology 	<ul style="list-style-type: none"> History and origin of science of psychology Definition and Scope of psychology Relevance to nursing Methods of Psychology 	<ul style="list-style-type: none"> Lecture Discussion Horizontal method Students interactive session 	2 Hrs
2	UNIT: II Biology of behavior	<ul style="list-style-type: none"> Explain the biology of Human behaviour 	<ul style="list-style-type: none"> Body mind relationship modulation process in health and illness Genetics and behaviour : Nervous System, Neurons and synapse Association Cortex, Rt. And Lt. Hemispheres Psychology of Sensations □□ Muscular and glandular controls of behaviour □□ Nature of behavior of an organism/Integrated responses 	<ul style="list-style-type: none"> Lecture Discussion Horizontal method Students interactive session 	4Hrs
3	UNIT: III Cognitive Processes	<ul style="list-style-type: none"> Describe various cognitive processes and their applications 	<ul style="list-style-type: none"> Attention : Types, determinants, Duration & Degree, Alterations Perception : Meaning, Principles, factors affecting, Errors Learning : Nature, Types, learner and learning, Factors influencing, Laws and Theories, process, transfer, study habits 	<ul style="list-style-type: none"> □□ Lecture Discussion □□ Psychometric assessment □□ Practice sessions 	20 Hrs.


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			<ul style="list-style-type: none"> • Memory : Meaning, Types, Nature, Factors influencing, Development Theories and methods of Memorizing and Forgetting • Thinking: Types and levels, Stages of development, Relationship with language and communication • Intelligence: Meaning, Classification, Uses, Theories Aptitude; Concept, Types, • Individual differences and Variability • Psychometric assessments of cognitive processes • Alterations in cognitive processes • Applications 		
4	UNIT: IV Motivation and Emotional Processes	<input type="checkbox"/> <input type="checkbox"/> Describe motivation, emotions, stress, attitudes and their influence on behaviour	<ul style="list-style-type: none"> • Motivation ; Meaning, Concepts, Types, Theories, Motives and behaviour, Conflicts and • frustration, conflict resolution • Emotion & Stress • Emotion: Definition, components, Changes in emotions, theories, • emotional adjustments, emotions in health and illness • Stress: Stressors, cycle, effect, adaptation & coping • Attitude : Meaning, nature, development, 	<ul style="list-style-type: none"> • Lecture Discussion • Role plays • <input type="checkbox"/> Case discussion • <input type="checkbox"/> Demonstration • Unconventional method • Cooperative learning 	8 Hrs


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 SGT University
 Budhera, Gurugram

			factors affecting • Behaviour and attitudes • Attitudinal change • Psychometric assessments of emotions and attitudes • Alterations in emotions • Applications		
5.	UNIT: V Personality	• Explain the concepts of personality and its influence on behavior	• Definitions, Topography, Types, Theories <input type="checkbox"/> <input type="checkbox"/> Psychometric assessments of personality <input type="checkbox"/> <input type="checkbox"/> Alterations in personality <input type="checkbox"/> <input type="checkbox"/> Applications	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Counseling. • Horizontal • Cooperative learning	7 Hrs
6.	UNIT: VI Developmental Psychology	• Describe the psychology of people during the life cycle	• Psychology of people at different ages from infancy to old age • <input type="checkbox"/> Psychology of vulnerable individuals- challenged, women, sick, etc., • Psychology of groups	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Case Discussion • Vertical method • Cooperative learning	7 Hrs
7.	UNIT: VII	• Describe the characteristics of Mentally Healthy person Explain Ego defense mechanisms	• Concepts of mental hygiene and mental health • Characteristics of	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Case	8 Hrs


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 Faculty of Nursing
 SGT University
 Budhera, Gurugram

	Mental Hygiene and Mental Health		mentally healthy person • Warning signs of poor mental health • Promotive and preventive mental health- strategies and services • Ego defence mechanisms and implications • Personal and social adjustments • Guidance and Counseling • Role of Nurse	Discussion <input type="checkbox"/> <input type="checkbox"/> Role play <input type="checkbox"/> <input type="checkbox"/> Demonstration • Student interactive session	
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Text book:

1. Morgon (CT), Introduction to Psychology, Tata McGraaw Hill, New Delhi, 20th edition, 2003.

References

1. Atkinson (RL), Hilgard's introduction to psychology, Harcourt college publishers, Philadelphia, 13th Edition, 2000.

2. Shelley, Taylor's Health Psychology, Tata McGraw hill publishing Co. Ltd, Sidney, 6th Edition 2006.

3. Santrock (JW), Educational Psychology, Tata McGraw Hill Pub Co. Ltd., Sidney 2006.

4. Fernald (L.D) Introduction to Psychology A.I.T.B.S. Pub. New Delhi, 2006

5. Mangal (SK), Advanced Educational Psychology, Pentice Hall of India, New Delhi, 2nd Edition, 2006.

6. Gross ®, Psychology for Nurses and Allied Heaalth Professionals, Hodder Arnold, London, 2007.


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 Budhera, Gurugram

QUESTIONS

Q1.(Long Essay)

- a-Define motivation and its types. Discuss in detail about the behavior modification theory of motivation.
- b- Define intelligence and the methods of assessment of intelligence in detail with appropriate examples.
- c- Define stress and factors that determine stress. Discuss in detail about the theory that is used during adapting to the stress.


Q2. (Short Essay):-

- a-Methods of memorizing and forgetting.
- b- Components of emotion and their effects on health and illness.
- c- Discuss in detail about the concepts of mental hygiene and mental health.
- d- What are the types of psychological assessment and their uses in the nursing field?
- e- Explain body mind relationship.
- f- Scope of psychology in nursing.
- g- Principles and types of perception.
- h- What are the domains and modes of learning?
- i-What are the characteristic features of attitude with their components
- j- Psychometric assessment of personality.



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Faculty of Nursing
SGT University
Budhera, Gurugram

S.No	Topic	DOMAIN	Time
1	UNIT: I Introduction <input type="checkbox"/> <input type="checkbox"/> History and origin of science of psychology <input type="checkbox"/> <input type="checkbox"/> Definition and Scope of psychology <input type="checkbox"/> <input type="checkbox"/> Relevance to nursing <input type="checkbox"/> <input type="checkbox"/> Methods of Psychology	DESIRABLE TO KNOW MUST KNOW MUST KNOW MUST KNOW	2 Hrs
2	UNIT: II Biology of behavior <input type="checkbox"/> <input type="checkbox"/> Body mind relationship modulation process in health and illness <input type="checkbox"/> <input type="checkbox"/> Genetics and behaviour: Nervous System, Neurons and synapse <input type="checkbox"/> <input type="checkbox"/> Association Cortex, Rt. And Lt. Hemispheres Psychology of Sensations <input type="checkbox"/> <input type="checkbox"/> Muscular and glandular controls of behaviour <input type="checkbox"/> <input type="checkbox"/> Nature of behavior of an organism/Integrated responses	DESIRABLE TO KNOW MUST KNOW DESIRABLE TO KNOW MUST KNOW MUST KNOW	4Hrs
3	UNIT: III Cognitive Processes <input type="checkbox"/> <input type="checkbox"/> Attention : Types, determinants, Duration & Degree, Alterations <input type="checkbox"/> <input type="checkbox"/> Perception : Meaning, Principles, factors affecting, Errors	MUST KNOW MUST KNOW	20 Hrs.


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	<p>□□ Learning : Nature, Types, learner and learning, Factors influencing, Laws and Theories, process, transfer, study habits</p> <p>□□ Memory : Meaning, Types, Nature, Factors influencing, Development Theories and methods of Memorizing and Forgetting</p> <ul style="list-style-type: none"> Thinking: Types and levels, Stages of development, Relationship with language and communication Intelligence: Meaning, Classification, Uses, Theories Aptitude; Concept, Types, Individual differences and Variability <p>□□ Psychometric assessments of cognitive processes</p> <p>□□ Alterations in cognitive processes</p> <p>□□ Applications</p>	<p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>DESIARBLE TO KNOW</p> <p>NICE TO KNOW</p>	
4	<p>UNIT: IV</p> <p>Motivation and Emotional Processes</p> <p>□□ Motivation ; Meaning, Concepts, Types, Theories, Motives and behaviour, Conflicts and frustration, conflict resolution</p> <p>□□ Emotion & Stress</p> <p>- Emotion: Definition, components,</p>	<p>MUST KNOW</p> <p>MUST KNOW</p>	8 Hrs


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 Budhera, Gurugram

	<p>Changes in emotions, theories, emotional adjustments, emotions in health and illness</p> <p>- Stress: Stressors, cycle, effect, adaptation & coping</p> <p><input type="checkbox"/><input type="checkbox"/> Attitude : Meaning, nature, development, factors affecting</p> <p>- Behaviour and attitudes</p> <p>- Attitudinal change</p> <p><input type="checkbox"/><input type="checkbox"/> Psychometric assessments of emotions and attitudes</p> <p><input type="checkbox"/><input type="checkbox"/> Alterations in emotions</p> <p><input type="checkbox"/><input type="checkbox"/> Applications</p>	<p>MUST KNOW</p> <p>MUST KNOW</p> <p>DESIRABLE TO KNOW</p> <p>NICE TO KNOW</p>	
5.	<p>UNIT: V</p> <p>Personality</p> <p><input type="checkbox"/><input type="checkbox"/> Definitions, Topography, Types, Theories</p> <p><input type="checkbox"/><input type="checkbox"/> Psychometric assessments of personality</p> <p><input type="checkbox"/><input type="checkbox"/> Alterations in personality</p> <p><input type="checkbox"/><input type="checkbox"/> Applications</p>	<p>MUST KNOW</p> <p>MUST KNOW</p> <p>DESIRABLE TO KNOW</p> <p>NICE TO KNOW</p>	7 Hrs
6.	<p>UNIT: VI</p> <p>Developmental Psychology</p> <ul style="list-style-type: none"> Psychology of people at different ages from infancy to old age <input type="checkbox"/> Psychology of vulnerable individuals- challenged, women, sick, etc., Psychology of groups 	<p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p>	7 Hrs


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 Budhera, Gurugram

7.	UNIT: VII Mental Hygiene and Mental Health <input type="checkbox"/> <input type="checkbox"/> Concepts of mental hygiene and mental health <input type="checkbox"/> <input type="checkbox"/> Characteristics of mentally healthy person <input type="checkbox"/> <input type="checkbox"/> Warning signs of poor mental health <input type="checkbox"/> <input type="checkbox"/> Promotive and preventive mental health- strategies and services <input type="checkbox"/> <input type="checkbox"/> Ego defence mechanisms and implications <input type="checkbox"/> <input type="checkbox"/> Personal and social adjustments <input type="checkbox"/> <input type="checkbox"/> Guidance and Counseling <input type="checkbox"/> <input type="checkbox"/> Role of Nurse	MUST KNOW MUST KNOW MUST KNOW DESIRABLE TO KNOW DESIRABLE TO KNOW MUST KNOW MUST KNOW MUST KNOW	8 Hrs
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1	UNIT: I Introduction	<input type="checkbox"/> <input type="checkbox"/> Describe the history, scope and methods of psychology	<input type="checkbox"/> <input type="checkbox"/> History and origin of science of psychology <input type="checkbox"/> <input type="checkbox"/> Definition and Scope of psychology <input type="checkbox"/> <input type="checkbox"/> Relevance to nursing <input type="checkbox"/> <input type="checkbox"/> Methods of Psychology	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <ul style="list-style-type: none"> • Horizontal method • Students interactive session 	2 Hrs
	UNIT: II Biology of behavior	<input type="checkbox"/> <input type="checkbox"/> Explain the biology of Human behaviour	<input type="checkbox"/> <input type="checkbox"/> Body mind relationship modulation process in health and illness <input type="checkbox"/> <input type="checkbox"/> Genetics and behaviour : Nervous System, Neurons and synapse <input type="checkbox"/> <input type="checkbox"/> Association Cortex, Rt. And Lt. Hemispheres Psychology of Sensations <input type="checkbox"/> <input type="checkbox"/> Muscular and glandular controls of behaviour <input type="checkbox"/> <input type="checkbox"/> Nature of behavior of an organism/Integrated responses	<ul style="list-style-type: none"> • Lecture Discussion • Horizontal method • Students interactive session 	4Hrs
	UNIT: III Cognitive Processes	<input type="checkbox"/> <input type="checkbox"/> Describe various cognitive processes and their applications	<input type="checkbox"/> <input type="checkbox"/> Attention : Types, determinants, Duration & Degree,	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Psychometric assessment	20 Hrs.

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SGT University
Budhera, Gurugram

			<p>Alterations</p> <p><input type="checkbox"/> <input type="checkbox"/> Perception : Meaning, Principles, factors affecting, Errors</p> <p><input type="checkbox"/> <input type="checkbox"/> Learning : Nature, Types, learner and learning, Factors infludecing, Laws and Theories,</p> <p>process, transfer, study habits</p> <p><input type="checkbox"/> <input type="checkbox"/> Memory : Meaning, Types, Nature, Factors influencing, Development Theories and</p> <p>methods of Memorizing and Forgetting</p> <p>Thinking: Types and levels, Stages of development, Relationship with language and</p> <p>communication Intelligence: Meaning,</p> <p>Classification, Uses, Theories Aptitude; Concept, Types,</p> <p>Individual</p>	<p><input type="checkbox"/> <input type="checkbox"/> Practice sessions</p>	
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			<p>differences and Variability</p> <p><input type="checkbox"/> <input type="checkbox"/> Psychometric assessments of cognitive processes</p> <p><input type="checkbox"/> <input type="checkbox"/> Alterations in cognitive processes</p> <p><input type="checkbox"/> <input type="checkbox"/> Applications</p>		
	<p>UNIT: IV</p> <p>Motivation and Emotional Processes</p>	<p><input type="checkbox"/> <input type="checkbox"/> Describe motivation, emotions, stress, attitudes and their influence on behaviour</p>	<p><input type="checkbox"/> <input type="checkbox"/> Motivation ; Meaning, Concepts, Types, Theories, Motives and behaviour, Conflicts and frustration, conflict resolution</p> <p><input type="checkbox"/> <input type="checkbox"/> Emotion & Stress</p> <p>- Emotion: Definition, components, Changes in emotions, theories, emotional adjustments, emotions in health and illness</p> <p>- Stress: Stressors, cycle, effect, adaptation & coping</p> <p><input type="checkbox"/> <input type="checkbox"/> Attitude :</p>	<ul style="list-style-type: none"> • Lecture Discussion • Role plays • <input type="checkbox"/> Case discussion • <input type="checkbox"/> Demonstration • Unconventional method • Cooperative learning 	8 Hrs


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			<p>Meaning, nature, development, factors affecting</p> <p>- Behaviour and attitudes</p> <p>- Attitudinal change</p> <p><input type="checkbox"/> <input type="checkbox"/> Psychometric assessments of emotions and attitudes</p> <p><input type="checkbox"/> <input type="checkbox"/> Alterations in emotions</p> <p><input type="checkbox"/> <input type="checkbox"/> Applications</p>		
	UNIT: V Personality	<input type="checkbox"/> <input type="checkbox"/> Explain the concepts of personality and its influence on behavior	<input type="checkbox"/> <input type="checkbox"/> Definitions, Topography, Types, Theories <input type="checkbox"/> <input type="checkbox"/> Psychometric assessments of personality <input type="checkbox"/> <input type="checkbox"/> Alterations in personality <input type="checkbox"/> <input type="checkbox"/> Applications	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Counseling. <ul style="list-style-type: none"> • Horizontal • Cooperative learning 	7 Hrs
	UNIT: VI Developmental Psychology	<input type="checkbox"/> <input type="checkbox"/> Describe the psychology of people during the life cycle	<ul style="list-style-type: none"> • Psychology of people at different ages from infancy to old age • <input type="checkbox"/> Psychology of vulnerable individuals-challenged, women, sick, etc., • Psychology of groups 	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Case Discussion <ul style="list-style-type: none"> • Vertical method • Cooperative learning 	7 Hrs
	UNIT: VII Mental Hygiene and	<ul style="list-style-type: none"> • Describe the characteristics of Mentally Healthy person Explain Ego defence mechanisms 	<input type="checkbox"/> <input type="checkbox"/> Concepts of mental hygiene and mental health	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Case Discussion <input type="checkbox"/> <input type="checkbox"/> Role play	8 Hrs


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	Mental Health		<input type="checkbox"/> <input type="checkbox"/> Characteristics of mentally healthy person <input type="checkbox"/> <input type="checkbox"/> Warning signs of poor mental health <input type="checkbox"/> <input type="checkbox"/> Promotive and preventive mental health-strategies and services <input type="checkbox"/> <input type="checkbox"/> Ego defence mechanisms and implications <input type="checkbox"/> <input type="checkbox"/> Personal and social adjustments <input type="checkbox"/> <input type="checkbox"/> Guidance and Counseling <input type="checkbox"/> <input type="checkbox"/> Role of Nurse	<input type="checkbox"/> <input type="checkbox"/> Demonstration <ul style="list-style-type: none"> • Student interactive session 	
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NUTRITION

SYLLABUS PLANNING

Placement: B.Sc.1ST Year

Total

: 30hrs

S.NO	TOPIC	DOMAIN	HRS
1	Introduction to Nutrition To cover the <ul style="list-style-type: none"> • Concepts • Role of nutrition in maintain health • Nutritional problems in India • National health policy • Factors affecting the food and nutrition,socio economic,culture,traditional production, system of distribution, life cycle and food habits etc. • Role of food and its medical value • Classification of food • Elements of nutrition: macro and micro • Calorie,BMR 	<ul style="list-style-type: none"> ➤ Must know ➤ Desirable to know ➤ Must know ➤ Must know ➤ Must know ➤ Need to know ➤ Desirable to know ➤ Must know 	3Hrs.
2	CARBOHYDRATES: To cover the <ul style="list-style-type: none"> • Classification • Caloric value • Recommended daily allowance • Dietary sources • Functions • Digestion,absorption,storage and metabolism of carbohydrates • Malnutrition: deficiencies and over consumption 	<ul style="list-style-type: none"> ➤ Must know ➤ Desirable to know ➤ Must know ➤ Must know ➤ Desirable to know ➤ Must know ➤ Need to know 	2hrs
3	FATS To cover the <ul style="list-style-type: none"> • Classification • Caloric value • Recommended daily allowance 	<ul style="list-style-type: none"> ➤ Desirable to know ➤ Desirable to know ➤ Must know 	3hrs


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 SGT University
 Budhera, Gurugram

	<ul style="list-style-type: none"> • Dietary sources • Functions • Digestion,absorption,storage and metabolism of carbohydrates • Malnutrition: deficiencies and over consumption 	<ul style="list-style-type: none"> ➤ Must know ➤ Must know ➤ Need to know ➤ Must know 	
4	PROTEINS To cover the <ul style="list-style-type: none"> • Classification • Caloric value • Recommended daily allowances • Dietary sources • Functions • Digestion,absorption,storage and metabolism of carbohydrates • Malnutrition: deficiencies and over consumption 	<ul style="list-style-type: none"> ➤ Must know ➤ Must know ➤ Must know ➤ Desirable to know ➤ Must know ➤ Need to know ➤ Must know 	3hrs
5	ENERGY To cover the <ul style="list-style-type: none"> • Unit of energy-kcal • Energy requirements of different categories of people • Measurement of energy • Body mass index and basic metabolism • Basal metabolism rate • Determinates and factors affecting 	<ul style="list-style-type: none"> ➤ Must know ➤ Must know ➤ Must know ➤ Desirable to know ➤ Need to know ➤ Need to know 	2hrs
6	VITAMINES To cover the <ul style="list-style-type: none"> • Classification • Caloric value • Recommended daily allowances • Dietary sources • Functions • Absorption,synthesis,metabolism,storage and excretion • Deficiencies • Hypervitaminosis 	<ul style="list-style-type: none"> ➤ Must know ➤ Desirable to know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Need to know ➤ Must know ➤ Must know 	3hrs
7	MINERALS To cover the <ul style="list-style-type: none"> • Classification • Caloric value • Recommended daily allowances • Dietary sources • Functions • Absorption,synthesis,metabolism,storage and excretion 	<ul style="list-style-type: none"> ➤ Must know ➤ Must know ➤ Need to know ➤ Need to know ➤ Must know ➤ Desirable to know 	4hrs


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 Budhera, Gurugram

	<ul style="list-style-type: none"> Deficiencies Over consumption and toxicity 	<ul style="list-style-type: none"> ➤ Desirable to know ➤ Must know ➤ Must know 	
8	<p>WATER AND ELECTROLYTES</p> <p>To cover the</p> <ul style="list-style-type: none"> Water: daily requirements, regulation of water metabolism ,distribution of body water Electrolytes: types,sources,composition of body fluids Maintance of fluid and electrolytes balance Over hydration and dehydration and water intoxication Electrolyte 	<ul style="list-style-type: none"> ➤ Must know ➤ Must know ➤ Must know ➤ Desirable to know ➤ Must know ➤ Must know 	3hrs
9	<p>COOKRY RULES AND PRESERVATION OF FOOD</p> <p>To cover the</p> <ul style="list-style-type: none"> Principles, methods of cooking and serving Preservation of nutrients safe food handling-toxicity Storage of food Food preservation, food additives and its principles Prevention of food adulteration act Food standards Preparation of simple beverages and different type of food 	<ul style="list-style-type: none"> ➤ Must know ➤ Desirable to know ➤ Must know ➤ Need to know ➤ Need to know ➤ Need to know ➤ Must know 	2hrs
10	BALANCE DIET		2hrs



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	<p>To cover the</p> <ul style="list-style-type: none"> • Elements • Food groups • Recommended daily allowances • Nutritive values of foods • Calculation of balance diet for different categories of peoples • Planning menu • Budgeting of food • Introduction to therapeutic diet naturopathy diets 	<ul style="list-style-type: none"> ➤ Must know ➤ Must know ➤ Must know ➤ Desirable to know ➤ Desirable to know ➤ Need to know ➤ Must know ➤ Must know 	
11.	<p>ROLE OF NURSE IN NUTRITIONAL PROGRAM</p> <p>To cover the</p> <ul style="list-style-type: none"> • National programs related to nutrition • Vitamins- deficiency program • National iodine deficiency disorders (IDD)program • Mid-day meal program • Integrated child development scheme (ICDS) • National and international agencies working towards food /nutrition • NIPCCD,CARE,FAO,NIN,CFTRI(central food technology and research institute) • Assessment of nutritional status • Nutrition education and role of nurse 	<ul style="list-style-type: none"> ➤ Desirable to know ➤ Need to know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Desirable to know ➤ Desirable to know ➤ Need to know ➤ Need to know ➤ Must know ➤ Must know 	3hrs


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CURRICULUM PLANNING FOR NUTRITION
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S. No.	Learning objectives (At the end of the session the students will be able to	Teaching guidelines	Methodology	Time (hrs)
I	Describing the relationship between Nutrition and health.	<p>To cover the Concepts</p> <p>Role of nutrition in maintain health</p> <p>Nutritional problems in India</p> <p>National health policy</p> <p>Factors affecting the food and nutrition,socio economic,culture,traditional production, system of distribution, life cycle and food habits etc.</p> <p>Role of food and its medical value</p> <p>Classification of food</p> <p>Elements of nutrition: macro and micro</p> <p>Calorie,BMR</p>	Didactic lecture through power point presentation.	
II	Describe the classification of food and	<p>To cover the Classification</p>	Didactic lecture through power	



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Budhera, Gurugram

<p>III</p>	<p>normal carbohydrates requirement</p>	<p>Caloric value</p> <p>Recommended daily allowance</p> <p>Dietary sources</p> <p>Functions</p> <p>Digestion,absorption,storage and metabolism of carbohydrates</p> <p>Malnutrition: deficiencies and over consumption</p>	<p>point presentation,</p> <p>Exhibit charts.</p>	
	<p>Describe the classification and requirements of fats</p>	<p>To cover the</p> <p>Classification</p> <p>Caloric value</p> <p>Recommended daily allowance</p> <p>Dietary sources</p> <p>Functions</p> <p>Digestion,absorption,storage and metabolism of carbohydrates</p> <p>Malnutrition: deficiencies and over consumption</p>	<p>Didactic lecture through power point presentation,</p> <p>Real food items.</p>	
<p>IV</p>	<p>Describe the classification and protein requirements</p>	<p>To cover the</p> <p>Classification</p> <p>Caloric value</p> <p>Recommended daily allowances</p> <p>Dietary sources</p> <p>Functions</p>	<p>Didactic lecture through power point presentation</p>	



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 Budhera, Gurugram

V	Explain the normal energy requirement and demonstrate skills in calculation BMR	<p>Digestion,absorption,storage and metabolism of carbohydrates</p> <p>Malnutrition: deficiencies and over consumption</p> <p>To cover the</p> <p>Unit of energy-kcal</p> <p>Energy requirements of different categories of people</p> <p>Measurement of energy</p> <p>Body mass index and basic metabolism</p> <p>Basal metabolism rate</p> <p>Determinates and factors affecting</p>	<p>Didactic lecture through power point presentation.</p> <p>Real food practical exercise.</p>	
VI	Describe the classification and daily requirement of vitamins	<p>To cover the</p> <p>Classification</p> <p>Caloric value</p> <p>Recommended daily allowances</p> <p>Dietary sources</p> <p>Functions</p> <p>Absorption,synthesis,metabolism,storage and excretion</p> <p>Deficiencies</p> <p>Hypervitamins</p>	<p>Didactic lecture through power point presentation.</p>	


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VII

	<p>Describe the classification of minerals and its daily requirements.</p>	<p>To cover the</p> <p>Classification</p> <p>Caloric value</p> <p>Recommended daily allowances</p> <p>Dietary sources</p> <p>Functions</p> <p>Absorption,synthesis,metabolism,storage and excretion</p> <p>Deficiencies</p> <p>Over consumption and toxicity</p>	<p>Didactic lecture through power point presentation.</p>	
	<p>Explain the regulation and metabolism of water and electrolytes in body.</p>	<p>To cover the</p> <p>Water: daily requirements, regulation of water metabolism ,distribution of body water</p> <p>Electrolytes: types,sources,composition of body fluids</p> <p>Maintance of fluid and electrolytes balance</p> <p>Over hydration and dehydration and water intoxication</p> <p>Electrolyte</p>	<p>Co-operative learning.</p> <p>Didactic lecture through power point presentation.</p>	

VIII	Describe the principles and various methods and preparation, preservation and storage of food.	<p>To cover the</p> <p>Principles, methods of cooking and serving</p> <p>Preservation of nutrients safe food handling-toxicity</p> <p>Storage of food</p> <p>Food preservation, food additives and its principles</p> <p>Prevention of food adulteration act</p> <p>Food standards</p> <p>Preparation of simple beverages and different type of food</p>	<p>Didactic lecture through power point presentation.</p> <p>Field visit in food processing unit.</p>	
IX	<p>Describe about therapeutic</p> <p>Diet and its planning and Budgeting.</p>	<p>To cover the</p> <p>Elements</p> <p>Food groups</p> <p>Recommended daily allowances</p> <p>Nutritive values of foods</p> <p>Calculation of balance diet for different categories of peoples</p> <p>Planning menu</p> <p>Budgeting of food</p> <p>Introduction to therapeutic diet naturopathy diets</p> <p>To cover the</p>	<p>Didactic lecture through power point presentation.</p> <p>Practical of planning therapeutic diet.</p>	


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<p>X.</p>	<p>Describe the community nutrition and role of nurse in educating the community peoples regarding nutritional programs.</p>	<p>National programs related to nutrition</p> <p>Vitamins- deficiency program</p> <p>National iodine deficiency disorders (IDD)program</p> <p>Mid-day meal program</p> <p>Integrated child development scheme (ICDS)</p> <p>National and international agencies working towards food /nutrition</p> <p>NIPCCD,CARE,FAO,NIN,CFTRI(central food technology and research institute)</p> <p>Assessment of nutritional status</p> <p>Nutrition education and role of nurse</p>	<p>Didactic lecture through power point presentation.</p> <p>Videos Indian nutrition</p> <p>Manuals.</p>	
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Sc. Nursing 2nd Year

COMMUNICATION & EDUCATIONAL TECHNOLOGY

Preamble

Educational technology is a wide field. Therefore, one can find many definitions, some of which are conflicting. Educational technology can be considered either as a design science or as a collection of different research interests addressing fundamental issues of learning, teaching and social organization. Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources. As a field, educational technology emphasizes communication skills and approaches to teaching and learning through the judicious use and integration of diverse media. Scholars in the field examine the uses of innovative media and technologies for education, examining all aspects from direct student learning to management and impacts on institutions. As in all forms of applied technology, the field studies how theoretical knowledge and scientific principles can be applied to problems that arise in a social context. Information and **communication technologies** (ICTs) used in the health sector have well-known advantages. They can promote patient-centered healthcare, improve quality of care, and educate health professionals and patients. ... The use of ICTs by **nurses** can have impacts in their practice.

Goal

Communication & educational technology is essential to prepare nurses to improve the teaching and



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learning process 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 be able to:

1. Describe the communication process
2. Identify techniques of effective communication
3. Establish effective inter- personal relations the patients, families & coworkers.
4. Develop effective human relations in context of nursing
5. Develop basic skills of counseling and guidance
6. Describe the philosophy & principles of education.
7. Explain the teaching learning process
8. Demonstrate teaching skill using various teaching methods in clinical, classroom and community settings.
9. Prepare and use different types of educational media effectively
10. Prepare different types of questions for assessment of knowledge, skills and attitudes.
11. Teaching individuals, group and communities about health with their active participation.

Duration : 1 years

Medium of Instruction and Examination : English

Eligibility Criteria for Admission:

Eligibility for Admission:

1. Educational requirement: is the passing of Higher Secondary school certificate examination (12 years course) with science or senior school certificate examination (10+2), pre degree examination (10+2)

or

Any other exam equivalent to 12 years schooling from a recognized board or university with science (Physics, Chemistry, Biology) and English with minimum of 45% aggregate marks (PCBE)

2. Age 17 years on or before 31st December of the year of the admission.
3. Students shall be physically and mentally fit.
4. Possess good moral character as certified by principal of the institute college last attended.

2. **Medium of Instruction** : English

3. **Eligibility for Appearing in the Examination:**


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- (i) A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of the each subject for appearing for examination.
- (ii) A candidate must have 100% attendance in each of the practical areas before award of degree.

1. INTAKE CAPACITY:

100 Seats per year

CAREER OPPORTUNITIES:

- Nurse educators
- Researcher
- Administrator
- Practitioner
- Manager
- Planner
- Policy maker
- Counselor

FEE STRUCTURE:

Rs 150000 per year, the examination fees will be decided by the university.

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 inservice education programme.
4. Conduct at least one counselling session.
5. Prepare rotation plans.



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TEACHING AND CLINICAL HOURS

Total hours of instructions is Theory 90hrs.

Method of Teaching

- Lecture cum discussion
- Demonstration/return demonstration
- Seminar/presentation
- Project work
- Field visits

Method of Evaluation

- Tests
- Presentation
- Project work
- Written assignments

Internal Assessment

Techniques

Test- (2 test)	50
Assignment	25
Seminar/ presentation	25

Practical- Internal assessment

Learning resource material	25
Practice teaching	50
Conduct workshop/short term course	25

Practical-external assessment

Practice teaching-1	50
Preparation/use of learning resource material	25
Construction of tests/ rotation plan	25


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Nursing Foundations

Preamble

The Course is designed to enable students to enhance ability to comprehend spoken and written English (and use English) required for effective communication in their professional work, Students will practice their skills in verbal and written English during clinical and classroom experiences.

Objectives

- Speak and write grammatically correct English
- Develop ability to read, understand and express meaningfully, the prescribed text.
- Develop writing skills
- Develop skill in English
- Develop skill in listening comprehension

Duration

One year program (full time experiential rotations in various aspects of professional practice in the field)

Eligibility

Higher Secondary school certificate examination (12 years course) with science or senior school certificate examination (10+2),

or

Any other exam equivalent to 12 years schooling from a recognized board or university with science (Physics, Chemistry, Biology) and English with minimum of 45% aggregate marks (PCBE)

at the time of the admission.

Principal of the institute college last attended.


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Intake capacity:100 seats per year

Career opportunities

Nurses work in all types of settings where there is a need for health care in communities, cities, and rural areas locally and globally, such as hospitals, community agencies, ambulatory care offices, home care settings, nursing homes, occupational settings, schools, public health clinics, veterans organizations, and government agencies.

Nursing work involves a broad range of health care activities, from health promotion and administration to palliation, across a broad array of health care delivery settings from acute care to long-term care, rehabilitation and community-based settings.

Core department

Medical Surgical Nursing Department, Faculty of Nursing, SGT University, Gurugram, Haryana

Fee structure

Rs. 1,50,000 per year. The examination fee will be decided by the university.

Teaching strategies

- Demonstrate use of dictionary
- Class-room conversation
- Exercise on use of Grammar
- Practice in public speaking
- Exercise on: - Reading, Summarizing, Comprehension
- Exercises on writing: Letter writing, Nurses notes, Precis, Diary, Anecdote, Health problems
- Story writing
- Resume/CV
- Essay writing
- Discussion on written reports/documents
- Exercise on: Debating, Participating in seminar, panel, symposium
- ☐☐Telephonic conversation

Subject distribution:

The subject will be for 1 year duration. The topics covered under theory training are as follows

Unit	Topic	Hours
6.	Review of Grammar	10
7.	Read and comprehend prescribed course books	30
8.	Various forms of composition	10
9.	Spoken English	6
10.	Listening Comprehension	4


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Referneces

Syllabus books

1. David (MT), English for Professional Nursing, BI Publications Pvt. Ltd., Chennai, 2007.
2. Meena, English
3. Sidhu, *An Intensive Course in English – A Remedial Work Book*, Orient Longman Publication.
4. Jain, R. C., *English Grammar and Composition*,

Scheme of examination: According to Indian Nursing Council

English subject will consist of 3 sessional examination and 1 final examination. Minimum Pass marks for all other subjects shall be 40% for English only. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory for appearing for examination.

Eligibility (for appearing in the examination)

4. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of each subject for appearing for examination.

Assessment:-

The student assessment will consist of 2 parts.

(1) Internal assessment

(2) external assessment.

The total of internal assessment marks and external assessment marks will be considered while doing the final assessment of the student.

		External		Internal		Total
Sub. Code		Subject		Assessment		
		75		25		100
		Hours	Internal	External	Total	
BBN06	English	3	25	75	100	

English
h
Placem
ent: B.
Sc.

Nursing 1st year

Hours of Instruction

60 hours

S. No	TOPIC	DOMAIN	HRS
35.	<ul style="list-style-type: none">Review of GrammarRemedial study of GrammarBuilding vocabularyPhoneticsPublic speaking	<ul style="list-style-type: none">Nice to knowDesirable to knowMust knowMust knowDesirable to know	10


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36.	Read and comprehend prescribed course books	Desirable to know	30
37.	Various forms of composition <ul style="list-style-type: none"> • Letter writing • Note taking • Precis writing • Nurses notes • Anecdotal records • Diary writing • Reports on health problems etc. • Resume/CV 	<ul style="list-style-type: none"> • Must know • Must know • Must know • Must know • Must know • Desirable to know • Must know • Must know 	10
38.	<input type="checkbox"/> <input type="checkbox"/> Spoken English <input type="checkbox"/> <input type="checkbox"/> Oral report <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Debate <input type="checkbox"/> <input type="checkbox"/> Telephone conversation	<ul style="list-style-type: none"> • Desirable to know • Must know • Nice to know • Nice to know • Desirable to know 	6
39.	Listening Comprehension <input type="checkbox"/> <input type="checkbox"/> Media, audio, video, speeches etc.,	<ul style="list-style-type: none"> • Must know 	4

References

1. David (MT), English for Professional Nursing, BI Publications Pvt. Ltd., Chennai, 2007.


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S.No	Topic	Learning Objectives (At the end of the session the student should be able to)	Teaching guidelines	Methodology	Time
1	<ul style="list-style-type: none"> Review of Grammar Remedial study of Grammar Building vocabulary Phonetics Public speaking 	Speak and write grammatically correct English.	To review Grammar, Build vocabulary, Phonetics, and develop skill of Public speaking	<ul style="list-style-type: none"> Demonstrate use of dictionary Class-room conversation Exercise on use of Grammar Practice in public speaking 	10 hrs
2	Read and comprehend prescribed course books.	Develop ability to read, understand and express meaningfully, the prescribed text	To read and comprehend content from prescribed course books.	Exercise on: <ul style="list-style-type: none"> - Reading - Summarizing - Comprehension 	30 hrs
3	Various forms of composition <ul style="list-style-type: none"> Letter writing Note taking Precis writing Nurses notes Anecdotal records Diary writing Reports on health problems etc. Resume/CV 	Develop writing skills	Teach, discuss and practice composition of Letter writing, note taking, Precis writing, Nurses notes, Anecdotal records, Diary writing, Reports on health problems and Resume/CV	Exercises on writing <ul style="list-style-type: none"> Letter writing Nurses notes Precis Diary Anecdote Health problems Story writing Resume/CV Essay writing Discussion on written reports/documents 	10 hrs
4	<input type="checkbox"/> <input type="checkbox"/> Spoken English <input type="checkbox"/> <input type="checkbox"/> Oral report <input type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Debate <input type="checkbox"/> <input type="checkbox"/> Telephone	<input type="checkbox"/> <input type="checkbox"/> Develop skill in English	To study and practice spoken English, Oral report, Discussion, Debate, Telephone conversations.	Exercise on: <ul style="list-style-type: none"> Debating Participating in seminar, panel, symposium Telephonic conversation 	6 hrs

	conversation				
5	<input type="checkbox"/> <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> <input type="checkbox"/> Media, audio, video, speeches etc.,	<input type="checkbox"/> <input type="checkbox"/> Develop skill in listening comprehension	<input type="checkbox"/> <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> <input type="checkbox"/> Media, audio, video, speeches etc.,	- Exercise on: Listening to audio, video tapes and identify the key points	4 hrs

2. Meena, English

3. Sidhu, *An Intensive Course in English – A Remedial Work Book*, Orient Longman Publication.

4. Jain, R. C., *English Grammar and Composition*,

External Evaluation: -

Question paper setting: -

As a routine, Question paper shall consist of 3 part:

7. Long Essay :

Question paper shall consist of 3 Question out of which 2 long answer questions are compulsory. Each long answer question might be further divided into 2- 3 parts. Eg: communication process, Nurse patient relationship, Health Care settings.

Applied questions may be asked. Student is required to anticipate the patient's requirements and has to answer the questions appropriately. No negative markings will be given.

8. Short Essay :

Question paper shall consist of 8 Question out of which 7 Short essays are compulsory. Each question will consist of 5 marks each. The questions will be theory based and direct. No applied questions will be asked and no negative markings will be given.

9. Short Answers:

Question paper shall consist of 10 Questions. They can be MCQs, Fill In the blanks, define, true and false and single response type questions. Student shall be required to answer every Question. No negative markings will be given.


 Dean
 Faculty of Nursing
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 Budhera, Gurugram

A candidate has to pass in theory and practical exam separately in both internal and external of each paper. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).

Environmental Studies

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 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.



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Budhera, Gurugram

6. Striving to attain harmony with Nature.

Duration

One year program

Eligibility

Higher Secondary school certificate examination (12 years course) with science or senior school certificate examination (10+2),

or

Any other exam equivalent to 12 years schooling from a recognized board or university with science (Physics, Chemistry, Biology) and English with minimum of 45% aggregate marks (PCBE)

in the year of the admission.

Principal of the institute/college last attended.

Intake capacity: 100 seats per year

Career opportunities

Nurses work in all types of settings where there is a need for health care in communities, cities, and rural areas locally and globally, such as hospitals, community agencies, ambulatory care offices, home care settings, nursing homes, occupational settings, schools, public health clinics, veterans organizations, and government agencies.

Nursing work involves a broad range of health care activities, from health promotion and administration to palliation, across a broad array of health care delivery settings from acute care to long-term care, rehabilitation and community-based settings.

Core department

Medical Surgical Nursing Department, Faculty of Nursing, SGT University, Gurugram, Haryana

Fee structure

Rs. 1,50,000 per year. The examination fee will be decided by the university.

Teaching strategies

The curriculum is based on both clinical and public health sectors of the society. The major focus is on individuals rather than population aggregates. Students are prepared to participate in a multidisciplinary approach to planning, implementing and evaluating programs and services for client health and safety.

It is assumed that there will be approximately 50 hrs in the 1 year period of this course subject.

Subject distribution:

The subject will be for 1 year duration. The topics covered under theory training are as follows


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SGT University
Budhera, Gurugram

Unit	Topic	Hours
11.	The multidisciplinary nature of environmental studies	2
12.	Natural Resources	8
13.	Concept of an ecosystem	6
14.	Biodiversity and its conservation	8
15.	Environmental pollution	8
16.	Social Issues and the environment:	7
17.	Human population and the environment	6
18.	Field Work	5
	TOTAL	50

Referneces

1. Agarwal, K.C. Environmental Biology. Bikaner: Nidi Publ., 2001
2. Bharucha, Erach. The Biodiversity of India. Ahmeccadabad: Mapin Publishing.
3. Brunner, R.C. Hazardous Waste Incineration. New York: McGraw Hill, 1989.
4. Clark, R.S. Marine Pollution. Oxford: Clanderson Press.
5. Chnningham, W.P., T.H. Cooper, E. Gorhani. Hepworth. M.T.Environmental Encyclopedia. Mumbai: Jaico Publishing House.
6. De, A.K. Environmental Chemistry. Wiley Eastern, 2001.
7. Centre for Science and Environment. Down to Earth.
8. Gleick, H.P., Water in crisis. Pacific Institute for Studies in Dev. Environment &Security. Stockholm Env. Institute. Oxford: Oxford Univ. Press.
9. Hawkins, R.E. Encyclopedia of India Natural History. Bombay: Bombay Natural History Society.
10. Heywood, V.H and R.T. Waston. Global Biodiversity Assessment. Cambridge: Cambridge Univ. Press.
11. Jadhav, H & V.M. Bhosale. Environmental Protection and Laws. Delhi: Himalaya Pub. House.
12. McKinney, M.L. & School, R.M. Environmental Science system & solution. Web enhanced ed.
13. Mhaskar, A.K. matter Hazardous. Techno-Science Publication.
14. Miller, T.G., Jr. Environmental Science. Wadworth Publishing.
15. Odum, E.P. Fundamentals of Ecology. Philadelphia. W.B. Saunders.
16. Rao, M. N ., A.K. Datta. Waste water treatment. New Delhi: Oxford & IBH.
17. Sharma, B.K. Environmental Chemistry. Meerut: Geol Publ. House.
18. Survey of the Environment. The Hindu.
19. Townsend, C., J.Harper, and Begon, Michael. Essentials of Ecology. Blackwell Science

Scheme of examination: According to Indian Nursing Council

Subject will consist of 3 sessional examination and 1 final examination. Minimum Pass marks for all other subjects shall be 50% in each. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory for appearing for examination.

Eligibility (for appearing in the examination)

5. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of each subject for appearing for examination.

Assessment:-


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The student assessment will consist of 2 parts.

(1) Internal assessment

(2) external assessment.

The total of internal assessment marks and external assessment marks will be considered while doing the final assessment of the student.

External	Internal	Total
75	25	100

Subject	Assessment			
	Hours	Internal	External	Total
Nursing Foundations	3	25	75	100

**External
Evaluation: -**

**Question
paper setting:**

As a routine, Question paper shall consist of 3 part:

10. Long Essay :

Question paper shall consist of 3 Question out of which 2 long answer questions are compulsory. Each long answer question might be further divided into 2- 3 parts. Eg: communication process, Nurse patient relationship, Health Care settings.

Applied questions may be asked. Student is required to anticipate the patient's requirements and has to answer the questions appropriately. No negative markings will be given.

11. Short Essay :

Question paper shall consist of 8 Question out of which 7 Short essays are compulsory. Each question will consist of 5 marks each. The questions will be theory based and direct. No applied questions will be asked and no negative markings will be given.

12. Short Answers:

Question paper shall consist of 10 Questions. They can be MCQs, Fill In the blanks, define, true and false and single response type questions. Student shall be required to answer every Question. No negative markings will be given.

A candidate has to pass in theory and practical exam separately in both internal and external of each paper. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).


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Environmental studies

Placement: B. Sc. Nursing 2nd year
Hours of Instruction

Theory 50 hours

S. No	TOPIC	DOMAIN	HRS
40.	The multidisciplinary nature of environmental studies	Desirable to know	2
41.	Natural Resources <ul style="list-style-type: none"> • Forest resources • Water resources • Mineral resources • Food Resources • Energy resources • Land resources 	<ul style="list-style-type: none"> • Must know • Must know • Must know • Must know • Must know • Must know 	8
42.	<ul style="list-style-type: none"> • Concept of an ecosystem • Structure and function of an ecosystem • Procedures, consumers and decomposers • Energy flow in the ecosystem • Ecological succession • Food chains, food webs ecological pyramids • Introduction, types, characteristic feature, structure and function 	<ul style="list-style-type: none"> • Must know • Must know • Must know • Must know • Must know • Must know • Must know • Nice to know 	6
43.	Biodiversity and its conservation <ol style="list-style-type: none"> 1. Introduction- Definition: genetic, species and ecosystem diversity 2. Biogeographically classification of India 3. Value of diversity: consumptive use, productive use, social, ethical, aesthetic and option value 4. Biodiversity at global, National and local levels 5. India as a mega-diversity nation 6. Hot –spot of diversity 7. Threat to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts 8. Endangered and endemic species of India 9. Conservation of biodiversity: In- situ and Ex-situ conservation of biodiversity 	<ul style="list-style-type: none"> • Must know • Must know • Must know • Must know • Nice to know • Must know • Must know • Must know • Must know 	8
44.	Environmental pollution <ol style="list-style-type: none"> 1. Definition 2. Cause, effects and control measures of: <ol style="list-style-type: none"> a. Air pollution b. Water pollution c. Soil [pollution d. Marine pollution 	<ul style="list-style-type: none"> • Must know • Must know 	8


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 Faculty of Nursing
 SGT University
 Budhera, Gurugram

	e. Noise pollution f. Thermal pollution g. Nuclear pollution 3. Solid waste Management: Causes, effects and control measures of urban and industrial wastes. 4. Role of an individual in prevention of pollution 5. Pollution case studies 6. Disaster management: floods, earthquake, cyclone and landslides	<ul style="list-style-type: none"> • Must know • Must know • Must know • Must know 	
45.	Social Issues and the environment: <ol style="list-style-type: none"> 1. From unsustainable to sustainable development 2. Urban problems related to energy 3. Water conservation, rain water harvesting, watershed management 4. Resettlement and rehabilitation of people, its problem and concerns. Case studies 5. Environmental ethics: Issues and possible solutions 6. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies 7. Wasteland reclamation 8. Consumerism and waste products 9. Environment protection Act 10. Air(Prevention and control pollution)Act 11. Water(Prevention and control pollution) Act 12. Wildlife protection Act 13. Forest Conservation Act 14. Issues involved in enforcement of environment legislation 15. Public awareness 	<ul style="list-style-type: none"> • Must know • Nice to know • Must know • Must know • Must know • Must know • Must know • Must know • Must know • Must know • Must know • Must know • Must know • Must know 	7
46.	Human population and the environment <ol style="list-style-type: none"> 1. Population growth, variation among nations 2. Population explosion- family welfare programme 		6


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Budhera, Gurugram

	3. Environment and human health 4. Human rights 5. Value education 6. HIV/AIDS 7. Women child welfare 8. Role of Information technology in environment and human health 9. Case studies	<ul style="list-style-type: none"> • Must know • Must know • Must know • Must know • Must know • Must know • Must know • Must know • Must know 	
47.	Field Work <ol style="list-style-type: none"> 1. Visit to a local area to document environment asserts- river/forest/grassland/hill/mountain 2. Visit to a local polluted site- urban/rural/industrial/ agriculture 3. Study of common plants, insects, birds 4. Study of simple ecosystems-pond, river, hill, slopes, etc 	<ul style="list-style-type: none"> • Nice to know • Desirable to know • Must know • Nice to know 	5

Environmental Studies

Placement: B. Sc. Nursing 2ndYear
Hours of Instruction

Theory: 50 hours

S. N O	CONTENT OF TOPICS	LEARNING OBJECTIVES (at the end of the session the student should be able to)	TEACHING OBJECTIVES	MET HO DOL OG Y	TIM E
1	Content: The multidisciplinary nature of environmental studies: <ol style="list-style-type: none"> 1. Definition, scope and importance 2. Need for public awareness 	<ol style="list-style-type: none"> 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 	2hrs


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SGT University
Budhera, Gurugram

				<p>health , cause s and risk factor s for illnes s.</p> <ul style="list-style-type: none"> • Integr ated vertic al teachi ng on body defen ses and illnes s behav ior. 	
2	<p>Natural Resources:</p> <p>Renewable and Non-renewable resources:</p> <ol style="list-style-type: none"> 1. Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. 2. Water resources: use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. 3. Mineral resources: use and exploitation, environmental effects of extracting and using mineral resources, case studies. 4. Food Resources: World food problems, Changes caused by agriculture and overgrazing, Effect of modern agriculture, 	<ol style="list-style-type: none"> 1. Discuss on forest resources 2. Discuss on water resources 3. Discuss on mineral resources 4. Discuss on food resources 5. Discuss on energy resources 6. Discuss on land resources 	<p>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.</p> <p>Water resources: use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. Mineral resources: use and exploitation, environmental</p>	<ul style="list-style-type: none"> • Didac tic lectur e throu gh Powe rPoint proje ctions . • Teach ers semin ar on histor y of Nursi ng in India. • Intera 	8hrs


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 Budhera, Gurugram

	<p>Fertilizer-pesticide problems, Water logging, salinity, Case studies</p> <p>5. Energy resources: growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, case studies.</p> <p>6. Land resources: land as a resource, land degradation, man induced landslides, soil erosion and desertification</p> <ul style="list-style-type: none"> • Role of an individual in conservation of natural resources. • Equitable use of resources for sustainable lifestyle. 		<p>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>ctive session with students regarding environmental resources.</p>	
3	<ol style="list-style-type: none"> 1. Concept of an ecosystem 2. Structure and function of an ecosystem 3. Procedures, consumers and decomposers 4. Energy flow in the ecosystem 5. Ecological succession 6. Food chains, food webs ecological pyramids 7. Introduction, types, characteristic feature, structure and function of the following ecosystem: <ol style="list-style-type: none"> a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystem (ponds, stream, lakes, rivers, oceans, estuaries) 	<ol style="list-style-type: none"> 1. Describe ecosystem 2. List the functions of ecosystem 3. Describe the function of ecosystem 	<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 succession, Food chains, food webs ecological pyramids, introduction, types, characteristic feature, structure and</p>	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections . • Visit to local Hospital 	6hrs


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

			function of the following ecosystem: Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem (ponds, stream, lakes, rivers, oceans, estuaries)	<ul style="list-style-type: none"> • Student seminar on admission discharge procedure. 	
4	Biodiversity and its conservation 10. Introduction- Definition: genetic, species and ecosystem diversity 11. Biogeographically classification of India 12. Value of diversity: consumptive use, productive use, social, ethical, aesthetic and option value 13. Biodiversity at global, National and local levels 14. India as a mega-diversity nation 15. Hot –sport of diversity 16. Threat to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts 17. Endangered and endemic species of India 18. Conservation of biodiversity: In- situ and Ex-situ conservation of biodiversity	1. Describe genetic, species and ecosystem diversity. 2. Describe biodiversity at local, national and global levels. 3. Discuss on conservation of biodiversity	To teach and discuss on Biodiversity and its conservation 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 at global, National and local levels, India as a mega-diversity nation, Hot –sport of diversity, Threat to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, Endangered and endemic species of India, Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections • Role play and video film on the nurses interacting with the patient • Problem based learning 	8hrs
5	Environmental pollution 7. Definition	1. Define environmental	To teach and discuss on environmental		8hrs


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Faculty of Nursing
SGT University
Budhera, Gurugram

	<p>8. Cause, effects and control measures of:</p> <p>h. Air pollution</p> <p>i. Water pollution</p> <p>j. Soil [pollution</p> <p>k. Marine pollution</p> <p>l. Noise pollution</p> <p>m. Thermal pollution</p> <p>n. Nuclear pollution</p> <p>9. Solid waste Management: Causes, effects and control measures of urban and industrial wastes.</p> <p>10. Role of an individual in prevention of pollution</p> <p>11. Pollution case studies</p> <p>12. Disaster management: floods, earthquake, cyclone and landslides</p>	<p>pollution</p> <p>2. List the causes of environmental pollution</p> <p>3. Discuss on solid waste management</p> <p>4. Discuss on role of individua in managing pollution</p> <p>5. Discuss on disaster management</p>	<p>pollution Definition, Cause, effects and control measures of: Air pollution, 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</p>	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections . • Simulated learning 	
6	<p>Social Issues and the environment:</p> <p>16. From unsustainable to sustainable development</p> <p>17. Urban problems related to energy</p> <p>18. Water conservation, rain water harvesting, watershed management</p> <p>19. Resettlement and rehabilitation of people, its problem and concerns. Case studies</p> <p>20. Environmental ethics: Issues and possible solutions</p> <p>21. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies</p> <p>22. Wasteland reclamation</p> <p>23. Consumerism and waste products</p> <p>24. Environment protection Act</p> <p>25. Air(Prevention and control pollution)Act</p> <p>26. Water(Prevention and control pollution) Act</p> <p>27. Wildlife protection Act</p> <p>28. Forest Conservation Act</p> <p>29. Issues involved in enforcement of environment legislation</p> <p>30. Public awareness</p>	<p>1. Discuss on water conservation</p> <p>2. Discuss on global warming</p> <p>3. Discuss on air prevention and control pollution act</p> <p>4. Discuss on wasteland redemption</p> <p>5. Discuss on wild life protection act</p>	<p>To teach and discuss on Social Issues and the environment:</p> <p>From unsustainable to sustainable development, Urban problems related to energy, Water conservation, rain water 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</p>	<ul style="list-style-type: none"> • Didactic lecture through PowerPoint projections . • Simulated learning on recording and reporting. • Stude 	7hrs


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 Budhera, Gurugram

			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	nt seminar	
7	Human population and the environment <ol style="list-style-type: none"> 10. Population growth, variation among nations 11. Population explosion- family welfare programme 12. Environment and human health 13. Human rights 14. Value education 15. HIV/AIDS 16. Women child welfare 17. Role of Information technology in environment and human health 18. Case studies 	<ol style="list-style-type: none"> 1. Discuss on population explosion 2. List the human rights 3. Explain value education 4. 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 • Super 	6hrs


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 Budhera, Gurugram

				vised clinic al practi ce	
3	Field Work <ol style="list-style-type: none"> 5. Visit to a local area to document environment asserts- river/forest/grassland/hill/mountain 6. Visit to a local polluted site- urban/rural/industrial/ agriculture 7. Study of common plants, insects, birds 8. Study of simple ecosystems-pond, river, hill, slopes, etc 	1. Brief on ecosystem	<p>To visit local area to document environment asserts- river/forest/grassland /hill/mountain</p> <p>Visit to a local polluted site- urban/rural/industrial / agriculture</p> <p>Study of common plants, insects, birds</p>	<ul style="list-style-type: none"> • Simulated learning regarding health assessment. • Didactic lecture through PowerPoint projections regarding abnormal findings • Supervised clinical practice 	5hrs

Text book:


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8. Agarwal, K.C. Environmental Biology. Bikaner: Nidi Publ., 2001
9. Bharucha, Erach. The Biodiversity of India. Ahmedabad: Mapin Publishing.
10. Brunner, R.C. Hazardous Waste Incineration. New York: McGraw Hill, 1989.
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13. De, A.K. Environmental Chemistry. Wiley Eastern, 2001.
14. Centre for Science and Environment. Down to Earth.
15. Gleick, H.P., Water in crisis. Pacific Institute for Studies in Dev. Environment & Security. Stockholm Env. Institute. Oxford: Oxford Univ. Press.
16. Hawkins, R.E. Encyclopedia of India Natural History. Bombay: Bombay Natural History Society.
17. Heywood, V.H and R.T. Weston. Global Biodiversity Assessment. Cambridge: Cambridge Univ. Press.
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20. Mhaskar, A.K. matter Hazardous. Techno-Science Publication.
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22. Odum, E.P. Fundamentals of Ecology. Philadelphia. W.B. Saunders.
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24. Sharma, B.K. Environmental Chemistry. Meerut: Geol Publ. House.
25. Survey of the Environment. The Hindu.
26. Townsend, C., J. Harper, and Begon, Michael. Essentials of Ecology. Blackwell Science
27. Fuller, Health Assessment: Nursing Approach, Lippincott, 3rd Edition
28. Ackley (BJ), Nursing Diagnosis Hand book: An evidence based guide to planning care, Mosby, 8th Edition
29. Craven, Fundamentals of Nursing: Human health & function, LWW, 5th Edition



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Computers

Preamble –

A computer is a device that can be instructed to carry out an arbitrary set of arithmetic or logical operations automatically. The ability of computers to follow generalized sequences of operations, called programs, enable them to perform a wide range of tasks.

Such computers are used as control systems for a very wide variety of industrial and consumer devices.

Goal –

To develop basic understanding of uses of computer and its applications in nursing.

DURATION

- One year

ELIGIBILITY

- The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought.
- Minimum education:
 - 10+2 class passed with Science (PCB) & English Core/English Elective with aggregate of 45% marks from recognized board under AISSCE/CBSE/ICSE/SSCE/HSCE or other equivalent Board.
- Student shall be medically fit.
- Students appearing in 10+2 examination in Science conducted by National Institute of Open School with 45% marks.
- Student shall be admitted once in a year.

INTAKE CAPACITY: 100 seats per year



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sno	Topic	Hours
1	Introduction <input type="checkbox"/> <input type="checkbox"/> Concepts of computers <input type="checkbox"/> <input type="checkbox"/> Hardware and software trends and technology <input type="checkbox"/> <input type="checkbox"/> Application of computers in nursing	3
2	Introduction to disk operating system - DOS - Windows (all version) <input type="checkbox"/> <input type="checkbox"/> Introduction - MS word - MS- excel with pictorial presentation - MS-access - MS-PowerPoint	26
3	<input type="checkbox"/> <input type="checkbox"/> Multi media: types and uses <input type="checkbox"/> <input type="checkbox"/> Computer aided teaching and testing	5
4	<input type="checkbox"/> <input type="checkbox"/> Use of internet and email	4
5	Statistical packages :types and their features	4
6	Hospital management systems : types and uses	3

References –

1. Jain (NC), computers for nurses, AIBTS publishers.

Curriculum for computers domains –


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S NO	Topic	DOMAIN	Hours
1	Introduction <input type="checkbox"/> <input type="checkbox"/> Concepts of computers <input type="checkbox"/> <input type="checkbox"/> Hardware and software trends and technology <input type="checkbox"/> <input type="checkbox"/> Application of computers in nursing	<ul style="list-style-type: none"> • MUST TO KNOW • DEIRABLE TO KNOW • NICE TO KNOW 	3
2	Introduction to disk operating system - DOS - Windows (all version) <input type="checkbox"/> <input type="checkbox"/> Introduction - MS word - MS- excel with pictorial presentation - MS-access - MS-PowerPoint	<ul style="list-style-type: none"> • MUST TO KNOW • DEIRABLE TO KNOW • NICE TO KNOW 	26
3	<input type="checkbox"/> <input type="checkbox"/> Multi media: types and uses <input type="checkbox"/> <input type="checkbox"/> Computer aided teaching and testing	<ul style="list-style-type: none"> • MUST TO KNOW • DEIRABLE TO KNOW • NICE TO KNOW 	5
4	<input type="checkbox"/> <input type="checkbox"/> Use of internet and email	<ul style="list-style-type: none"> • MUST TO KNOW • DEIRABLE TO KNOW • NICE TO KNOW 	4
5	Statistical packages :types and their features	<ul style="list-style-type: none"> • MUST TO KNOW • DEIRABLE TO KNOW • NICE TO KNOW 	4
6	Hospital management systems : types and uses	<ul style="list-style-type: none"> • MUST TO KNOW • DEIRABLE TO KNOW 	3


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		<ul style="list-style-type: none"> NICE TO KNOW 	
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CURRICULUM PLNNING for computers

Total hour-s 45

S N O	Topic	Learning objectives (at the end of this session group will able to)	Teaching learning activities	Methodology	Hours
1	Introduction <ul style="list-style-type: none"> □ □ Conc epts of computer s □ □ Hard ware and software trends and technolog y 	Identify & define various concepts used in computer in nursing. □ □ Identify application of computer in nursing.	To teach and discuss about the Identify & define various concepts used in computer in nursing	Lectur e discus sion. □ □ de monstr ation	3


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	☐☐Application of computers in nursing				
2	<p>Introduction to disk operating system</p> <p>- DOS</p> <p>- Windows (all version)</p> <p>☐☐Introduction</p> <p>- MS word</p> <p>- MS- excel with pictorial presentation</p> <p>- MS-access</p> <p>- MS-PowerPoint</p>	<p>Describe and use the disk operating system</p> <p>☐☐Demonstrates skill in the use of MS Office</p>	To teach and discuss about disk operating system	<p>Lecture discussion.</p> <p>☐☐demonstration</p> <p>Lecture discussion.</p> <p>☐☐demonstration</p> <p>Practic session</p>	26
3	<p>☐☐Multi media: types and uses</p> <p>☐☐Computer aided teaching and testing</p>	<p>Demonstrates skill in using multi media</p> <p>☐☐Identify features of computer aided teaching and testing</p>	To teach and discuss about the multimedia.	<p>Lecture discussion.</p> <p>☐☐demonstration</p>	5


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4	□□ Use of internet and email	Demonstrate use of internet and email	To teach and discuss about internet and mail	Lecture discussion. □□ demonstration	4
5	Statistical packages :types and their features	Describe and use the statistical packages	To teach and discuss about and use the statistical packages	Lecture discussion. □□ demonstration	4
6	Hospital management systems : types and uses	Describe the use of hospital management system	To teach and discuss about the use of hospital management system	Lecture discussion. □□ demonstration	3


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COMMUNICATION AND EDUCATIONAL TECHNOLOGY

Placement: B.Sc. Nursing 2nd Year

Hours of Instruction

Time Theory 90 Hours

S.NO	TOPIC	DOMAIN	HRS
1	Introduction to Education: <ul style="list-style-type: none">• Review of Communication Process• Process: elements and chance• Facilitators• Barriers and methods of overcoming Techniques	Must to know Desirable to know Desirable to know Must to know	5 hrs
2	Interpersonal relations <ul style="list-style-type: none">• Purpose & types• Phases	Must know Desirable to know	5hrs


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	<ul style="list-style-type: none"> Barriers & methods of overcoming Johari Window 	Must to know Nice to know	
3	Human Relation <ul style="list-style-type: none"> Understanding self motivation, social attitudes Individual and groups Groups & individual Human relations in context of nursing Group dynamics Team work 	Desirable to know Must to know Nice to know Desirable to know Desirable to know Must to know	5 hrs
4	- Guidance & counseling <ul style="list-style-type: none"> ✓ Definition ✓ Purpose, scope and need ✓ Basic principles ✓ Organization of counseling services ✓ Types of counseling approaches ✓ Role and presentation of counselor ✓ Issues for counseling in Nursing: studies and practitioners ✓ Counseling process-steps & technique stools of counselor ✓ Managing disciplinary problems ✓ Management of crisis & referral 	Desirable to know Must to know Desirable to know Desirable to know Must to know Desirable to know Must to know Desirable to know Desirable to know Must to know	10
5	Philosophy of Education <ul style="list-style-type: none"> ➤ Factors influencing development of philosophy of nursing Education ➤ Teaching Learning Process ➤ Nature and characteristics of learning ➤ Principles and maxims of learning ➤ Formulating Objectives ➤ Lesson planning 	Must to know Desirable to know Nice to know Desirable to know Nice to know Desirable to know	10hrs
6	Methods of teaching <ul style="list-style-type: none"> ➤ Teaching methods ➤ Lecture ➤ Discussion ➤ Demonstration ➤ Group discussion 	Must to know must to know must to know must to know must to know	10


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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. <p>Clinical teaching methods:</p> <ul style="list-style-type: none"> ➤ Case methods ➤ case presentation ➤ nursing rounds and reports ➤ bedside clinic ➤ conference (individual and group) ➤ recording of interaction process. 	<p>must to know Must to know Must to know must to know must to know must to know must to know Must to know Must to know</p> <p>Must to know Must to know Must to know Must to know Must to know Must to know</p>	
7	<p>Educational media</p> <ul style="list-style-type: none"> ➤ Purposes and types of audio-visual aids. ➤ Graphics aid: chalk-board, charts, graphs, posters, flash cards, flannel graph/khadigraph, bulletiri, cartoon, ➤ Three dimensional aids: objects:' specimen, models, puppets. ➤ Printed aids: pamphlets and leaflets ➤ Projected aids: slides, films and televisions, VCR 	<p>Must to know Desirable to know</p> <p>Must to know</p> <p>Desirable to know Must to know</p>	8 hrs
8	<p>Methods of assessment</p> <ul style="list-style-type: none"> ➤ Purpose and scope of evaluation and assessment ➤ Criteria for selection of assessment techniques and methods ➤ Assessment of knowledge: essay type question, SAQ (Short Answer Questions), MCQ (multiple choice questions), ➤ Assessment of skills: Observation, Check list. Practical Examination, Viva, Objective structured clinical examination. ➤ Assessment of attitude: Attitude scale. 	<p>Must to know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Desirable to know Must to know</p> <p>Desirable to know</p>	5
9	<p>Information, Education & communication for health (IEC)</p>	<p>Must to know</p>	5 hrs


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	<ul style="list-style-type: none"> ✓ Health behaviour and health education ✓ Planning for health education ✓ Health education with individuals, groups & communities ✓ Communicating health messages ✓ Methods & media for communicating health messages 	Desirable to know Desirable to know Must to know Must to know	
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COMMUNICATION AND EDUCATIONAL TECHNOLOGY

CURRICULUM PLANNING

Placement- B.Sc. **Nursing** **Second** **year**
Time Theory – 90 hour

Course Description:- This course is designed to help the students acquire an understanding of the principles and methods of communication a teaching. It helps to develop skills in communicating effectively, maintaining effective interpersonal relations, teaching individuals and groups in clinical, community health and educational settings

General Objective:- At the end of the course, the students will be able to describe the Nursing education process, its concept, and principles and apply their knowledge in clinical and classroom settings.

Topic	Learning objective	Teaching Guidelines	Methodology	Time
Introduction to Education: Review of Communication Process Process: elements and chance Facilitators	Describe the communication process and Identify the techniques of effective communication	To cover process of communication, facilitators, barriers, and method of overcoming techniques.	1. Didactic lecturer through power point projection 2. Roleplays, Exercises with audio/video tapes	5 HRS


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	Barriers and methods of overcoming Techniques Interpersonal relations <ul style="list-style-type: none"> ✓ Purpose & types ✓ Phases ✓ Barriers & methods of overcoming ✓ Johari Window 	Establish effective inter-personal relations the patients, families & coworkers.	To cover the Purpose & types ,Phases, Barriers & methods of overcoming interpersonal relationship and Johari Window	1. Didactic lecturer through power point projection 2. Roleplays, Exercises with audio/video tapes	5HRS
N	Topic	Learning objective	Teaching Guidelines	Methodology	Time
	Human Relation <ul style="list-style-type: none"> ✓ Understanding self motivation, social attitudes ✓ Individual and groups ✓ Groups & individual ✓ Human relations in context of nursing ✓ Group dynamics ✓ Team work 	Develop effective human relations in context of nursing	To cover the concept of Human Relation, Understanding self motivation, social attitudes, Individual and groups, Human relations in context of nursing Group dynamics, Team work	1. Didactic lecturer through power point projection 2. Sociometry Group games Psychometric exercise followed by discussion Short Answer Objective type	5 HRS
N	Topic	Learning objective	Teaching Guidelines	Methodology	Time
	- Guidance & counseling <ul style="list-style-type: none"> ✓ Definition ✓ Purpose, scope and need ✓ Basic principles ✓ Organization of counseling services 	. Develop basic skills of counseling and guidance	To cover the concept of Guidance & counseling its Definition, Purpose, scope and need, Basic principles, Organization of	Lecture Discussion, Role plays on counselling in different situations followed by discussion.	10 HRS


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	<ul style="list-style-type: none"> ✓ Types of counseling approaches ✓ Role and presentation of counselor ✓ Issues for counseling in Nursing: studies and practitioners ✓ Counseling process-steps & technique stools of counselor ✓ Managing disciplinary problems ✓ Management of crisis & referral 		<p>counseling services, Types of counseling approaches, Role and presentation of counselor</p> <p>Issues for counseling in Nursing: studies and practitioners</p> <p>Counseling process-steps & technique stools of counselor</p> <p>Managing disciplinary problems</p> <p>Management of crisis & referral</p>	1.	
N	Topic	Learning objective	Teaching Guidelines	Methodology	Time
	Philosophy of Education <ul style="list-style-type: none"> ➤ Factors influencing development of philosophy of nursing Education ➤ Teaching Learning Process ➤ Nature and characteristics of learning ➤ Principles and maxims of learning ➤ Formulating Objectives ➤ Lesson planning 	Describe the Philosophy and principles of Education, Explain the teaching learning process	<p>To cover the concept of Philosophy of Education, Its Factors influencing development of philosophy of nursing Education, Teaching Learning Process, Nature and characteristics of learning, Principles and maxims of learning, Formulating Objectives</p> <p>Lesson planning</p>	<p>1. Didactic lecturer through power point projection</p> <p>2 ,Prepare lesson plan, Micro teaching</p> <p>,Exercise on writing objectives</p>	10 HRS
	Methods of teaching <ul style="list-style-type: none"> ➤ Teaching methods ➤ Lecture ➤ Discussion ➤ Demonstration ➤ Group discussion 	Demonstrate teaching skill using various teaching methods in clinical, classroom	To cover the Teaching methods ,Lecture , Discussion, Demonstration ,Group discussion, Project ,Role play ,Panel	1. Didactic lecturer through power point projection	10HRS


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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. <p>Clinical teaching methods:</p> <ul style="list-style-type: none"> ➤ Case methods ➤ case presentation ➤ nursing rounds and reports ➤ bedside clinic ➤ conference (individual and group) ➤ recording of interaction process. 	and community settings.	discussion, Symposium ,seminar , Field trip ,Workshop Exhibition ,Programmed instruction ,Computer assisted learning.	2 Conduct 5 teaching sessions using different methods & media	
Topic	Learning objective	Teaching Guidelines	Methodology	Time
<p>Educational media</p> <ul style="list-style-type: none"> ➤ Purposes and types of audio-visual aids. ➤ Graphics aid: chalk-board, charts, graphs, posters, flash cards, flannel graph/khadigraph, bulletiri, cartoon, ➤ Three dimensional aids: objects: specimen, models, puppets. ➤ Printed aids: pamphlets and leaflets <p>Projected aids: slides, films and televisions, VCR</p>	Describe different types of educational media effectively	To Cover the concept of Educational media its Purposes and types of audio-visual aids.,Graphics aid: chalk-board, charts, graphs, posters, flash cards, flannel graph/khadigraph, bulletiri, cartoon, Three dimensional aids: objects: specimen, models, puppets. Printed aids: pamphlets and leaflets Projected aids: slides, films and televisions, VCR	<ol style="list-style-type: none"> 1. Didactic lecturer through power point projection. 2. Demonstration <p>Prepare different teaching aids- projected & non projected</p>	8HR S


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Methods of assessment <ul style="list-style-type: none"> ➤ Purpose and scope of evaluation and assessment ➤ Criteria for selection of assessment techniques and methods ➤ Assessment of knowledge: essay type question, SAQ (Short Answer Questions), ➤ MCQ (multiple choice questions), ➤ Assessment of skills: Observation, Check list. Practical Examination, Viva, Objective structured clinical examination. ➤ Assessment of attitude: Attitude scale. 	<p>To describe different types of questions for assessment of knowledge, skills and attitudes.</p>	<p>To cover the concept of methods of assessment , its Purpose and scope of evaluation and assessment ,Criteria for selection of assessment techniques and methods ,Assessment of knowledge: essay type question, SAQ (Short Answer Questions),</p> <p>MCQ (multiple choice questions), Assessment of skills: Observation, Check list. Practical Examination, Viva, Objective structured clinical examination.</p> <p>Assessment of attitude: Attitude scale.</p>	<p>1. Didactic lecturer through power point projection</p> <p>2 Exercise on writing different types of assessment tools</p>	<p>5HR S</p>
Information, Education & communication for health (IEC) <ul style="list-style-type: none"> ✓ Health behaviour and health education ✓ Planning for health education ✓ Health education with individuals, groups & communities ✓ Communicating health messages ✓ Methods & media for communicating health messages 	<p>Discuss about Teaching individuals, group and communities about health with their active participation.</p>	<p>To cover the concept of information, Education & communication for health (IEC)</p> <p>,Health behaviour and health education,Planning for health education,Health education with individuals, groups & communities,Communi cating health messages,Methods & media for communicating health messages</p>	<p>Didactic Lecture ,Discussion, Plan and conduct health education sessions for individuals, group & communities</p>	<p>5 hrs</p>


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References:

1. Heidgerkohn, D.E. *Teaching and Learning in School of Nursing*. Philadelphia: 3.0. Billiet Co.
2. WHO. *Curriculum Guide for the Schools of Nursing in India*. New Delhi: WHO.
3. Neeraja. *Textbook of Nursing Education*. New Delhi: Jaypee Brothers.
4. Tyler, R.W. *Basic of Curriculum and Instruction*. Chicago: University of Chicago Press
5. Dinesh K. Sharma, *Communication and education technology*, second edit, lotus Publication
6. P. Anurag Bhai, *Communication and education technology*, Pearson publication

S.N o	Topic	Learning Objectives (At the end of the session the student should be able to)	Teaching guidelines	Methodology	Time
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MEDICAL SURGICAL NURSING

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 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 aim of the undergraduate nursing program is to:

- ❖ Prepare graduates to assume responsibilities as professionals, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative services.
- ❖ Prepare nurses who can make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, functions 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, and manager in a clinical /public health settings.

OBJECTIVES

- Appreciate the trends in medical and surgical nursing.
- Describe the role of a nurse in caring for adult patient in hospital and community.
- Describe the concepts of Medical Surgical aspects.
- Describe the common signs, symptoms, problems and their specific nursing intervention.
- Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients

DURATION

- Four year

ELIGIBILITY

The aim of the undergraduate nursing program is to:

- ❖ Prepare graduates to assume responsibilities as professionals, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative services.



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- ❖ Prepare nurses who can make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, functions 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, and manager in a clinical /public health settings.

Eligibility (for appearing in the examination)

6. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of the each subject for appearing for examination.
- 2 A candidate must have 100% attendance in each of the practical areas before award of degree.

INTAKE CAPACITY: 100 seats per year

CAREER OPPORTUNITIES:

Registered Nurses (RNs) may work in more than 50 different areas of practice from public health to palliative care.

Gerontological Nursing

Gerontological nursing isn't just about end-of-life activities — it's about maximizing functional health and psychological well being for people over 65. Nursing who specialize in gerontology find themselves working in diverse settings, and caring for older adults in various stages of life.

Home Health Nursing

The last 20 years, we've witnessed nursing care shift to the community from hospitals. Discover all the interventions home health care nurses now deliver, allowing Canadians to successfully manage increasingly complex conditions in the comfort of their homes.

1.1.1.5 Occupational Health Nursing

Occupational Health Nurses are knowledgeable, and highly skilled, with specialized education in many related workplace health and environmental safety fields. [Learn more](#) about how the OHN may be the employee's first contact with primary health care.

Palliative care

palliative care nursing is not only end of life care. In fact, as RN, CNS, APN or NP, nurses spend time focusing on a holistic approach to care delivery, attending to the physical, spiritual, psycho-social and practical issues that may arise during an illness period

Public Health Nursing

Public health nursing in Ontario is rooted in the traditions of Florence Nightingale, Jeanne Mance, and women in religious orders such as the Grey Nuns. Early North American PHNs understood the importance



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of social, economic, environmental, and political determinants of health, and believed that social activism and collaboration with community organizations and governments was a fundamental aspect of public health nursing practice

Nurse Practitioner

Nurse practitioners (NP) are registered nurses with advanced university education who provide personalized, quality health care to patients. NPs offer health-care services to individuals, families and communities. They practise in a variety of settings, including hospitals and community based clinics in Ontario cities and towns.

FEE STRUCTURE

Rs.1,00,000.00 per year. The examination fees will be decided by university.

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 210 hours and practical will be of 720 hours.

COURSE DISTRIBUTION

TOPIC	HOURS
1. Introduction and concept of medical surgical nursing	15
2.Common signs and symptoms and management	
3. Nursing management of patients (adults including elderly) with respiratory problems	
4. Nursing management of patients (adults including elderly) with disorders of digestive system	15
5. Nursing management of patients (adults including elderly) with blood and cardio vascular problems	20
6. Nursing management of patients (adults including elderly) with genito-urinary problems	
7. Nursing management of patients (adults including elderly) reproductive system	


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8. Nursing management of patients (adults including elderly) with disorders of endocrine system	30
9. Nursing management of patients (adults including elderly) with disorders of Integumentary system	
10. Nursing management of patients (adults including elderly) with Musculoskeletal problems	30
11. Nursing management of patients (adults including elderly) with Immunological problems	10
12. Nursing management of patients (adults including elderly) with Musculoskeletal problems	
13. Pen Operative nursing	5
14. Nursing management of patient with disorders of Ear, Nose and Throat	
15. Nursing management of patient with neurological disorders	10
16. Nursing management of patient with disorders of female reproductive system	
17. Nursing management of patient with Burns, reconstructive and cosmetic surgery	10
18. Nursing management of patient with oncological conditions	
19. Nursing management of patients in EMERGENCY& DISASTER situations Disaster Nursing	10
21. Nursing care of the elderly	
22. Nursing management of patient in critical care units	10
23. Nursing management of patients' adults including elderly with occupational	


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and Industrial disorders.

15

10

20

25

15

16



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	16
	10
	10
	10
	10
	10
	10
	8

Clinical training

AREAS	DURATION(in weeks)
1.General Medical Ward (* Respiratory, GI, Endocrine, Renal, Haemotology)	6
2. General Surgical Ward (GI, Urinary, CTVS)	6
3.Cardiology	2
4. Skin & Communicable diseases Ward	1
5. Orthopaedic ward	2
6. Operation Theatre Skin & Communicable diseases Ward	6
7. ENT	1
8. Ophthalmology	1
9. Neurology	2
10. Gynecology ward	1
11. Burns unit	1
12. Oncology Unit	1
13. Critical Care Unit	2
14. Casualty /Emergency	1

Textbook:

1. Brunner (V), Medical Surgical Nursing, LWW, 10th Edition.

References:

1. Black, Medical Surgical Nursing: Clinical Management for positive outcomes, Elsevier, 7th Edition.

2. Williams, Understanding Medical Surgical Nursing, Jaypee, 3rd Edition.

3. Timby, Introductory Medical Surgical Nursing, LWW, 9th Edition.

4. Lewis, Medical Surgical Nursing Assessment & Management of Clinical Problems, Elsevier 7th edition

5. Ignatavicius, Critical Thinking for Collaborative Care, Elsevier, 5th Edition.


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6. Monahan, Phipp's Medical Surgical Nursing: Health & illness perspectives practice, Jaypee, 8th Edition.
7. Gulanick, Nursing Care Plans: Nursing Diagnosis & Interventions, Mosby, 5th edition
8. Lippincott's Manual of Nursing Practice, Jaypee, Edition.
9. Ulrich, Nursing Care Planning Guides: For adults in acute extended & Home care settings, Elsevier, 6th edition.
10. White, Foundations of Adult Health Nursing, Thompson, 2nd edition.
11. V Redfern, Nursing Older People, Churchill Livingstone, edition.
12. Phillip, Berry & Kohn's Operating room techniques, Elsevier, 11th Edition.
13. Marks, Roxburgh's Common Skin Diseases, Arnold, 17th edition.
14. Thappa, Essential in Dermatology with MCQ's, Ahuja publishing
15. Hughes (P), Clinical Practice Protocols in Oncology Nursing, Jones & Balet, 2007
16. Hickey, The Clinical Practice of Neurological & Neurosurgical Surgical Nursing, Lippincott, 5th Edition.
17. Hudak, Critical Care Nursing: A Holistic Approach, Lippincott, 7th edition.
18. Kaplow, Critical Care Nursing: Surgery for Optimal Outcomes, Jones & Bartlet, 2007.
19. Dhiagra, Ear Nose and Throat
20. Maqbool, Textbook of Ear, Nose & Throat Disease, Jaypee, 10th edition.
21. Nema (HV), Textbook of Ophthalmology, Jaypee, 4th edition.
22. Padmini (HR), Ophthalmology, Ahuja Publishing House, 2nd edition.
23. Bhishoto, Parson's Disease of the Eye, Elsevier, 19th edition.

QUESTIONS

Long questions

- Q1 (a) Define Chronic Obstructive Pulmonary Disease (COPD)
 (b) Discuss pathophysiology with clinical manifestation of COPD.
 (c) Discuss in brief nursing management by using steps of nursing process.

Or

- (a) Define Peptic Ulcer.
 (b) Discuss risk factors of Peptic ulcer
 (c) Describe medical and nursing management.

- Q2 (a) Define Hypothyroidism.
 (b) Explain pathophysiology and its clinical manifestation.
 (c) Discuss specific pre and post operative nursing management of patient undergoing thyroidectomy.

Q3. (Short Essay) of the following :

- (a) Nursing management of patient with Diabetic coma.
 (b) Venous Thrombosis
 (c) National AIDS control programme
 (d) Legal Aspects in Operation Theatre
 (e) Standard Safety Measures (i) Recial Calculi.


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Q4. Answer all the following

Curriculum Planning in Medical Surgical Nursing-I

- (a) Care of patient with fever
- (b) Responsibilities of scrub nurse in OT
- (c) Hydrocele

	Topic	DOMAIN	Time
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- (d) DOT therapy in TB
- (e) Water seal drainage
- (f) Types of fracture
- (g) Inguinal Hernia
- (h) Typhoid fever
- (i) Radiographic diagnostic tests in patients



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1	<p>UNIT: I</p> <p>Introduction</p> <p>Introduction to medical surgical nursing- Evolution and trends of medical and Surgical nursing</p> <p>□□ Review of Concepts of Health and illness Disease-concepts, causations, classification- International Classification Diseases (ICD -10 or later version), Acute illness chronic stages if illness</p> <p>□□ Review of concepts of comprehensive nursing care in medical surgical conditions based on nursing process</p> <ul style="list-style-type: none"> • Role of Nurse, patient and family in care of adult patient • Role and responsibilities of a nurse in medical surgical settings: <ul style="list-style-type: none"> - Outpatient department. - In-patient unit. - Intensive care unit - Home and Community setting <p>□□ Introduction to Medical Surgical asepsis</p> <ul style="list-style-type: none"> - Inflammation and Infection Immunity - Wound healing <p>□□ Care of Surgical Patient</p> <ul style="list-style-type: none"> - Pre-operative - Intra operative 	<p>➤ MUST KNOW</p> <p>➤ NICE TO KNOW</p> <p>➤ MUST KNOW</p> <p>➤ DESIRABLE TO KNOW</p> <p>➤ MUST KNOW</p> <p>➤ MUST KNOW</p> <p>➤ MUST KNOW</p>	15 Hrs
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	<ul style="list-style-type: none"> - Upper Respiratory tract infections. - Bronchitis - Asthma - Emphysema - Empyema - Atelectasis - Chronic obstructive - - Pulmonary Diseases (COPD) - Bronchiectasis - Pneumonia - - Pulmonary tuberculosis - Lung abscess - Pleural effusion - Cysts and Tumors - Chest injuries - Respiratory arrest and insufficiency - Pulmonary embolism special therapies, alternative therapies <p>Nursing procedures: Drugs used in treatment of respiratory disorders</p>	<p>➤ DESIRABLE TO KNOW</p>	
	<p>UNIT: IV</p> <p>Nursing management of patients (adults including elderly) with disorders of digestive system</p> <p>□ □ Review of anatomy and physiology of digestive system,</p>	<p>➤ NICE TO KNOW</p> <p>➤ DESIRABLE TO KNOW</p> <p>➤ MUST KNOW</p>	30 Hrs


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	<p>☐☐Nursing Assessment—History and Physical assessment</p> <p>☐☐Etiology, Pathophysiology,</p> <p>☐☐Clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics& nursing management</p> <p>☐☐Disorders of</p> <ul style="list-style-type: none"> - Oral cavity- lips, gums, tongue, salivary glands and teeth - Esophagus-inflammation, stricture, obstruction, bleeding and tumors - Stomach and duodenum hiatus hernia, gastritis, peptic and duodenal ulcer, bleeding, tumors, pyloric stenosis - Small intestinal disorders inflammation and infection, enteritis, malabsorption, obstruction, tumor and perforation - Large intestinal disorders- Colitis, inflammation and infection, obstruction and tumor and lump - Hernias - Appendix inflammation, mass, abscess, rupture - Anal & Rectum; hemorrhoids, fissures, Fistulas - Peritonitis/acute abdomen - Pancreas; inflammation, cyst, abscess and tumours - Liver; inflammation, cyst, abscess, 	<p>➤ MUST KNOW</p> <p>➤ MUST KNOW</p> <p>➤ DESIRABLE TO KNOW</p>	
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	<p>cirrhosis, portal hypertension, hepatic failure, tumours</p> <p>- Gall Bladder; inflammation, obstruction, stones and Tumours Special therapies, alternative therapies</p> <p>Nursing procedures: Drugs used in treatment of disorders of digestive system.</p>		
	<p>UNIT: V</p> <p>Nursing management of patients (adults including elderly) with blood and cardio vascular problems</p> <p><input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of blood and cardio vascular system</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing Assessment-History and Physical assessment</p> <p><input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of—</p> <p><input type="checkbox"/> <input type="checkbox"/> Vascular system</p> <p>- Hypertension, Hypotension</p> <p>- Atherosclerosis</p> <p>- Raynaud's disease</p> <p>- Aneurism and Perpherial vascular disorders</p> <ul style="list-style-type: none"> • Heart <p><input type="checkbox"/> <input type="checkbox"/> Coronary artery diseases</p> <p>- Ischemic Heart Disease</p> <p>- Ischemic Heart Disease</p> <p>- Coronary atherosclerosis</p>	<p>➤ NICE TO KNOW</p> <p>➤ NICE TO KNOW</p> <p>➤ MUST KNOW</p> <p>➤ MUST KNOW</p> <p>➤ MUST KNOW</p>	30 Hrs

	<ul style="list-style-type: none"> - Angina pectoris - Myocardial infarction <input type="checkbox"/> <input type="checkbox"/> Valvular disorders of the heart - Congential and acquired - Rheumatic Heart diseases <input type="checkbox"/> <input type="checkbox"/> Endocarditis, Pericarditis Myocarditis <input type="checkbox"/> <input type="checkbox"/> Cardio Myopathies <input type="checkbox"/> <input type="checkbox"/> Cardiac dysrhythmias, Heart Block <input type="checkbox"/> <input type="checkbox"/> Congestive cardiac failure - Cor-pulmonale, Pulmonary edema, cardiogenic shock, cardiac temponade <input type="checkbox"/> <input type="checkbox"/> Cardiac emergencies and arrest <input type="checkbox"/> <input type="checkbox"/> Cardio Pulmonary Resuscitation (CPR) <input type="checkbox"/> <input type="checkbox"/> Blood - Anaemias - Polycythemia - Bleeding disorders; clotting factor defects and platelets defects - Thalassemia - Leukaemias - Leukopenias and agranulocytosis - Lymphomas - Myelomas <input type="checkbox"/> <input type="checkbox"/> Special therapies - Blood transfusion, safety checks, 	<p>➤ MUST KNOW</p> <p>➤ MUST KNOW</p>	
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	<p>procedure and requirements, management of adverse transfusion reaction, records for blood transfusion.</p> <p>- Management and counseling of blood donors, phlebotomy procedure, and post donation management.</p> <p>Blood bank functioning and hospital transfusion</p> <p>committee. Bio-safety and waste management in relation to blood Transfusion</p> <p>- Role of a nurse in Organ donation, retrieval and banking</p> <p>Alternative therapies Nursing procedures: Drugs used in treatment of blood and cardiovascular disorders</p>	<p>➤ DESIRABLE TO KNOW</p> <p>➤ NICE TO KNOW</p>	
	<p>UNIT: VI</p> <p>Nursing management of patients (adults including elderly) with genito-urinary problems</p> <p><input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of genitor-urinary system</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing Assessment— History and Physical assessment</p> <p><input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & Nursing management of</p> <p><input type="checkbox"/> <input type="checkbox"/> Nephritis</p> <p><input type="checkbox"/> <input type="checkbox"/> Nephrotic syndrome</p> <p><input type="checkbox"/> <input type="checkbox"/> Nephrosis</p>	<p>➤ NICE TO KNOW</p> <p>➤ DESIRABLE TO KNOW</p> <p>➤ MUST KNOW</p> <p>➤ MUST KNOW</p>	10 Hrs


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	<input type="checkbox"/> <input type="checkbox"/> Renal calculus <input type="checkbox"/> <input type="checkbox"/> Tumors <input type="checkbox"/> <input type="checkbox"/> Acute renal failure <input type="checkbox"/> <input type="checkbox"/> Chronic renal failure <input type="checkbox"/> <input type="checkbox"/> End stage renal transplant <input type="checkbox"/> <input type="checkbox"/> Congenital disorders, urinary bladder and urethra inflammation, infection, stricture, obstruction, tumor, prostrate <input type="checkbox"/> <input type="checkbox"/> Special therapies, alternative therapies Nursing procedures: Drugs used in treatment of genitor-urinary disorders	➤ NICE TO KNOW	
	UNIT: VII Nursing management of patients (adults including elderly) reproductive system <input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of male reproductive system. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment— History and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of disorders of male reproductive system <input type="checkbox"/> <input type="checkbox"/> Congenital malformation; cryptorchidism <input type="checkbox"/> <input type="checkbox"/> Hypospadiasis, Epispadiasis <input type="checkbox"/> <input type="checkbox"/> Infections <input type="checkbox"/> <input type="checkbox"/> Testis and adjacent structures	➤ NICE TO KNOW ➤ DESIRABLE TTO KNOW ➤ MUST KNOW ➤ MUST KNOW	5 Hrs


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	<input type="checkbox"/> <input type="checkbox"/> Penis <input type="checkbox"/> <input type="checkbox"/> Prostate: inflammation, infection, hypertrophy, tumor <input type="checkbox"/> <input type="checkbox"/> Sexual Dysfunction <input type="checkbox"/> <input type="checkbox"/> Infertility <input type="checkbox"/> <input type="checkbox"/> Contraception <input type="checkbox"/> <input type="checkbox"/> Breast; gynecomastia, tumor <input type="checkbox"/> <input type="checkbox"/> Climacteric changes special therapies, alternative therapies Nursing procedures: Drugs used in treatment of disorders of male reproductive system	<p>➤ NICE TO KNOW</p>	
	UNIT: VIII Nursing management of patients (adults including elderly) with disorders of endocrine system <input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology endocrine system. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment — History and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of disorders of Thyroid and Parathyroid - Diabetes mellitus - Diabetes insipidus	<p>➤ NICE TO KNOW</p> <p>➤ DESIRABLE TO KNOW</p> <p>➤ MUST KNOW</p>	10 Hrs

	<ul style="list-style-type: none"> - Adrenal tumor - Pituitary disorders <p>Special therapies, alternative therapies</p> <p>Nursing procedures: Drugs used in treatment of disorders of endocrine system</p>	<ul style="list-style-type: none"> ➤ NICE TO KNOW ➤ NICE TO KNOW 	
	<p>UNIT: IX</p> <p>Nursing management of patients (adults including elderly) with disorders of Integumentary system</p> <ul style="list-style-type: none"> □□ Review of anatomy and physiology of skin and its appendages. □□ Nursing Assessment— History and Physical assessment □□ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of disorders of skin and its appendages. - Lesions and abrasions - Infection and infestations; Dermatitis - Dermatoses; infectious and Non-infectious “inflammatory dermatoses” - Acne Vulgaris - Allergies and Eczema - Psoriasis - Malignant melanoma - Alopecia 	<ul style="list-style-type: none"> ➤ NICE TO KNOW ➤ DESIRABLE TO KNOW ➤ MUST KNOW 	10 Hrs

	<p>Special therapies, alternative therapies</p> <p>Nursing procedures: Drugs used in treatment of disorders of Integumentary system</p>	<p>➤ NICE TO KNOW</p> <p>➤ NICE TO KNOW</p>	
	<p>UNIT: X</p> <p>Nursing management of patients (adults including elderly) with Musculoskeletal problems</p> <p>Review of anatomy and physiology of musculoskeletal system.</p> <p>□□ Nursing Assessment— History and Physical assessment</p> <p>□□ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of—</p> <p>□□ Disorders of:</p> <ul style="list-style-type: none"> - Muscles, Ligaments and joints-inflammation, infection, trauma - Bones-inflammation, infection, dislocation, fracture, tumour and trauma - Osteomalacia and osteoporosis - Arthritis - Congenital deformities - Spinal column-defects and deformities, Tumor, <p>Prolapsed inter vertebral disc, Pott's spine</p> <ul style="list-style-type: none"> - Paget's disease <p>□□ Amputation</p>	<p>➤ NICE TO KNOW</p> <p>➤ DESIRABLE TO KNOW</p> <p>➤ MUST KNOW</p> <p>➤ MUST KNOW</p> <p>➤ DESIRABLE TO KNOW</p>	15 Hrs


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	<input type="checkbox"/> <input type="checkbox"/> Prostheses <input type="checkbox"/> <input type="checkbox"/> Transplant & replacement surgeries <input type="checkbox"/> <input type="checkbox"/> Rehabilitation, Special therapies, alternative therapies Nursing procedures: Drugs used in treatment of disorder of musculoskeletal system	➤ NICE TO KNOW ➤ NICE TO KNOW	
	UNIT: XI Nursing management of patients (adults including elderly) with Immunological problems. Review of Immune system. Nursing Assessment— History and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of— <input type="checkbox"/> <input type="checkbox"/> Immunodeficiency disorder <input type="checkbox"/> <input type="checkbox"/> Primary immuno deficiency <input type="checkbox"/> <input type="checkbox"/> Phagocytic dysfunction <input type="checkbox"/> <input type="checkbox"/> B-cell and T-cell deficiencies <input type="checkbox"/> <input type="checkbox"/> Secondary immunodeficiency's <input type="checkbox"/> <input type="checkbox"/> Acquired immunodeficiency's and Acquired immunodeficiency Syndrome (AIDS) <input type="checkbox"/> <input type="checkbox"/> Incidence of HIV & AIDS <input type="checkbox"/> <input type="checkbox"/> Transmission-Prevention of Transmission	➤ NICE TO KNOW ➤ MUST KNOW ➤ DESIRABLE TO KNOW ➤ DESIRABLE TO KNOW ➤ MUST KNOW ➤ MUST KNOW ➤ MUST KNOW ➤ MUST KNOW ➤ DESIRABLE TO KNOW ➤ MUST KNOW ➤ NICE TO KNOW	10 Hrs


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	<input type="checkbox"/> <input type="checkbox"/> Standard safety precautions <input type="checkbox"/> <input type="checkbox"/> Role of Nurse; Counseling <input type="checkbox"/> <input type="checkbox"/> Health education and home care consideration <input type="checkbox"/> <input type="checkbox"/> National AIDS Control Programme-NACO, various national and international agencies <input type="checkbox"/> <input type="checkbox"/> Infection control program <input type="checkbox"/> <input type="checkbox"/> Rehabilitation Special therapies, alternative therapies Nursing procedures: Drugs used in treatment of disorders of Immunological system	➤ DESIRABLE TO KNOW ➤ NICE TO KNOW ➤ NICE TO KNOW ➤ NICE TO KNOW	
	UNIT: XII Nursing management of patients (adults including elderly) with Musculoskeletal problems Review of anatomy and physiology of musculoskeletal system. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment — History and Physical assessment Epidemiology, infectious process, clinical manifestations, diagnosis, treatment, prevention and dietetics. Control and eradication of common Communicable Diseases - Tuberculosis - Diarrhoeal diseases - Hepatitis A-B - Herpes	➤ NICE TO KNOW ➤ MUST KNOW	20 Hrs

	<ul style="list-style-type: none"> - Chickenpox - Smallpox - Typhoid - Meningitis - Gas gangrene - Leprosy' - Dengue - Plague - Malaria - Diphtheria - Pertussis - Poliomyelitis - Measles - Mumps - Influenza - Tetanus - Yellow fever - Filariasis - HIV, AIDS <input type="checkbox"/> <input type="checkbox"/> Reproductive Tract Infections <input type="checkbox"/> <input type="checkbox"/> Special Infection control measures: Notification, Isolation, Quarantine, Immunization, Infectious Diseases Hospitals Special therapies, alternative therapies Nursing Procedures: Drug used in 	<ul style="list-style-type: none"> ➤ MUST KNOW ➤ DESIRABLE TO KNOW ➤ NICE TO KNOW 	
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	treatment of Communicable diseases		
	<p>UNIT: XIII</p> <p>Pen Operative nursing</p> <p>Organisation and Physical set up of the Operation Theatre (OT):</p> <ul style="list-style-type: none"> - Classifications - O. T. DESIGN - Staffing - Members of the OT team - Duties and responsibilities of nurse in O.T. - Principles of Health and operating room attire. - Instruments, - Sutures and suture materials - Equipments - O.T. tables and sets for common surgical procedures - Positions and draping for common surgical procedures - Scrubbing procedures - Gowning and gloving - Preparation of O.T. Sets - Monitoring the patient during surgical procedures □ □ Maintenance of therapeutic environment in O.T. 	<p>➤ MUST KNOW</p> <p>➤ DESIRABLE TO KNOW</p> <p>➤ MUST KNOW</p>	25Hrs


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	<input type="checkbox"/> <input type="checkbox"/> Standard Safety measures - Infection control; fumigation, disinfection and sterilization - Biomedical waste management - Prevention of accidents and hazards in O.T. <input type="checkbox"/> <input type="checkbox"/> Anaesthesia - Types - Methods of administration - Equipments - Drugs <input type="checkbox"/> <input type="checkbox"/> Cardio Pulmonary Resuscitation (CPR) <input type="checkbox"/> <input type="checkbox"/> Pain management techniques <input type="checkbox"/> <input type="checkbox"/> Legal Aspects	➤ MUST KNOW ➤ DESIRABLE TO KNOW ➤ NICE TO KNOW	
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	UNIT: II Common signs and symptoms and management	<input type="checkbox"/> <input type="checkbox"/> Describe the common signs, symptoms, problems and their <input type="checkbox"/> <input type="checkbox"/> Specific nursing intervention.	<input type="checkbox"/> <input type="checkbox"/> Fluid and electrolyte imbalance • Vomiting <input type="checkbox"/> <input type="checkbox"/> Dyspnea and cough, respiratory obstruction <input type="checkbox"/> <input type="checkbox"/> Fever <input type="checkbox"/> <input type="checkbox"/> Shock <input type="checkbox"/> <input type="checkbox"/> Unconsciousness, syncope <input type="checkbox"/> <input type="checkbox"/> Pain <input type="checkbox"/> <input type="checkbox"/> Incontinence <input type="checkbox"/> <input type="checkbox"/> Edema <input type="checkbox"/> <input type="checkbox"/> Age related problems-geriatric	<input type="checkbox"/> <input type="checkbox"/> L <input type="checkbox"/> ec <input type="checkbox"/> tu <input type="checkbox"/> re <input type="checkbox"/> D <input type="checkbox"/> is <input type="checkbox"/> cu <input type="checkbox"/> ss <input type="checkbox"/> io <input type="checkbox"/> n <input type="checkbox"/> <input type="checkbox"/> S <input type="checkbox"/> e <input type="checkbox"/> m <input type="checkbox"/> in <input type="checkbox"/> ar <input type="checkbox"/> <input type="checkbox"/> C <input type="checkbox"/> as <input type="checkbox"/> e <input type="checkbox"/> D <input type="checkbox"/> is <input type="checkbox"/> cu <input type="checkbox"/> ss <input type="checkbox"/> io <input type="checkbox"/> n. •	15Hrs


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	UNIT: III Nursing management of patients (adults including elderly) with respiratory problems	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of respiratory systems.	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of respiratory system, <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment—History and Physiology assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, <input type="checkbox"/> <input type="checkbox"/> Clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics& nursing management of adult	<input type="checkbox"/> <input type="checkbox"/> L e c t u r e D i s c u s s i o n <input type="checkbox"/> <input type="checkbox"/> E x p l a i n	20 Hrs.

			including elderly with— - Upper Respiratory tract infections. - Bronchitis - Asthma - Emphysema - Empyema - Atelectasis - Chronic obstructive - - Pulmonary Diseases (COPD) - Bronchiectasis - Pneumonia - - Pulmonary tuberculosis - Lung abscess - Pleural effusion - Cysts and Tumours - Chest injuries - Respiratory arrest and insufficiency - Pulmonary embolism special therapies, alternative therapies Nursing procedures: Drugs used in treatment	us in g C ha rt s, gr ap hs <input type="checkbox"/> <input type="checkbox"/> M o de ls, fil m s sli de . <input type="checkbox"/> <input type="checkbox"/> D e m o ns tr at io n <input type="checkbox"/> <input type="checkbox"/> Pr ac ti ce S es si o n	
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			of respiratory disorders	<input type="checkbox"/> <input type="checkbox"/> C a s e D i s c u s s i o n / S e m i n a r <input type="checkbox"/> <input type="checkbox"/> H e a l t h e d u c a t i o n <input type="checkbox"/> <input type="checkbox"/> S u p e r v i s e d c l i n i c a l p r a c t i c e	
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				<input type="checkbox"/> <input type="checkbox"/> Drug book / presentation.	
	UNIT: IV Nursing management of patients (adults including elderly) with disorders of digestive system	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of digestive systems. •	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of digestive system, <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment—History and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, <input type="checkbox"/> <input type="checkbox"/> Clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics& nursing management <input type="checkbox"/> <input type="checkbox"/> Disorders of - Oral cavity- lips, gums, tongue, salivary glands and teeth - Oesophagus-	Lecture Discussion Explain using Charts graphs	30 Hrs


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			inflammation, stricture, obstruction, bleeding and tumours - Stomach and deudenumhiatus hernia, gastritis, peptic and duodenal ulcer, bleeding, tumours, pyloric stenosis - Small intestinal disorders inflammation and infection, enteritis, malabsorption, obstruction, tumour and perforation - Large intestinal disorders- Colitis, inflammation and infection, obstruction and tumour and lump - Hernias - Appendixinflammation, mass, abscess, rupture - Anal & Rectum; hemorrhoids, fissures, Fistulas - Peritonitis/acute abdomen - Pancreas;inflammation, cyst, abscess and	<input type="checkbox"/> <input type="checkbox"/> M o d e l s, f i l m s s l i d e . <input type="checkbox"/> <input type="checkbox"/> D e m o n s t r a t i o n <input type="checkbox"/> <input type="checkbox"/> P r a c t i c e S e s s i o n <input type="checkbox"/> <input type="checkbox"/> C a s e D i s c u s s i o	
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			tumours - Liver; inflammation, cyst, abscess, cirrhosis, portal hypertension, hepatic failure, tumours - Gall Bladder; inflammation, obstruction, stones and Tumours Special therapies, alternative therapies Nursing procedures: Drugs used in treatment of disorders of digestive system.	n / S e m in ar <input type="checkbox"/> <input type="checkbox"/> H e a l t h e d u c a t i o n <input type="checkbox"/> <input type="checkbox"/> S u p e r v i s e d c l i n i c a l p r a c t i c e <input type="checkbox"/> <input type="checkbox"/> D r u g b o o k / p r	
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			atherosclerosis - Angina pectoris - Myocardial infarction <input type="checkbox"/> <input type="checkbox"/> Valvular disorders of the heart - Congenital and acquired - Rheumatic Heart diseases <input type="checkbox"/> <input type="checkbox"/> Endocarditis, Pericarditis Myocarditis <input type="checkbox"/> <input type="checkbox"/> Cardio Myopathies <input type="checkbox"/> <input type="checkbox"/> Cardiac dysrhythmias, Heart Block <input type="checkbox"/> <input type="checkbox"/> Congestive cardiac failure - Cor-pulmonale, Pulmonary edema, cardiogenic shock, cardiac temponade <input type="checkbox"/> <input type="checkbox"/> Cardiac emergencies and arrest <input type="checkbox"/> <input type="checkbox"/> Cardio Pulmonary Resuscitation (CPR) <input type="checkbox"/> <input type="checkbox"/> Blood - Anaemias - Polycythemia - Bleeding disorders; clotting factor defects and platelets defects	<input type="checkbox"/> D e m o n s t r a t i o n <input type="checkbox"/> <input type="checkbox"/> P r a c t i c e S e s i o n <input type="checkbox"/> <input type="checkbox"/> C a s e D i s c u s s i o n / S e m i n a r <input type="checkbox"/> <input type="checkbox"/> H e a l t h e d	
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				b ba n k <input type="checkbox"/> <input type="checkbox"/> P ar ti ci pa ti o n in bl o o d d o na ti o n ca m ps <input type="checkbox"/> <input type="checkbox"/> C o u ns el in g. •	
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	UNIT: VI Nursing management of patients (adults including elderly) with genito-urinary problems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of genitor-urinary system.	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of genitor-urinary system <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment— History and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & Nursing management of <input type="checkbox"/> <input type="checkbox"/> Nephritis <input type="checkbox"/> <input type="checkbox"/> Nephrotic syndrome <input type="checkbox"/> <input type="checkbox"/> Nephrosis <input type="checkbox"/> <input type="checkbox"/> Renal calculus <input type="checkbox"/> <input type="checkbox"/> Tumours	L e c t u r e D i s c u s s i o n <input type="checkbox"/> <input type="checkbox"/> E x p l a i n u s i n g C h a r t s , g r a p h s <input type="checkbox"/>	10 Hrs


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			<input type="checkbox"/> <input type="checkbox"/> Acute renal failure <input type="checkbox"/> <input type="checkbox"/> Chronic renal failure <input type="checkbox"/> <input type="checkbox"/> End stage renal transplant <input type="checkbox"/> <input type="checkbox"/> Congenital disorders, urinary bladder and urethra inflammation, infection, stricture, obstruction, tumour, prostate <input type="checkbox"/> <input type="checkbox"/> Special therapies, alternative therapies Nursing procedures: Drugs used in treatment of genitor-urinary disorders	<input type="checkbox"/> M o d e l s, f i l m s s l i d e . <input type="checkbox"/> <input type="checkbox"/> D e m o n s t r a t i o n <input type="checkbox"/> <input type="checkbox"/> P r a c t i c e S e s s i o n <input type="checkbox"/> <input type="checkbox"/> C a s e D i s c u s s i o n /	
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				S e m i n a r <input type="checkbox"/> <input type="checkbox"/> H e a l t h e d u c a t i o n <input type="checkbox"/> <input type="checkbox"/> S u p e r v i s e d c l i n i c a l p r a c t i c e <input type="checkbox"/> <input type="checkbox"/> D r u g b o o k / p r e s e n t a t i o n 	
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	UNIT: VII Nursing management of patients (adults including elderly) reproductive system	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of genitor-urinary system.	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of male reproductive system. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment— History and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of disorders of male reproductive system <input type="checkbox"/> <input type="checkbox"/> Congenital malformation; cryptorchidism <input type="checkbox"/> <input type="checkbox"/> Hypospadiasis, Epispadiasis <input type="checkbox"/> <input type="checkbox"/> Infections <input type="checkbox"/> <input type="checkbox"/> Testis and adjacent structures <input type="checkbox"/> <input type="checkbox"/> Penis <input type="checkbox"/> <input type="checkbox"/> Prostate: inflammation, infection, hypertrophy, tumour <input type="checkbox"/> <input type="checkbox"/> Sexual Dysfunction <input type="checkbox"/> <input type="checkbox"/> Infertility <input type="checkbox"/> <input type="checkbox"/> Contraception	<input type="checkbox"/> <input type="checkbox"/> L e c t u r e D i s c u s s i o n <input type="checkbox"/> <input type="checkbox"/> E x p l a i n i n g C h a r t s , g r a p h s <input type="checkbox"/> <input type="checkbox"/> M o d e l s , f i l m s s l i d e . <input type="checkbox"/>	5 Hrs


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			<input type="checkbox"/> <input type="checkbox"/> Brest; gynecomastia, tumour <input type="checkbox"/> <input type="checkbox"/> Climacteric changes special therapies, alternative therapies Nursing procedures: Drugs used in treatment of disorders of male reproductive system	<input type="checkbox"/> D e m o n s t r a t i o n <input type="checkbox"/> P r a c t i c e S e s s i o n <input type="checkbox"/> C a s e D i s c u s s i o n / S e m i n a r <input type="checkbox"/> H e a l t h e d	
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				uc at io n <input type="checkbox"/> <input type="checkbox"/> S u p e r v i s e d c l i n i c a l p r a c t i c e <input type="checkbox"/> <input type="checkbox"/> D r u g b o o k / p r e s e n t a t i o n. •	
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	UNIT: VIII Nursing management of patients (adults including elderly) with disorders of endocrine system	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of genito-urinary system.	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology endocrine system. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment — History and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of disorders of Thyroid and Parathyroid - Diabetes mellitus - Diabetes insipidus - Adrenal tumour	L e c t u r e D i s c u s s i o n E x p l a i n u s i n g C h a r t s, g r	10 Hrs


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			<p>- Pituitary disorders, special therapies,</p> <p>alternative therapies</p> <p>Nursing procedures: Drugs used in treatment of disorders of endocrine system</p>	<p>ap hs</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>M o d e l s, f i l m s s l i d e .</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>D e m o n s t r a t i o n</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>P r a c t i c e S e s s i o n</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>C a s e D i s c u</p>	
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				ss io n / S e m in ar <input type="checkbox"/> <input type="checkbox"/> H ea lt h e d uc at io n <input type="checkbox"/> <input type="checkbox"/> S u pe rv is ed cl in ic al pr ac ti ce <input type="checkbox"/> <input type="checkbox"/> D ru g b o o k	
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	UNIT: IX Nursing management of patients (adults including elderly) with disorders of Integumentary system	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of skin.	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of skin and its appendages. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment— History and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of disorders of skin and its appendages. - Lesions and abrasions - Infection and infestations; Dermatitis - Dermatoses; infectious and Non infectious “inflammatory dermatoses” - Acne Vulgaris - Allergies and Eczema - Psoriasis - Malignant melanoma - Alopecia Special therapies, alternative therapies	<input type="checkbox"/> <input type="checkbox"/> L e c t u r e D i s c u s s i o n <input type="checkbox"/> <input type="checkbox"/> E x p l a i n u s i n g C h a r t s, g r a p h s <input type="checkbox"/> <input type="checkbox"/> M o d e l s, f i l m s s l i d e . <input type="checkbox"/>	10 Hrs


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			Nursing procedures: Drugs used in treatment of disorders of Integumentary system	<input type="checkbox"/> D e m o n s t r a t i o n <input type="checkbox"/> <input type="checkbox"/> P r a c t i c e S e s s i o n <input type="checkbox"/> <input type="checkbox"/> C a s e D i s c u s s i o n / S e m i n a r <input type="checkbox"/> <input type="checkbox"/> H e a l t h e d	
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				uc at io n <input type="checkbox"/> <input type="checkbox"/> S u p e r v i s e d c l i n i c a l p r a c t i c e <input type="checkbox"/> <input type="checkbox"/> D r u g b o o k / p r e s e n t a t i o n. •	
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	UNIT: X Nursing management of patients (adults including elderly) with Musculoskeletal problems	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of musculoskeletal system.	Review of anatomy and physiology of musculoskeletal system. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment— History and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of—	Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using	15 Hrs


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				as e D is cu ss io n / S e m in ar <input type="checkbox"/> <input type="checkbox"/> H ea lt h ed uc at io n <input type="checkbox"/> <input type="checkbox"/> S u pe rv is ed cl in ic al pr ac ti ce <input type="checkbox"/> <input type="checkbox"/> D ru	
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	UNIT: XI Nursing management of patients (adults including elderly) with Immunological problems.	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of Immunological problems <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> Review of Immune system. Nursing Assessment— History <input type="checkbox"/> <input type="checkbox"/> and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of— <input type="checkbox"/> <input type="checkbox"/> Immunodeficiency disorder <input type="checkbox"/> <input type="checkbox"/> Primary immuno deficiency <input type="checkbox"/> <input type="checkbox"/> Phagocytic dysfunction <input type="checkbox"/> <input type="checkbox"/> B-cell and T-cell deficiencies <input type="checkbox"/> <input type="checkbox"/> Secondary immunodeficiency's <input type="checkbox"/> <input type="checkbox"/> Acquired immunodeficiency's and Acquired immunodeficiency Syndrome (AIDS) <input type="checkbox"/> <input type="checkbox"/> Incidence of HIV & AIDS	<input type="checkbox"/> <input type="checkbox"/> L ec tu re D is cu ss io n <input type="checkbox"/> <input type="checkbox"/> E x pl ai n us in g C ha rt s, gr ap hs <input type="checkbox"/> <input type="checkbox"/> M o de ls, fil m s s li de .	10 Hrs


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			<input type="checkbox"/> <input type="checkbox"/> Transmission-Prevention of Transmission 0 <input type="checkbox"/> <input type="checkbox"/> Standard safety precautions <input type="checkbox"/> <input type="checkbox"/> Role of Nurse; Counseling <input type="checkbox"/> <input type="checkbox"/> Health education and home care consideration <input type="checkbox"/> <input type="checkbox"/> National AIDS Control Programme-NACO, various national and international agencies <input type="checkbox"/> <input type="checkbox"/> Infection control program <input type="checkbox"/> <input type="checkbox"/> Rehabilitation Special therapies, alternative therapies Nursing procedures: Drugs used in treatment of disorders of Immunological system	<input type="checkbox"/> <input type="checkbox"/> D e m o n s t r a t i o n <input type="checkbox"/> <input type="checkbox"/> Pr a c t i c e S e s s i o n <input type="checkbox"/> <input type="checkbox"/> C a s e D i s c u s s i o n / S e m i n a r <input type="checkbox"/> <input type="checkbox"/> H e a l t h	
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				<h>education</h> <div> <input type="checkbox"/> <input type="checkbox"/> </div> <div> Supervised clinical practice </div> <div> <input type="checkbox"/> <input type="checkbox"/> </div> <div> Drug book / presentation. </div> <div> • </div>	
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	UNIT: XII Nursing management of patients (adults including elderly) with	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with communicable disease.	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of musculoskeletal system. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment — History and Physical assessment Epidemiology,	L e c t u r e D i s c u s s i o n	20 Hrs


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	Musculoskeletal problems		<p>infectious process, clinical manifestations, diagnosis, treatment, prevention and</p> <p>dietics. Control and eradication of common Communicable Diseases</p> <ul style="list-style-type: none"> - Tuberculosis - Diarrhoeal diseases - Hepatitis A-B - Herpes - Chickenpox - Smallpox - Typhoid - Meningitis - Gas gangrene - Leprosy' - Dengue - Plague - Malaria - Diphtheria - Pertussis - Poliomyelitis - Measles - Mumps - Influenza 	<input type="checkbox"/> <input type="checkbox"/> E x p l a i n u s i n g C h a r t s, g r a p h s <input type="checkbox"/> <input type="checkbox"/> M o d e l s, f i l m s s l i d e . <input type="checkbox"/> <input type="checkbox"/> D e m o n s t r a t i o n <input type="checkbox"/> <input type="checkbox"/> P r a c	
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			<p>- Tetanus</p> <p>- Yellow fever</p> <p>- Filariasis</p> <p>- HIV, AIDS</p> <p><input type="checkbox"/> <input type="checkbox"/> Reproductive Tract Infections</p> <p><input type="checkbox"/> <input type="checkbox"/> Special Infection control measures: Notification, Isolation, Quarantine, Immunization, Infectious Diseases Hospitals</p> <p>Special therapies, alternative therapies</p> <p>Nursing Procedures: Drug used in treatment of Communicable diseases</p>	<p>ti ce S es si o n</p> <p><input type="checkbox"/> <input type="checkbox"/> C as e D is cu ss io n / S e m in ar</p> <p><input type="checkbox"/> <input type="checkbox"/> H ea lt h ed uc at io n</p> <p><input type="checkbox"/> <input type="checkbox"/> S u pe rv is ed cl in</p>	
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	UNIT: XIII Pen Operative nursing	<p>Describe the Organisation and physical set up of operation theatre.</p> <ul style="list-style-type: none"> □ □ Identify the various instruments and equipments used for common surgical procedures. □ □ Describe the infection control measures in the Operation theatre. □ □ Describe the role of the nurse in the Peri Operative nursing care. 	<p>Organisation and Physical set up of the Operation Theatre (OT):</p> <ul style="list-style-type: none"> - Classifications - O. T. DESIGN - Staffing - Members of the OT team - Duties and responsibilities of nurse in O.T. - Principles of Health and operating room attire. - Instruments, - Sutures and suture materials - Equipments - O.T. tables and sets for common surgical procedures - Positions and draping for common surgical procedures - Scrubbing procedures 	<p>Lecture Discussion Explain using Charts, graphs Models, films slides</p>	25Hrs

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			<ul style="list-style-type: none"> - Gowning and gloving - Preparation of O.T. Sets - Monitoring the patient during surgical procedures <input type="checkbox"/> <input type="checkbox"/> Maintenance of therapeutic environment in O.T. <input type="checkbox"/> <input type="checkbox"/> Standard Safety measures - Infection control; fumigation, disinfection and sterilization - Biomedical waste management - Prevention of accidents and hazards in O.T. <input type="checkbox"/> <input type="checkbox"/> Anaesthesia - Types - Methods of administration - Equipments - Drugs <input type="checkbox"/> <input type="checkbox"/> Cardio Pulmonary Resuscitation (CPR) <input type="checkbox"/> <input type="checkbox"/> Pain management techniques <input type="checkbox"/> <input type="checkbox"/> Legal Aspects 	de . <input type="checkbox"/> <input type="checkbox"/> D e m o ns tr at io n <input type="checkbox"/> <input type="checkbox"/> Pr ac ti ce S es si o n <input type="checkbox"/> <input type="checkbox"/> C as e D is cu ss io n / S e m in ar <input type="checkbox"/> <input type="checkbox"/> H	
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				ea lt h ed uc at io n <input type="checkbox"/> <input type="checkbox"/> S u p e r v i s e d c l i n i c a l p r a c t i c e <input type="checkbox"/> <input type="checkbox"/> D r u g b o o k / p r e s e n t a t i o n. •	
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SOCIOLOGY

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 a 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 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 :\


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- 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
- 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

DURATION

One year program

ELIGIBILITY:-

Applicants must have :

- minimum age for admission shall be 17 years
- Minimum education: 10+2 class passed with Science (PCB) & English Core/English Elective with aggregate of 45% marks from recognized board under AISSCE/CBSE/ICSE/SSCE/HSCE or other equivalent Board.
- Student shall be medically fit.
- Students appearing in 10+2 examination in Science conducted by National Institute of Open School with 45% marks.
- Student shall be admitted once in a year.

INTAKE CAPACITY:- 100 seats per year

CAREER OPPURTUNITIES :- plenty of career opportunities are available for nursing nowadays. On the completion of their studies, students can get jobs with many private as well as public sector undertakings. A few of the areas where students can get jobs comprise of:

- Clinics and Heath Departments
- Defense Services
- Hospitals
- Industrial Houses and Factories
- Nursing Science Schools
- Railways and Public Sector Medical Departments
- Training Institute

FEE STRUCTURE:- Rs 168000/- per year. The examination fees will be decided by the university.

TEACHING STRATEGIES:-

It is assumed that there will be 60 theory hours in one year.


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Method of Teaching

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

Methods of Evaluation

- Quiz, Tests (Term)
- Assignments/Term paper
- Presentations
- Project work

Internal Assessment

Term Test(2 tests)	60%
Assignment	20%
Presentation	20%
Total	100%

EFFECTIVE TRAINING/OPTIONAL POSTING

Should be arranged by the faculty for hands on training of the students in the clinical/ community.

REFERENCES:-

Syllabus Books

1. Madan (GR), Indian Social Problems, Allied Publishers, Chennai.
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.
- 21
7. Rao (SD), Psychology and Sociology for Para medicals, Jaypee Brothers, New Delhi,

Following guidelines should be followed in order to have a common standardized syllabus format for the whole university:

- Chapters should be as per the respective Council, INC.


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- If the chapters have got units, then unit wise description should be given.
- The core knowledge should be specified into three domain categories i.e **Must Know, Desirable to Know, Nice to know**



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s.no.	topic	domain	hours
1	Introduction <input type="checkbox"/> <input type="checkbox"/> Definition of Sociology <input type="checkbox"/> <input type="checkbox"/> Nature and Scope of the discipline <input type="checkbox"/> <input type="checkbox"/> Importance and application of Sociology in Nursing	Must know Definition of Sociology ,Nature and Scope of the discipline and Importance and application of Sociology in Nursing	01
2	Individual & Society <input type="checkbox"/> <input type="checkbox"/> Society and Community <input type="checkbox"/> <input type="checkbox"/> Nature of Society <input type="checkbox"/> <input type="checkbox"/> Difference between Society and Community <input type="checkbox"/> <input type="checkbox"/> Process of Socialization and Individualization <input type="checkbox"/> <input type="checkbox"/> Personal disorganization	Must know <input type="checkbox"/> <input type="checkbox"/> Society and Community <input type="checkbox"/> <input type="checkbox"/> Nature of Society <input type="checkbox"/> <input type="checkbox"/> Difference between Society and Community <input type="checkbox"/> <input type="checkbox"/> Process of Socialization and Individualization <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Personal disorganization	03
3	Culture <input type="checkbox"/> <input type="checkbox"/> Nature of culture <input type="checkbox"/> <input type="checkbox"/> Evolution of culture <input type="checkbox"/> <input type="checkbox"/> Diversity and uniformity of culture <input type="checkbox"/> <input type="checkbox"/> Trans cultural society	Must know <input type="checkbox"/> Nature of culture <input type="checkbox"/> <input type="checkbox"/> Evolution of culture <input type="checkbox"/> <input type="checkbox"/> Diversity and uniformity of culture <input type="checkbox"/> <input type="checkbox"/> Trans cultural society <input type="checkbox"/> <input type="checkbox"/> Influence on	03

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	<input type="checkbox"/> <input type="checkbox"/> Influence on health and disease	health and disease	
4	Social groups and Processes <input type="checkbox"/> <input type="checkbox"/> The meaning and classification of groups <input type="checkbox"/> <input type="checkbox"/> Primary & Secondary Group <input type="checkbox"/> <input type="checkbox"/> In-group V/s. out-group, Class, Tribe, Caste <input type="checkbox"/> <input type="checkbox"/> Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction & Social Processes. <input type="checkbox"/> <input type="checkbox"/> Co-operation, Competition, Conflict <input type="checkbox"/> <input type="checkbox"/> Accommodation, Assimilation & Isolation	Must know <input type="checkbox"/> <input type="checkbox"/> The meaning and classification of groups <input type="checkbox"/> <input type="checkbox"/> Primary & Secondary Group <input type="checkbox"/> <input type="checkbox"/> In-group V/s. out-group, Class, Tribe, Caste <input type="checkbox"/> <input type="checkbox"/> Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction & Social Processes. <input type="checkbox"/> <input type="checkbox"/> Co-operation, Competition, Conflict <input type="checkbox"/> <input type="checkbox"/> Accommodation, Assimilation & Isolation	04
5	Population <input type="checkbox"/> <input type="checkbox"/> Society and population <input type="checkbox"/> <input type="checkbox"/> Population distribution in India- Demographic characteristics <input type="checkbox"/> <input type="checkbox"/> Malthusian theory of	Must know <input type="checkbox"/> <input type="checkbox"/> Society and population <input type="checkbox"/> <input type="checkbox"/> Population distribution in India- Demographic characteristics <input type="checkbox"/> <input type="checkbox"/> Malthusian theory of Populations	06


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	<p>Populations</p> <p><input type="checkbox"/> <input type="checkbox"/> Population explosion in India and its impact on health status</p> <p><input type="checkbox"/> <input type="checkbox"/> Family welfare programs</p>	<p><input type="checkbox"/> <input type="checkbox"/> Population explosion in India and its impact on health status</p> <p><input type="checkbox"/> <input type="checkbox"/> Family welfare programs</p>	
6	<p>Family and marriage</p> <p><input type="checkbox"/> <input type="checkbox"/> Family Functions</p> <p><input type="checkbox"/> <input type="checkbox"/> Types-Joint, Nuclear, Blended and Extended family:</p> <p><input type="checkbox"/> <input type="checkbox"/> Characteristics</p> <p><input type="checkbox"/> <input type="checkbox"/> The Modern Family-Changes, Problems-Dowry etc.,</p> <p><input type="checkbox"/> <input type="checkbox"/> Welfare Services.</p> <p><input type="checkbox"/> <input type="checkbox"/> Changes & Legislations on family and marriage in</p> <p><input type="checkbox"/> <input type="checkbox"/> India-marriage acts</p> <p><input type="checkbox"/> <input type="checkbox"/> Marriage: Forms and functions of marriage</p> <p><input type="checkbox"/> <input type="checkbox"/> Marriage and family problems in India</p> <p><input type="checkbox"/> <input type="checkbox"/> Family, marriage and their influence</p>	<p>Must know <input type="checkbox"/> <input type="checkbox"/> Family Functions</p> <p><input type="checkbox"/> <input type="checkbox"/> Types-Joint, Nuclear, Blended and Extended family:</p> <p><input type="checkbox"/> <input type="checkbox"/> Characteristics</p> <p><input type="checkbox"/> <input type="checkbox"/> The Modern Family-Changes, Problems-Dowry etc.,</p> <p><input type="checkbox"/> <input type="checkbox"/> Welfare Services.</p> <p><input type="checkbox"/> <input type="checkbox"/> Changes & Legislations on family and marriage in</p> <p><input type="checkbox"/> <input type="checkbox"/> India-marriage acts</p> <p><input type="checkbox"/> <input type="checkbox"/> Marriage: Forms and functions of marriage</p> <p><input type="checkbox"/> <input type="checkbox"/> Marriage and family problems in India</p> <p><input type="checkbox"/> <input type="checkbox"/> Family, marriage and their influence on health and health</p>	05


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	on health and health practices	practices	
7	Social Stratification <ul style="list-style-type: none"> □□ Meaning & types of Social stratification □□ The Indian Caste System- Origin & Features □□ Features of Caste in India Today □□ Social Class System and Status Social Mobility- <p>Meaning & Types</p> <p>Races as a biological concept, criteria of racial classification</p> <ul style="list-style-type: none"> □□ Salient features of Primary races- Racism □□ Influence of Class, Caste and Race on health and health practices 	<p>Must know</p> <ul style="list-style-type: none"> □□ Meaning & types of Social stratification □□ The Indian Caste System- Origin & Features □□ Features of Caste in India Today □□ Social Class System and Status Social Mobility- <p>Meaning & Types</p> <p>Races as a biological concept, criteria of racial classification</p> <ul style="list-style-type: none"> □□ Salient features of Primary races- Racism □□ Influence of Class, Caste and Race on health and health practices 	07
8	Types of Communication in India (Rural, Urban and Regional) <ul style="list-style-type: none"> □□ Features of village's community & Characteristics of Indian <p>Village panchayat</p>	<p>Must know</p> <ul style="list-style-type: none"> □□ Features of village's community & Characteristics of Indian <p>Village panchayat system, social dynamics</p> <ul style="list-style-type: none"> □□ Community Development project 	06


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	<p>system, social dynamics</p> <p>□□Community Development project & Planning</p> <p>□□Changes in Indian Rural Life</p> <p>□□Availability of health facilities in rural and its impact on health</p> <p>and health practices</p> <p>□□Urban-community-features</p> <p>□□The growth of cities: Urbanization and its impact on health and health practices</p> <p>□□Major Urban problems – Urban Slums</p> <p>□□Region; Problems and impact on Health</p>	<p>& Planning</p> <p>□□Changes in Indian Rural Life</p> <p>□□Availability of health facilities in rural and its impact on health</p> <p>and health practices</p> <p>□□Urban-community-features</p> <p>□□The growth of cities: Urbanization and its impact on health and health practices</p> <p>□□Major Urban problems – Urban Slums</p> <p>□□Region; Problems and impact on Health</p>	
9	<p>Social Change</p> <p>□□Nature and process of Social Change</p> <p>□□Factors influencing Social change : Cultural change, Cultural lag</p> <p>□□Introduction to Theories of social change : Linear,</p>	<p>Must know□□Nature and process of Social Change</p> <p>□□Factors influencing Social change : Cultural change, Cultural lag</p> <p>□□Introduction to Theories of social change : Linear, Cyclical, Marxian,</p>	04


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	<p>Cyclical, Marxian,</p> <p>Functional Role of nurse – Change agents</p>	<p>Functional Role of nurse – Change agents</p>	
10	<p>Social organization and social system</p> <p><input type="checkbox"/> <input type="checkbox"/> Social organization : elements, types</p> <p><input type="checkbox"/> <input type="checkbox"/> Democratic and authoritarian modes of participation,</p> <p><input type="checkbox"/> <input type="checkbox"/> Voluntary associations</p> <p><input type="checkbox"/> <input type="checkbox"/> Social System : Definition and Types of social system</p> <p><input type="checkbox"/> <input type="checkbox"/> Role and Status as structural elements of social system</p> <p><input type="checkbox"/> <input type="checkbox"/> Inter – relationship of institutions</p>	<p>Must know <input type="checkbox"/> <input type="checkbox"/> Social organization : elements, types</p> <p><input type="checkbox"/> <input type="checkbox"/> Democratic and authoritarian modes of participation,</p> <p><input type="checkbox"/> <input type="checkbox"/> Voluntary associations</p> <p><input type="checkbox"/> <input type="checkbox"/> Social System : Definition and Types of social system</p> <p><input type="checkbox"/> <input type="checkbox"/> Role and Status as structural elements of social system</p> <p><input type="checkbox"/> <input type="checkbox"/> Inter – relationship of institutions</p>	04
11	<p>Social control</p> <p><input type="checkbox"/> <input type="checkbox"/> Nature and process of social control</p> <p><input type="checkbox"/> <input type="checkbox"/> Political, Legal, Religious, Educational, Economic, Industrial and Technological system, Norms values- Folkways and Mores Customs Laws and fashion</p> <p><input type="checkbox"/> <input type="checkbox"/> Role of nurse</p>	<p>Must know <input type="checkbox"/> <input type="checkbox"/> Nature and process of social control</p> <p><input type="checkbox"/> <input type="checkbox"/> Political, Legal, Religious, Educational, Economic, Industrial and Technological system, Norms values- Folkways and Mores Customs Laws and fashion</p> <p><input type="checkbox"/> <input type="checkbox"/> Role of nurse</p>	02


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12	Social Problems <p><input type="checkbox"/> <input type="checkbox"/> Social disorganization</p> <p><input type="checkbox"/> <input type="checkbox"/> Control & Planning : poverty, housing, illiteracy, food supplies,</p> <p>prostitution, rights of women & children, vulnerable groups:</p> <p><input type="checkbox"/> <input type="checkbox"/> Elderly, handicapped, minority groups and other marginalized groups,</p> <p>childlabour, child abuse, delinquency and crime, substance abuse, HIV /</p> <p>AIDS.</p> <p><input type="checkbox"/> <input type="checkbox"/> Social Welfare programs in India</p> <p><input type="checkbox"/> <input type="checkbox"/> Role of Nurse</p>	<p>Must know <input type="checkbox"/> <input type="checkbox"/> Social disorganization</p> <p><input type="checkbox"/> <input type="checkbox"/> Control & Planning : poverty, housing, illiteracy, food supplies,</p> <p>prostitution, rights of women & children, vulnerable groups:</p> <p><input type="checkbox"/> <input type="checkbox"/> Elderly, handicapped, minority groups and other marginalized groups,</p> <p>childlabour, child abuse, delinquency and crime, substance abuse, HIV /</p> <p>AIDS.</p> <p><input type="checkbox"/> <input type="checkbox"/> Social Welfare programs in India</p> <p><input type="checkbox"/> <input type="checkbox"/> Role of Nurse</p>	15


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S.NO	CONTENTS OF THE TOPICS	LEARNING OBJECTIVES (at the end of the session the student should be able to)	TEACHING OBJECTIVES	METHODOLOGY	TIME
1	Introduction <ul style="list-style-type: none"> Definition of Sociology Nature and Scope of the discipline Importance and application of Sociology in Nursing 	<ul style="list-style-type: none"> Explain the definition, nature ,scope, importance and application of sociology in nursing 	<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>	1 hrs


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2	Individual & Society <ul style="list-style-type: none"> Society and Community, Nature of Society, Difference between Society and Community Process of Socialization and Individualization and Personal disorganization 	Discuss in detail about Society and Community, Nature of Society, Difference between Society and Community, Process of Socialization and Individualization, Personal disorganization	To cover meaning of individualization, society, evolution of society, characteristics of society, types of society, Community Process of Socialization and Individualization and Personal disorganization	1. Didactic lecture through power point projections and student interactive session	3hrs
3	Culture <ul style="list-style-type: none"> Nature of culture Evolution of culture Diversity and uniformity of culture 	<ul style="list-style-type: none"> Elaborate the meaning of culture Discuss the evolution of culture Explain the diversity and uniformity of culture 	<p>To cover definition of culture.</p> <p>To cover the concept of culture</p>	<ol style="list-style-type: none"> Group discussion on definition of culture, concept of culture Student interactive session on 	3hrs


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	<ul style="list-style-type: none"> Trans cultural society, Influence on health and disease 	<ul style="list-style-type: none"> Discuss the concept of Trans cultural society and its Influence on health and disease 	<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>	<p>diversity and uniformity of culture</p> <p>3. Problem based learning on Trans cultural society, Influence on health and disease</p>	
4	Social groups and Processes <ul style="list-style-type: none"> The meaning and classification of groups, Primary & Secondary Group In-group V/s. out-group, Class, Tribe, Caste, Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction & Social Processes. 	<ul style="list-style-type: none"> Explain the meaning and classification of groups, Primary & Secondary Group Discuss the In-group V/s. out-group, Class, Tribe, Caste <p>Describe the Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction & Social</p> <p>Explain the Co-operation, Competition, Conflict</p>	<p>To cover meaning, definition of social process.</p> <p>To cover meaning, classification, importance, type and characteristics of social groups.</p>	<p>1Didactic lecture on meaning, definition of social process.</p> <p>2.Student interactive session on types of groups</p>	4hrs


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	<ul style="list-style-type: none"> Co-operation, Competition, Conflict, Accommodation, Assimilation & Isolation 	<ul style="list-style-type: none"> Explain the Co-operation, Competition, Conflict, Accommodation, Assimilation & Isolation 	<p>To cover Co-operation, Competition, Conflict, Accommodation, Assimilation & Isolation</p>	<p>3.student seminar on Co-operation, Competition, Conflict, Accommodation, Assimilation & Isolation</p>	
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5	<p>Population</p> <ul style="list-style-type: none"> Society and population Population distribution in India-Demographic characteristics, Malthusian theory of Populations, Population explosion in India and its impact on health status Family welfare programs 	<p>Describe the Society and population, Population distribution in India-Demographic characteristics, Malthusian theory of Populations, Population explosion in India and its impact on health status</p> <p>Explain the Family welfare programs</p>	<p>To cover Society and population, Population distribution in India-Demographic characteristics, Malthusian theory of Populations, Population explosion in India and its impact on health status</p> <p>To cover the various types of Family welfare programs</p>	<p>Group discussion on Society and population, Population distribution in India-Demographic characteristics.</p> <p>Student seminar on</p>	6hrs


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				various types of Family welfare programs	
6	Family and marriage <ul style="list-style-type: none"> Family Functions Types-Joint, Nuclear, Blended and Extended family:, Characteristics, The Modern Family-Changes, Problems-Dowry etc., Welfare Services. Changes & Legislations on family and marriage in, India-marriage acts Marriage: Forms and functions of marriage, Marriage and family problems in India, Family, marriage and their influence on health and health practices 	<ul style="list-style-type: none"> Discuss the importance and functions of family. Elaborate the various type of family and welfare services Briefly discuss the Changes & Legislations 	<p>To cover definition of family, structure, characteristics of family, functions, types of family and structure, family problems and welfare services</p> <p>To cover marriage acts, legislations and special marriage act.</p>	<ol style="list-style-type: none"> Didactic lecture through PowerPoint presentations on definition of family, structure, characteristics of family, functions, types of family and structure, family problems and welfare services Student interactive session on marriage acts, legislations and special marriage act. 	7hrs


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		<p>on family and marriage in, India</p> <ul style="list-style-type: none"> • Explain the various forms of marriages and its functions 	<p>To cover definition of marriage, type, problems related to marriage.</p>	<p>3. Group discussion on various family problems</p>	
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7	<p>Social Stratification</p> <ul style="list-style-type: none"> • Meaning & types of Social stratification, The Indian Caste System-Origin & □Features of Caste in India Today • Social Class System and Status Social Mobility Meaning & Types Races as a biological concept, criteria of racial classification and Salient features of Primary races-Racism • Influence of Class, Caste and Race on health and health practices 	<ul style="list-style-type: none"> • Describe the concepts of social stratification and Indian Caste System- • Explain the social mobility, social class system • Briefly describe the Influence of Class, Caste and Race on health and health practices 	<p>To cover concept of definition, meaning, characteristics, types, theories stratification and Indian Caste System</p> <p>To cover fuctions of social stratification and social caste system.</p> <p>To cover Influence of Class, Caste and Race on health and health practices</p>	<p>Students Seminar on tools and methods of data collection</p> <p>Essay writing on social stratification and social caste system.</p> <p>Essay writing on Influence of Class,</p>	5hrs
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				Caste and Race on health and health practices	
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8	Types of Communication in India		To cover charactersics, community organizations, Indian villages, Indian rural society, rural urban differences,	1. Group discussion on urban and rural community	6hrs


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	<p>(Rural, Urban and Regional)</p> <ul style="list-style-type: none"> • Features of village's community & Characteristics of India Village panchayat system, social dynamics • Community Development project & Planning & Changes in Indian Rural Life • Availability of health facilities in rural and its impact on health and health practices • Urban-community-features, The growth of cities: Urbanization and its impact on health and health practices Major Urban problems – Urban Slums • Region; Problems and impact on Health 	<p>Describe the Characteristics of India Village and panchayat system and social dynamics</p> <p>Explain the Community Development project & Planning & Changes in Indian Rural Life</p> <p>Discuss the of health facilities in rural and its impact on health and health practices</p> <p>Explain the Urban-community-</p>	<p>panchayat system</p> <p>To cover Community Development project & Planning & Changes in Indian Rural Life</p> <p>To cover Urban-community-features, The growth of cities: Urbanization and its impact on health and health practices Major Urban problems – Urban Slums</p>	<ol style="list-style-type: none"> 2. Student based learning on Community Development project & Planning & Changes in Indian Rural Life 3. Problem based learning on Availability of health facilities in rural and its impact on health and health practices 4. Group discussion on Urban-community and Major Urban problems 5. Student seminar on impact/problems 	
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		<p>features, The growth of cities: Urbanization and its impact on health and health practices Major Urban problems – Urban Slums</p> <p>Explain the Region; Problems and impact on Health</p>	<p>To cover impact/problems of urbanization on health and health practices</p>	<p>of urbanization on health and health practices</p>	
9	<ul style="list-style-type: none"> • Social Change • Nature and process of Social Change, Factors influencing Social change : Cultural change, Cultural lag 	<ul style="list-style-type: none"> • Discuss the Nature and process of Social Change, Factors influencing Social change : Cultural change, Cultural lag 	<p>To cover definition, nature, definition, process, factors influencing social change. Resistance, theories of social change and cultural lag</p>	<p>1. Didactic lecture on social change and cultural lag</p>	4hrs


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	<ul style="list-style-type: none"> • Introduction to Theories of social change : Linear, Cyclical, Marxian • Functional Role of nurse – Change agents 	<ul style="list-style-type: none"> • Discuss the to Theories of social change • Explain the Functional Role of nurse – Change agents 	<p>To cover various theories of social change</p> <p>To cover the Functional Role of nurse as a Change agents</p>	<ol style="list-style-type: none"> 2. Group discussion on various theories of social change 3. Group discussion on Functional Role of nurse as a Change agents 	
10	Social organization and social system <ul style="list-style-type: none"> • Social organization : elements, types • Democratic and authoritarian modes of 	<ul style="list-style-type: none"> • To explain Social organization : elements, types • To discuss the Democratic and authoritarian modes of participation 	<p>To cover definition, characteristics,</p>	<ol style="list-style-type: none"> 1. Didactic lecture through PowerPoint presentation on Social organization : 	4hrs


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	<p>participation,</p> <ul style="list-style-type: none"> • Voluntary associations • Social System : Definition and Types of social system, Role and Status as structural elements of social system • Inter – relationship of institutions 	<ul style="list-style-type: none"> • Explain the Voluntary associations • Social System : Definition and Types of social system • Briefly discuss about Inter – relationship of institution 	<p>elements, types and functions of Social organization.</p> <p>To cover the Democratic and authoritarian modes of participation.</p> <p>To cover various Voluntary associations.</p> <p>To cover Definition and Types of social system</p> <p>To cover the concept of Inter – relationship of institutions</p>	<p>elements, types</p> <ol style="list-style-type: none"> 2. Didactic lecture through PowerPoint presentation on Democratic and authoritarian modes of participation, 3. Student interactive session on Voluntary associations 4. student interactive session on Social System : Definition and Types of social system, Role and Status as structural elements of social system 5. group discussion on Inter – relationship of institutio 	
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11	<p>Social control</p> <ul style="list-style-type: none"> • Nature and process of social control • Political, Legal, Religious, Educational, Economic, Industrial and Technological system, Norms values- Folkways and Mores Customs Laws and fashion • Role of nurse 	<ul style="list-style-type: none"> • Explain the Nature and process of social control • Discuss the Political, Legal, Religious, Educational, Economic, Industrial and Technological system, Norms values- Folkways and Mores Customs Laws and fashion • Discuss the Role of nurse 	<p>To cover meaning, need, purpose, importance for social control</p> <p>To cover various means of social control</p> <p>To cover the role of nurse in social control</p>	<p>Student interactive session on meaning, need, purpose, importance for social control</p> <p>Group discussion on various means of social control</p> <p>Teachers seminar on role of nurse in social control</p>	2hrs
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12	Social Problems <ul style="list-style-type: none"> • Social disorganization • Control & Planning : poverty, housing, illiteracy, food supplies, prostitution, rights of women & children, vulnerable groups:Elderly, handicapped, minority groups and other 	<ul style="list-style-type: none"> • Discuss the meaning , nature characteristics of Social disorganization • Explain the various type of social problems. 	<p>To cover meaning , nature characteristics of Social disorganization</p> <p>To cover the various type of social problems poverty, housing, illiteracy, food supplies, prostitution, rights of women & children, vulnerable groups: Elderly, handicapped, minority groups and other</p>	<ol style="list-style-type: none"> 1. Didactic lecture through power point presentation on meaning , nature characteristics of Social disorganization 2. Student interactive session on various type of social 	15hrs


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	<p>marginalized groups, childlabour, child abuse, delinquency and crime, substance abuse, HIV /AIDS.</p> <ul style="list-style-type: none"> • Social Welfare programs in India • Role of Nurse 	<ul style="list-style-type: none"> • To explain the Social Welfare programs in India • Explain the role of nurse in dealing with social problems. 	<p>marginalized groups, childlabour, child abuse, delinquency and crime, substance abuse, HIV /AIDS to cover the Social Welfare programs in India</p> <p>To cover role of nurse in dealing with social problems.</p>	<p>problems</p> <p>3. Group discussion/ teacher seminar on role of nurse in dealing with social problems.</p>	
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PATHOLOGY (A) & GENETICS (B)

PREAMBLE

Pathology itself may be used broadly to refer to the study of disease in general, incorporating a wide range of biosciences research fields and medical practices. The modern practice of pathology divided into a number of subdisciplines within the discrete but deeply interconnected aims of biological research & medical practice. In nursing the pathology is important for students to acquire knowledge of pathology of various disease condition and apply this knowledge in practice of nursing.

Genetic nursing is a nursing specialty that focuses on providing genetic healthcare to patients. The integration of genetics into nursing began in the 1980s and has been a slow but important process in improving the quality of healthcare for patients receiving genetic and genomic based care from nurses. A genetic nurse helps patient with or at risk for disease related to their genetics, disease like cancer , heart disease, diabetes, alzheimer's. These nurses perform risk assessment and analyze the data found. A career in genetics nursing can be very rewarding, nurse help patients and families better prepare themselves for the potentially harmful diseases that run in their family.

GOALS :

- Provide knowledge , clinical skills for students to competently theory and clinical pathology practice .
- Promote the development of investigative skills to better understand pathological processes as they apply to both individual patients and general patient population.
- Develop realistic, functional and coordinated home care plans for patients and their families.
- Nurse advice and educate the clients and families on such influences that might impact their health, identify and manage physiological responses.



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- To optimize health, reduce health risks, treat disease, and promote wellness.
- Develop realistic, functional and coordinated home care plans for patients and their families.

OBJECTIVES :

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

- Apply the concepts of pathology in various medical & surgical conditions in providing care to clients and their families.
- Apply the concepts of genetic in various medical & surgical conditions in providing care to clients and their families
- Appreciate the client as a holistic individual
- Perform physical assessment of clients
- Apply nursing process in providing nursing care to patients.
- Teach pathology in nursing to undergraduate students & in-service nurses

DURATION : Four years program

ELIGIBILITY :

- The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.
- The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with
- minimum of 55% aggregate marks.
- The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is
- recognized by Indian Nursing Council.
- Minimum one year of work experience after Basic B.Sc. Nursing.
- Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.
- Candidate shall be medically fit.
- 7. 5% relaxation of marks for SC/ST candidates may be given.

INTAKE CAPACITY : Hundred seats per year

CAREER OPPORTUNITIES :

- Academic professional with a focus on developing a research and teaching career


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- Nursing educator focused on developing and managing a full time clinical practice
- Pathology nurse practitioner
- Hospital Pathology collector
- Academic professional with a focus on developing a research and teaching career
- Nursing educator focused on developing and managing a full time clinical practice
- Pathology nurse practitioner
- Hospital Pathology collector

FEE STRUCTURE : Rs 168000/- per year. The examination fees will be decided by university.

TEACHING STRATEGIES : The interdisciplinary curriculum is based on both clinical and theory model. The major focus is on the clinical practice with the means of direct care to the patients. Fellows are prepared to participate in a multi disciplinary approach to planning, implementing, managing, and evaluating programs for improving the standards of practices concerned. It is assumed that there will be approximately 30 theory hours and 10 practical hours.

ELECTIVE TRAINING/OPTIONAL TRAINING

Should be arranged by the faculty for hands on practice and training of the students in the hospital or similar organization for improving the skills of students.

BOOKS REFERED

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


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- Adele Pilliteri. Maternal and Child Health Nursing. 1st ed., Lippincott Williams and Wilkins, p.902-4.

Pathology & genetics

Pathology

Section - A

S. No.	TOPIC	DOMAIN	TIME
1	Introduction <ul style="list-style-type: none"> □ □ Importance of the study of pathology - Definition of terms - Methods and techniques - Cellular and Tissue changes - Infiltration and regeneration 	Must to know	3 Hrs


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	<ul style="list-style-type: none"> - Inflammations and infections - Wound healing - Vascular changes <input type="checkbox"/> <input type="checkbox"/> Cellular growth, Neoplasms - Normal and Cancer cell - Benign and Malignant growths - In situ carcinoma - Disturbances of fluid and electrolyte imbalance 	Must to know	
2	<p>Special Pathology</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Pathological changes in disease conditions of various systems. <input type="checkbox"/> <input type="checkbox"/> Respiratory tract - Tuberculosis, Bronchitis, Pleural effusion and Pneumonia 	<p>Must to know</p> <p>Must to know</p>	10 Hrs (Theo) + 5 Hrs (Prac)


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	<ul style="list-style-type: none"> - Lung abscess, Emphysema, Bronchiectasis - Bronchial asthma, COPD & Tumors □ □ Cardio-vascular system - Pericardial effusion - Rheumatic heart disease - Infective endocarditis, atherosclerosis - Ischemia, infarction & aneurysm □ □ Gastro Intestinal Tract - Peptic ulcer, typhoid - Carcinoma of GI tract buccal, Esophageal, - Gastric & intestinal □ □ Liver, Gall bladder & Pancreas - Hepatitis, Chronic liver abscess, cirrhosis - Tumours of liver, gall bladder and pancreas, 	<p>Must to know</p> <p>Must to know</p> <p>Must to know</p>	
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	<input type="checkbox"/> <input type="checkbox"/> Cancer Breast <input type="checkbox"/> <input type="checkbox"/> Central Nervous system - Hydrocephalus, <input type="checkbox"/> <input type="checkbox"/> Meningitis, encephalitis, - Vascular disorders— thrombosis, embolism - Stroke, paraplegia, quadriplegia - Tumours, meningiomas — gliomas <input type="checkbox"/> <input type="checkbox"/> Metastatic tumours <input type="checkbox"/> <input type="checkbox"/> Skeletal system - Bone healing, osteoporosis, osteomyelitis <input type="checkbox"/> <input type="checkbox"/> Arthritis & tumours	 Must to know Nice to know Desirable to know Must to know Nice to know Nice to know	
3	Clinical Pathology <input type="checkbox"/> <input type="checkbox"/> Various blood and bone marrow tests in	 Must to know	4 Hrs (Theo) + 3 Hrs (Prac)


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	<p>assessment and monitoring of disease conditions.</p> <ul style="list-style-type: none"> - Hemoglobin - RBC, White Cell & platelet counts - Bleeding time, clotting time and prothrombine time - Blood group and cross matching - Blood chemistry - Blood culture - Serological and immunological test - Other blood tests - Examination of Bone marrow - Methods of collection of blood specimen for various <p>clinical pathology, biochemistry, microbiology tests,</p> <p>inference and normal values</p>		
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4	Examination of body cavity fluids, transudates and exudates <p> <input type="checkbox"/> <input type="checkbox"/> The laboratories tests used in CSF analysis </p> <p> <input type="checkbox"/> <input type="checkbox"/> Examination of other body cavity fluids, transudates and exudates sputum, wound discharge </p> <p> <input type="checkbox"/> <input type="checkbox"/> Analysis of gastric and duodenal contents </p> <p> <input type="checkbox"/> <input type="checkbox"/> Analysis of semen-sperm count, motility and morphology and their importance in infertility </p> <p> <input type="checkbox"/> <input type="checkbox"/> Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values </p>	<p>Must to know</p> <p>Must to know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Desirable to know</p>	2 Hrs (Theo) + 1 Hr (Prac)
5	Urine and faeces		1 Hr (Theo)


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	<input type="checkbox"/> <input type="checkbox"/> Urine - Physical characteristics - Analysis - Culture and sensitivity <input type="checkbox"/> <input type="checkbox"/> Faeces - Characteristics - Stool examination: Occult blood, ova, parasite and cyst, reducing substance etc, <input type="checkbox"/> <input type="checkbox"/> Methods of collection for various tests, inference and normal values	Must to know Must to know Desirable to know	+ 1 Hr (Prac)
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S. No.	TOPIC	DOMAIN	TIME
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Genetics

Section - B


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1	Introduction <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Practical application of genetics in Nursing <input type="checkbox"/> <input type="checkbox"/> Impact of genetic condition on families <input type="checkbox"/> <input type="checkbox"/> Review of cellular division mitosis and meiosis. <input type="checkbox"/> <input type="checkbox"/> Characteristics and structure of genes <input type="checkbox"/> <input type="checkbox"/> Chromosomes — sex determination <input type="checkbox"/> <input type="checkbox"/> Chromosomal aberrations— Patterns of inheritance: <ul style="list-style-type: none"> - Mendalian theory of inheritance - Multiple allots and blood groups - Sex linked inheritance - Mechanism of inheritance - Errors in transmission (Mutation) 	<p>Must to know.</p> <p>Desirable to know</p> <p>Nice to know</p> <p>Nice to know</p> <p>Nice to know</p> <p>Must to know</p>	3 Hrs
2	Maternal, prenatal and genetic influences on development of defects and diseases		3 Hrs


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		Nice to know	
3	Genetic testing in the neonates and children <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Screening for <ul style="list-style-type: none"> - Congenital abnormalities - Developmental delay - Dysmorphism 	Must to know	2Hrs
4	Genetic conditions of adolescents and adults <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Cancer genetics Familial Cancer <input type="checkbox"/> <input type="checkbox"/> Inborn errors of metabolism <input type="checkbox"/> <input type="checkbox"/> Blood group alleles and hematological disorder <input type="checkbox"/> <input type="checkbox"/> Genetic haemochromatosis <input type="checkbox"/> <input type="checkbox"/> Huntington's disease <input type="checkbox"/> <input type="checkbox"/> Mental illness 	Must to know Must to know Must to know Desirable to know Desirable to know Nice to know	2Hrs


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5	Services related to Genetics <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Genetic testing <input type="checkbox"/> <input type="checkbox"/> Human genome project <input type="checkbox"/> <input type="checkbox"/> Gene therapy <input type="checkbox"/> <input type="checkbox"/> The Eugenics movement <input type="checkbox"/> <input type="checkbox"/> Genetic Counseling Legal and Ethical issues Role of nurse 	<p>Must to know</p> <p>Must to know.</p> <p>Must to know</p> <p>Must to know</p> <p>Must to know</p>	5Hrs
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S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
1.	Introduction <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Importance of the study of pathology - Definition of terms 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Define the common terms used in pathology. <input type="checkbox"/> <input type="checkbox"/> Appreciate the deviations from 	To cover the basic knowledge regarding pathology, its include definition, methods,	Teacher seminar on definition, methods, technique, inflammations, infections, wound healing, vascular	3 Hrs


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	<ul style="list-style-type: none"> - Methods and techniques - Cellular and Tissue changes - Infiltration and regeneration - Inflammations and infections - Wound healing - Vascular changes <input type="checkbox"/> <input type="checkbox"/> Cellular growth, Neoplasms - Normal and Cancer cell - Benign and Malignant growths - In situ carcinoma - Disturbances of fluid and electrolyte imbalance 	<p>normal to abnormal structure and functions of the body system.</p>	<p>techniques, cellular & tissue changes, infiltration, regeneration, inflammations, infections, wound healing, cellular growth, neoplasm, in situ carcinoma, disturbance of fluid & electrolyte imbalance.</p>	<p>changes.</p> <p>Student seminar on cellular & tissue changes.</p>	
2.	<p>Special Pathology</p> <p><input type="checkbox"/> <input type="checkbox"/> Pathological changes in disease conditions of various systems.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Explain the pathological changes in disease conditions of various systems.</p>	<p>To cover the pathological changes in disease conditions of various system-</p>	<p>Teacher seminar on respiratory tract</p>	<p>10 Hrs (Theo) Hrs (Prac)</p>


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	<input type="checkbox"/> <input type="checkbox"/> Respiratory tract - Tuberculosis, Bronchitis, Pleural effusion and Pneumonia - Lung abscess, Emphysema, Bronchiectasis - Bronchial asthma, COPD & Tumors <input type="checkbox"/> <input type="checkbox"/> Cardio-vascular system - Pericardial effusion - Rheumatic heart disease - Infective endocarditis, atherosclerosis - Ischemia, infarction & aneurysm <input type="checkbox"/> <input type="checkbox"/> Gastro Intestinal Tract - Peptic ulcer, typhoid - Carcinoma of GI tract buccal, Esophageal, - Gastric & intestinal		respiratory tract, cardiovascular system, gastro-intestinal system, genitor urinary system, Male genital systems - Cryptorchidism, testicular atrophy Prostatic hyperplasia, carcinoma penis & prostate, Female genital system- Fibroids - Carcinoma cervix and Endometrium - Vesicular mole, choriocarcinoma - Ectopic gestation - Ovarian cyst & tumour <input type="checkbox"/> <input type="checkbox"/> Cancer Breast <input type="checkbox"/> Central Nervous system- Hydrocephalus, <input type="checkbox"/> <input type="checkbox"/> Meningitis, encephalitis,	infection & disease. Conventional method on disease condition – tuberculosis, pneumonia, asthma. Teacher seminar on cardio vascular system disorders. Teaching seminar on GI tract infection & disease Interactive session on various pathological changes occur with in the human body.	
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	<ul style="list-style-type: none"> - Vesicular mole, choriocarcinoma - Ectopic gestation - Ovarian cyst & tumour <input type="checkbox"/> <input type="checkbox"/> Cancer Breast <input type="checkbox"/> <input type="checkbox"/> Central Nervous system - Hydrocephalus, <input type="checkbox"/> <input type="checkbox"/> Meningitis, encephalitis, - Vascular disorders— thrombosis, embolism - Stroke, paraplegia, quadriplegia - Tumours, meningiomas — gliomas <input type="checkbox"/> <input type="checkbox"/> Metastatic tumours <input type="checkbox"/> <input type="checkbox"/> Skeletal sytem - Bone healing, osteoporosis, osteomyelitis <input type="checkbox"/> <input type="checkbox"/> Arthritis & tumours 			Teaching seminar on various disorders & its pathophysiology	
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3.	Clinical Pathology <p><input type="checkbox"/><input type="checkbox"/> Various blood and bone marrow tests in assessment and monitoring of disease conditions.</p> <ul style="list-style-type: none"> - Hemoglobin - RBC, White Cell & platelet counts - Bleeding time, clotting time and prothrombine time - Blood group and cross matching - Blood chemistry - Blood culture - Serological and immunological test - Other blood tests - Examination of Bone marrow - Methods of collection of blood specimen for various 	<input type="checkbox"/> <input type="checkbox"/> Describe various laboratory tests in assessment and monitoring of disease conditions.	To cover the various blood & bone marrow test in assessment and monitoring of disease conditions.	Conventional teaching on various sample collection technique, storage & transportation. Teacher seminar of various test related to clinical pathology. Demonstration method	4 Hrs (Theo) + (Prac)


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	<p>clinical pathology, biochemistry, microbiology tests,</p> <p>inference and normal values</p>			& conventional method	
4.	<p>Examination of body cavity fluids, transudates and exudates</p> <p><input type="checkbox"/> <input type="checkbox"/> The laboratories tests used in CSF analysis</p> <p><input type="checkbox"/> <input type="checkbox"/> Examination of other body cavity fluids, transudates and exudates sputum, wound discharge</p> <p><input type="checkbox"/> <input type="checkbox"/> Analysis of gastric and duodenal contents</p> <p><input type="checkbox"/> <input type="checkbox"/> Analysis of semen-sperm count, motility and morphology and their importance in infertility</p> <p><input type="checkbox"/> <input type="checkbox"/> Methods of collection of CSF and other cavity fluids specimen for various</p>	<p><input type="checkbox"/> <input type="checkbox"/> Describe the laboratory tests for examination of body cavity fluids, transudates and exudates.</p>	<p>To cover the The laboratories tests used in CSF analysis, Examination of other body cavity fluids, transudates and exudates sputum, wound discharge, Analysis of gastric and duodenal contents, Analysis of semen-sperm count, motility and morphology and their importance in infertility, Methods of collection of CSF and other cavity fluids specimen for various clinical pathology.</p>	<p>Teacher seminar on examination of body cavity fluids , transudates, exudates.</p> <p>Student seminar on examination of body fluids.</p> <p>Discussion on analysis of gastric & duodenal content.</p>	2 Hrs (Theo) + (Prac)


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	clinical pathology, biochemistry, microbiology tests, inference and normal values				
5.	Urine and faeces <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Urine <ul style="list-style-type: none"> - Physical characteristics - Analysis - Culture and sensitivity <input type="checkbox"/> <input type="checkbox"/> Faeces <ul style="list-style-type: none"> - Characteristics - Stool examination: <p>Occult blood, ova, parasite and cyst, reducing substance etc,</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Methods of collection for various tests, inference and normal values 	describe the laboratory tests for examination of Urine and faeces.	<p>To cover the urine and faeces – physical characteristics, analysis, stool examination, Occult blood, ova, parasite and cyst, reducing substance etc,</p> <p>Methods of collection for various tests, inference and normal values</p>	<p>Teacher seminar on methods of collection for various tests, inference & normal values.</p> <p>Demonstration on sample collection of urine & faeces with their characteristics, culture and sensitivity, analysis.</p>	1 Hr (Theo) + (Prac)


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S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
1.	Introduction <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Practical application of genetics in Nursing <input type="checkbox"/> <input type="checkbox"/> Impact of genetic condition on families <input type="checkbox"/> <input type="checkbox"/> Review of cellular division mitosis and meiosis. <input type="checkbox"/> <input type="checkbox"/> Characteristics and structure of genes <input type="checkbox"/> <input type="checkbox"/> Chromosomes — sex determination <input type="checkbox"/> <input type="checkbox"/> Chromosomal aberrations— Patterns of inheritance: - Mendalian theory of inheritance 	<input type="checkbox"/> <input type="checkbox"/> Explain nature, principles and perspectives of heredity.	<p>To cover the Practical application of genetics in Nursing, Impact of genetic condition on families, cellular division mitosis and meiosis.Characteristics and structure of genes</p> <p>Chromosomes — sex determination, Mendalian theory of inheritance, Multiple allots and blood groups- Sex linked inheritance - Mechanism of inheritance, Errors in transmission (Mutation)</p>	<p>Teacher seminar on practicale application of genetic, cellular division, mitosis and meiosis</p> <p>Teacher seminar on genes, chromosome sex determination.</p>	3 Hrs


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	<ul style="list-style-type: none"> - Multiple allots and blood groups - Sex linked inheritance - Mechanism of inheritance - Errors in transmission (Mutation) 			Teacher seminar on Chromosomal aberrations	
2.	<p>Maternal, prenatal and genetic influences on development of defects and diseases</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Conditions affecting the mother : genetic and infections <input type="checkbox"/> <input type="checkbox"/> Consanguinity atrophy <input type="checkbox"/> <input type="checkbox"/> Prenatal nutrition and food allergies. <input type="checkbox"/> <input type="checkbox"/> Maternal age <input type="checkbox"/> <input type="checkbox"/> Maternal drug therapy <input type="checkbox"/> <input type="checkbox"/> Prenatal testing and 	Explain maternal, prenatal and genetic influences on development of defects and disease.	<p>To cover the Conditions affecting the mother : genetic and infections,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consanguinity atrophy, Prenatal nutrition and food allergies. Maternal age, <input type="checkbox"/> Maternal drug therapy <input type="checkbox"/> Prenatal testing and diagnosis, <input type="checkbox"/> Effect of Radiation, drugs and chemicals, Infertility, <input type="checkbox"/> Spontaneous abortion, Neural Tube Defects and the role of 	Discussion on Maternal, prenatal and genetic influences on development of defects and diseases	3 Hrs


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	<p>diagnosis</p> <p><input type="checkbox"/> <input type="checkbox"/> Effect of Radiation, drugs and chemicals</p> <p><input type="checkbox"/> <input type="checkbox"/> Infertility</p> <p><input type="checkbox"/> <input type="checkbox"/> Spontaneous abortion</p> <p><input type="checkbox"/> <input type="checkbox"/> Neural Tube Defects and the role of folic acid in lowering the risks</p> <p><input type="checkbox"/> <input type="checkbox"/> Down syndrome (Trisomy 21)</p>		folic acid in lowering the risks, Down syndrome (Trisomy 21)		
3.	<p>Genetic testing in the neonates and children</p> <p><input type="checkbox"/> <input type="checkbox"/> Screening for</p> <ul style="list-style-type: none"> - Congenital abnormalities - Developmental delay - Dysmorphism 	Explain the screening methods for genetic defects and diseases in neonates and children.	To cover the Screening for- Congenital abnormalities Developmental delay, Dysmorphism	Discussion on Genetic testing in the neonates and children	2Hrs


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4.	Genetic conditions of adolescents and adults <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Cancer genetics Familial Cancer <input type="checkbox"/> <input type="checkbox"/> Inborn errors of metabolism <input type="checkbox"/> <input type="checkbox"/> Blood group alleles and hematological disorder <input type="checkbox"/> <input type="checkbox"/> Genetic haemochromatosis <input type="checkbox"/> <input type="checkbox"/> Huntington's disease <input type="checkbox"/> <input type="checkbox"/> Mental illness 	Identify genetic disorders in adolescents and adults.	To cover the Cancer genetics Familial Cancer <input type="checkbox"/> Inborn errors of metabolism, Blood group alleles and hematological disorder, Genetic haemochromatosis <input type="checkbox"/> Huntington's disease Mental illness	Teacher seminar on Genetic conditions of adolescents and adults	2Hrs
5.	Services related to Genetics <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Genetic testing <input type="checkbox"/> <input type="checkbox"/> Human genome project <input type="checkbox"/> <input type="checkbox"/> Gene therapy <input type="checkbox"/> <input type="checkbox"/> The Eugenics movement 	Describe the role of nurse in genetic services and counseling.	To cover the Genetic testing, <input type="checkbox"/> Human genome project, <input type="checkbox"/> Gene therapy, <input type="checkbox"/> The Eugenics movement, <input type="checkbox"/> Genetic Counseling Legal and Ethical issues, Role of nurse	Role play on gene therapy, Genetic Counseling Legal and Ethical issues Role of nurse	5Hrs


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	<input type="checkbox"/> <input type="checkbox"/> Genetic Counseling Legal and Ethical issues Role of nurse				
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COMMUNITY HEALTH NURSING

PREAMBLE

Community health is a major field of study within the medical and clinical sciences which focuses on the maintenance, protection and improvement of the health status of population groups and communities as opposed to the health of individual patients. The word "community" derives from the Old French *comuneté*, which means, “commonness, community, shared in common”.

Community health nursing is defined as the synthesis of nursing and public health practice applied to promoting and protecting the health of population. It is a practice that is continuous and comprehensive directed towards all groups of community members. A community comprises people of various ages, health conditions, social status and cultures. The community health nurses are expected to focus their work on disease prevention and health promotion, including promotion of self-care. It combines all the basic elements of professional, clinical nursing with public health and community practice. The community health nurse or public health nurse is one category of the health workforce in the community. In all pre-service nursing or nursing and midwifery curricula, there are one or two courses in community health nursing, which provide basic information on community health and the role of nurses in the community. The primary goal of community health nursing is to help a community protect and preserve the health of its members, while the secondary goal is to promote self-care among individuals and families. In the health-care reform environment, the community health nurse will probably continue to care for individuals and families, particularly high-risk clients and those with communicable diseases.

GOALS



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- ✓ to prepare graduates to assume responsibilities as community health nurse specialists, consultants, educators, administrators in a wide variety of professional settings
- ✓ to assist students in developing expertise and in depth understanding in the field of community health nursing
- ✓ to analyze components of community health practices
- ✓ to develop advanced skills for nursing intervention in various aspects of community health care settings
- ✓ to function as community health Nurse practitioner/specialist
- ✓ to function as educator, manager and researcher in the field of community health nursing.

OBJECTIVES

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

1. Appreciate the history and development in the field of Community Health and Community Health Nursing.
2. Appreciate role of individuals and families in promoting health of the Community.
3. Perform physical, developmental and nutritional assessment of individuals, families and groups.
4. Apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the people.
5. Apply nursing process approach while providing care to individuals, families, groups and community.
6. Integrate the concepts of family centered nursing approach while providing care to the community.
7. Recognize and participate in the management of emergencies, epidemics and disasters.
8. Apply recent technologies and care modalities while delivering community health nursing care.
9. Appreciate legal and ethical issues pertaining to community health nursing care.



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10. Conduct community health nursing care projects.
11. Participate in planning, implementation and evaluation of various national health and family welfare programmes at local, state and the national level.
12. Incorporate evidence based nursing practice and identify the areas of research in the community settings.
13. Participate effectively as a member of Community Health team.
14. Coordinate and collaborate with various agencies operating in the community by using inter-sectoral approach.
15. Teach community health nursing to undergraduates, in-service nurses and the community health workers.
16. Demonstrate leadership and managerial abilities in community health nursing practice

DURATION

Duration of the course is 2 years for M.Sc. (N)

ELIGIBILITY

- ✓ The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.
- ✓ The minimum education requirements shall be the passing of :B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks.
- ✓ The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons.Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by INC.
- ✓ Minimum one year of work experience after Basic B.Sc. Nursing.
- ✓ Minimum one year of work experience prior or after Post Basic B.Sc.Nursing.


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- ✓ Candidate shall be medically fit.
- ✓ 5% relaxation of marks for SC/ST candidates may be given.

INTAKE CAPACITY

5 Seats / year

CAREER OPPORTUNITIES

- ✓ Academic professional with a focus on developing a research and training career.
- ✓ Administering healthcare services and advocating for healthcare improvements.
- ✓ Nursing educator focused on developing and managing a full time clinical practice.
- ✓ Nursing manager to manage the wards and concerned activities.
- ✓ School health nurse to teach children on maintaining their personal health, provide vaccinations and monitor children to ensure they are not suffering from any illnesses.
- ✓ Occupational health nurse to address the health care needs of working populations have been identified as an important component of the public health strategy.
- ✓ Public health nurse to become involved in voluntary programs (Red Cross, Disaster Management, various National Health Programmes)

FEE STRUCTURE


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Rs 1,60,000 / year. The examination fees will be decided by the university.

TEACHING STRATEGIES

- ✓ Interactive session with the students
- ✓ Seminar
- ✓ Didactic lecture through Power point projection
- ✓ Demonstrations
- ✓ Field visits
- ✓ Postings in CHC, PHC , Sub-center

TOTAL HOURS

Clinical Speciality-I

THEORY – 150 HOURS

PRACTICAL -- 660 HOURS

TOTAL -- 810 HOURS



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S./NO	DEPARTMENT/ UNIT	NO OF WEEKS	TOTAL HOURS
1	Sub-centre, PHC, CHC	17	360 Hours
2	District family welfare bureau	3	30 Hours
3	Urban centers	6	180 Hours
4	Field visits	3	90 Hours

STUDENT ACTIVITIES

- Identification of community leaders and resource persons(community mapping)
- Community health survey
- Community health nursing process- individual, family and special groups and community
- Counseling
- Health education – campaign, exhibition, folk media, preparation of IEC materials


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- Organising and participating in special clinics/camps and national health and welfare programmes-Organise atleast one health and family welfare mela/fair (all stalls of national health and family welfare activities should be included)
- Estimation of Vital health statistics -Exercise
- Drill for disaster preparedness
- Organise at least one in-service education to ANM's/LHV/PHN/HW
- Nutrition – Exercise on nutritional assessment on dietary planning, demonstration and education for various age groups
- Filling up of Records, reports and registers maintained at SC/PHC/CHC
- Assist women in self breast examination
- Conduct antenatal examination
- Conduct vaginal examination
- Conduct deliveries
- Post natal visits
- Perform Episiotomy and suturing
- Prepare Pap smear
- Conduct Insertion/Removal of IUD
- Blood Slide preparation
- Field visits
- Maintenance of log book for various activities

RESEARCH TRAINING


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Submission of the research proposal - End of 9th month of 1st year

REFERENCES

Basavanthappa B.T., "Community Health Nursing", 2nd edition. Jaypee Publishers.2007 New Delhi, 2012 reprint.

Clement I. "Basic Concepts of Community Health Nursing". 2nd edition. Jaypee Publishers, New Delhi, 2009.

Gulani K. " Principles and Practice : Community Health Nursing". Kumar Publishers. New Delhi .2015.

Hiremath D. "Essentials of Community Medicine".Ist edition. Jaypee Publishers. New Delhi. 2005.

Kamalam S. " Essentials of Community Health Nursing". 3rd edition. Jaypee Publishers. New Delhi.

Park k. "Text Book of Preventive and Social Medicine" 21th Edition. Banarsidas Bhannot publishers 2013.

Prabhakara G.N., " Biostatistics ", 2nd edition. Jaypee publishers.2014.

Suryakantha A.H. "Community Medicine with Recent Advances". 3rd edition. Jaypee Brothers Medical Publishers Ltd. New Delhi, 20014


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CURRICULUM PLAN

NAME OF THE PROGRAMME : MSc Nursing

PLACEMENT : First Year

SUBJECT : Community Health Nursing

HOURS PROVIDED

- **THEORY** – 150 hours
- **PRACTICAL** - 660 hours

COURSE DESCRIPTION

This course is designed to assist in developing expertise and in-depth understanding in the field of community health nursing. It will help students to develop advanced skills for nursing intervention in various aspects of community health care settings. It will enable the student to function as community health nurse practitioner/ specialist. It will further enable the student to function as educator, manager and researcher in the field of community health nursing.


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S. NO	TOPIC	DOMAIN	HRS
1	Introduction <ul style="list-style-type: none"> <input type="checkbox"/> Historical development of Community Health and Community health Nursing- World and India, various health and family welfare committees <input type="checkbox"/> Current status, trends and challenges of Community Health Nursing <input type="checkbox"/> Health status of the Community-community diagnosis <input type="checkbox"/> Scope of Community health Nursing practice <input type="checkbox"/> Ethical and legal issues 	<p>Nice to know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p>	10


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<input type="checkbox"/> Socio-cultural issues in Community health Nursing	Must know	
<input type="checkbox"/> National Policies, plans and programmes	Desirable to know	
<ul style="list-style-type: none"> • National health policy 	Must know	
<ul style="list-style-type: none"> • National Population policy 		
<ul style="list-style-type: none"> • National Health and welfare Programmes 		
<ul style="list-style-type: none"> • National Health goals/ indicators/ Millennium developmental goals(MDG)/ Strategies 		
<ul style="list-style-type: none"> • Planning process: Five year plans 		
<ul style="list-style-type: none"> • National Rural Health Mission 		
<ul style="list-style-type: none"> • Panchayat raj institutions 		
Health		


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2	<input type="checkbox"/> Concepts, issues	Must know	10
	<input type="checkbox"/> Determinants	Must know	
	<input type="checkbox"/> Measurements	Must know	
	<input type="checkbox"/> Alternate systems for health promotion and management of health problems	Must know	
	<input type="checkbox"/> Health economics	Nice to know	
	<input type="checkbox"/> Health technology	Must know	
	<input type="checkbox"/> Genetics and health	Must know	
	<input type="checkbox"/> Waste disposal	Must know	
	<input type="checkbox"/> Eco system	Desirable to know	
	Population dynamics and control		
3	<input type="checkbox"/> Demography	Must know	


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4	<input type="checkbox"/> Transition and theories of population	Nice to know	15
	<input type="checkbox"/> National population policy	Must know	
	<input type="checkbox"/> National population programmes	Desirable to know	
	<input type="checkbox"/> Population control and related programmes	Desirable to know	
	<input type="checkbox"/> Methods of family limiting and spacing	Must know	
	<input type="checkbox"/> Research, Census, National Family Health Survey	Desirable to know	
	Community health Nursing		
	<input type="checkbox"/> Philosophy, Aims, Objectives, Concepts, Scope, Principles, Functions	Must know	30
	<input type="checkbox"/> Community health Nursing theories and models	Desirable to know	
	<input type="checkbox"/> Quality assurance: Community health Nursing standards,competencies, Monitoring community health nursing, nursing audits	Must know	


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	Maternal and neonatal care		
5	<input type="checkbox"/> IMNCI(Integrated Management of Neonatal And Childhood Illnesses) module <input type="checkbox"/> Skilled Birth Attendant (SBA) module	Must know Must know	45
	Disaster nursing		
6	(INC module on Reaching out: Nursing Care in emergencies)	Must know	15
	Information, education and communication		
7	<input type="checkbox"/> IEC/BCC: Principles and strategies <input type="checkbox"/> Communication Skills <input type="checkbox"/> Management information and evaluation system: Records and reports	Must know Must know Must know	10


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8	<input type="checkbox"/> Information technology	Nice to know	15
	<input type="checkbox"/> Tele-medicine and tele-nursing	Desirable to know	
	<input type="checkbox"/> Journalism	Nice to know	
	<input type="checkbox"/> Mass media	Nice to know	
	<input type="checkbox"/> Folk media	Nice to know	
	Health care delivery system: Urban, rural, tribal and difficult areas		
	<input type="checkbox"/> Health organization: National, State, District, CHC, PHC, Sub Centre, Village - Functions, Staffing, pattern of assistance, layout, drugs, equipments and supplies, Roles and Responsibilities of DPHNO	Must know	
	<input type="checkbox"/> Critical review of functioning of various levels, evaluation studies, recommendations and nursing perspectives	Desirable to know	


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	<input type="checkbox"/> Alternative systems of medicine <input type="checkbox"/> Training and supervision of health workers Health agencies: NGO's, Roles and functions <input type="checkbox"/> Inter-sectoral coordination <input type="checkbox"/> Public private partnership <input type="checkbox"/> Challenges of health care delivery system	<p>Must know</p> <p>Must know</p> <p>Nice to know</p> <p>Desirable to know</p> <p>Nice to know</p>	
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CURRICULUM PLAN

NAME OF THE PROGRAMME : MSc Nursing
PLACEMENT : First Year
SUBJECT : Community Health Nursing

HOURS PROVIDED

- **THEORY** – 150 hours
- **PRACTICAL** - 660 hours

COURSE DESCRIPTION

This course is designed to assist in developing expertise and in-depth understanding in the field of community health nursing. It will help students to develop advanced skills for nursing intervention in various aspects of community health care settings. It will enable the student to function as community health nurse practitioner/ specialist. It will further enable the student to function as educator, manager and researcher in the field of community health nursing.



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S. No	Topic	Learning Objectives (At the end of the session, the students should be able to :)	Teaching Guidelines	Methodology	Time
1	Introduction <ul style="list-style-type: none"> <input type="checkbox"/> Historical development of Community Health and Community health Nursing- World and India, various health and family welfare committees <input type="checkbox"/> Current status, trends and challenges of Community Health Nursing <input type="checkbox"/> Health status of the Community-community diagnosis <input type="checkbox"/> Scope of Community health Nursing practice 	<p>Discuss the historical development of Community Health and Community health Nursing- World and India, various health and family welfare committees</p> <p>Discuss the current status, trends and challenges of Community Health Nursing</p> <p>Describe the health status of the Community-community diagnosis</p> <p>Elaborate the scope of Community health Nursing practice</p>	<p>To cover historical development of Community Health and Community health Nursing, various health and family welfare committees, current status, trends and challenges of community health nursing, health status of the community-community diagnosis; scope of community health nursing practice, ethical and legal issues, socio-cultural issues in community health nursing, National policies, plans and programmes, National health</p>	<p>Lecture cum discussion on historical development of Community Health and Community health Nursing</p> <p>Interactive session on ethical, legal issues and socio-</p>	10 hours


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	<input type="checkbox"/> Ethical and legal issues <input type="checkbox"/> Socio-cultural issues in Community health Nursing <input type="checkbox"/> National Policies, plans and programmes <ul style="list-style-type: none"> • National health policy • National Population policy • National Health and welfare Programmes • National Health goals/ indicators/ Millennium developmental goals(MDG)/ Strategies • Planning process: Five year plans 	<p>Explain the ethical , legal issues and socio-cultural issues in Community health Nursing</p> <p>discuss National Policies, plans and programmes</p>	<p>policy, National Population policy, National Health and welfare Programmes, National Health goals/ indicators/ Millennium developmental goals(MDG)/ Strategies, Planning process: Five year plans, National Rural Health Mission and Panchayat raj institutions</p>	<p>cultural issues in</p> <p>Didactic lecture on national policies, plans and programmes</p>	
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	<ul style="list-style-type: none"> • National Rural Health Mission • Panchayat raj institutions <p>Health</p> <p><input type="checkbox"/> Concepts, issues</p> <p><input type="checkbox"/> Determinants</p> <p><input type="checkbox"/> Measurements</p> <p><input type="checkbox"/> Alternate systems for health promotion and management of health problems</p> <p><input type="checkbox"/> Health economics</p> <p><input type="checkbox"/> Health technology</p>	<p>Discuss Concepts, issues, determinants and measurements</p> <p>Explain alternate systems for health promotion and management of health problems.</p> <p>Describe health economics and health technology</p>	<p>To cover the concepts, issues, determinants, measurements, Alternate systems for health promotion and management of health problems, Health economics, Health technology, Genetics and health, Waste disposal and Eco system</p> <p>To cover demography, transition and theories of population,</p>	<p>Teaching seminar</p> <p>Interactive session</p>	
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2	<input type="checkbox"/> Genetics and health <input type="checkbox"/> Waste disposal <input type="checkbox"/> Eco system Population dynamics and control <input type="checkbox"/> Demography <input type="checkbox"/> Transition and theories of population <input type="checkbox"/> National population policy <input type="checkbox"/> National population programmes <input type="checkbox"/> Population control and related programmes	<p>Discuss genetics and health</p> <p>Discuss waste disposal</p> <p>Discuss eco system</p> <p>Explain demography, the transition and theories of population</p> <p>Elaborate National population policy, National population programmes, Population control and related programmes</p> <p>Explain the methods of family limiting and spacing</p>	<p>National population policy, National population programmes, population control and related programmes, methods of family limiting and spacing, research, census and National family health Survey.</p> <p>To cover philosophy, aims, objectives, concepts, scope, principles, functions, community health nursing theories and models, Quality assurance,</p>	<p>Didactic lecture</p> <p>Field visits to water supply, sewage disposal,</p> <p>Clinical Postings in AYUSH Department in CHC</p> <p>Lecture cum discussion</p>	10 hrs
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3	<input type="checkbox"/> Methods of family limiting and spacing <input type="checkbox"/> Research, Census, National Family Health Survey Community health Nursing <input type="checkbox"/> Philosophy, Aims, Objectives, Concepts, Scope, Principles, Functions <input type="checkbox"/> Community health Nursing theories and models <input type="checkbox"/> Quality assurance: Community health Nursing standards, competencies, Monitoring community health nursing, nursing	<p>Discuss research, census and National Family Health Survey</p> <p>Discuss philosophy, aims, objectives, concepts, scope, principles and functions.</p> <p>Explain community health nursing theories and models.</p> <p>Elaborate quality assurance, standards, competencies, monitoring community health nursing and nursing audits</p>	<p>Community health Nursing standards, competencies, Monitoring community health nursing, nursing audits, family nursing and family centered nursing approach, family health nursing process, nursing care for special groups, community nutrition; concept, role and responsibilities of community health Nurse practitioners/nurse midwifery practitioners-decision making skills, professionalism and legal issues</p>	<p>Didactic lecture</p> <p>visit to family planning camp</p> <p>Clinical Postings in CHC, PHC</p>	15 hrs
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<p>audits</p> <p><input type="checkbox"/> Family nursing and Family centered nursing approach</p> <p><input type="checkbox"/> Family health nursing process</p> <p>o Family health assessment</p> <p>o Diagnosis</p> <p>o Planning</p> <p>o Intervention</p> <p>o Evaluation</p> <p><input type="checkbox"/> Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged- Urban</p>	<p>Discuss family nursing and family centered nursing approach</p> <p>Explain family health nursing process</p> <p>Discuss nursing care for special groups</p>		<p>Didactic lecture</p> <p>Demonstration on family health assessment</p> <p>Family visits</p>	
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4	<p>and rural population at large</p> <p><input type="checkbox"/> Community nutrition</p> <p><input type="checkbox"/> Concept, role and responsibilities of community health Nurse practitioners/nurse midwifery practitioners-decision making skills, professionalism, legal issues</p> <p>Maternal and neonatal care</p> <p><input type="checkbox"/> IMNCI(Integrated Management of Neonatal And Childhood Illnesses) module</p>	<p>Discuss community nutrition</p> <p>Explain the concept, role and responsibilities of community health nurse practitioners/nurse midwifery practitioners-decision making skills, professionalism, legal issues</p> <p>Explain IMNCI(Integrated Management of Neonatal And</p>	<p>To cover IMNCI module and Skilled Birth Attendant (SBA) module</p> <p>To cover INC module on Reaching out: Nursing Care in emergencies</p>	<p>Clinical Postings in CHC, PHC</p>	30 hrs
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	<p><input type="checkbox"/> Skilled Birth Attendant (SBA) module</p> <p>Disaster nursing</p> <p>INC module on Reaching out: (Nursing Care in emergencies)</p> <p>Information, education and communication</p> <p><input type="checkbox"/> IEC/BCC: Principles and strategies</p> <p><input type="checkbox"/> Communication Skills</p>	<p>Childhood Illnesses) module</p> <p>Discuss Skilled Birth Attendant (SBA) module</p> <p>Discuss INC module on Reaching out: Nursing Care in emergencies</p> <p>Explain the Principles and strategies of IEC</p>	<p>To cover principles and strategies of IEC, communication Skills, management information and evaluation system, information technology, tele-medicine and tele-nursing, journalism, mass media and folk media</p>		
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<p> <input type="checkbox"/> Management information and evaluation system: Records and reports </p> <p> <input type="checkbox"/> Information technology </p> <p> <input type="checkbox"/> Tele-medicine and tele-nursing </p> <p> <input type="checkbox"/> Journalism </p> <p> <input type="checkbox"/> Mass media </p> <p> <input type="checkbox"/> Folk media </p> <p> Health care delivery system: Urban, rural, tribal and difficult areas </p> <p> <input type="checkbox"/> Health organization: National, </p>	<p>Discuss communication skills</p> <p>Describe the management information and evaluation system:</p> <p>Describe information technology, tele-medicine and tele-nursing</p> <p>Discuss journalism, mass media and folk media</p>	<p>To cover the health organization, the functioning of various levels, recommendations and nursing perspectives, the alternative systems of medicine, the training and supervision of health workers, health agencies, inter-sectoral coordination , public private partnership and the challenges of health care delivery system</p>	<p>Teaching seminar</p> <p>Interactive session</p>	
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5	<p>State, District, CHC, PHC, Sub Centre, Village - Functions, Staffing, pattern of assistance, layout, drugs, equipments and supplies, roles and Responsibilities of DPHNO</p> <p><input type="checkbox"/> Critical review of functioning of various levels, evaluation studies, recommendations and nursing perspectives</p> <p><input type="checkbox"/> Alternative systems of medicine</p> <p><input type="checkbox"/> Training and supervision of health workers Health agencies: NGO's, Roles and functions</p> <p><input type="checkbox"/> Inter-sectoral coordination</p>	<p>Describe the health organization of India</p> <p>Describe the functioning of various levels, evaluation studies, recommendations and nursing perspectives</p> <p>Explain the alternative systems of medicine</p> <p>Discuss the training and supervision of</p>		<p>Interactive session</p> <p>Disaster drill</p>	45 hrs
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6	<input type="checkbox"/> Public private partnership <input type="checkbox"/> Challenges of health care delivery system	health workers, health agencies Explain inter-sectoral coordination and public private partnership Discuss the challenges of health care delivery system		Teaching seminar Interactive session Field visits Clinical postings Group projects Role plays	15 hrs
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7				Teaching seminar Interactive session	10 hrs
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8				Field visits Clinical postings	15 hrs
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- Clement I. “Basic Concepts of Community Health Nursing”. 2nd edition. Jaypee Publishers, New Delhi, 2009.
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B.Sc. Nursing 3rd Year

EDICAL SURGICAL NURSING

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 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


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centers, home health care, [humanitarian relief work](#), [ambulatory](#) surgical care, and skilled [nursing homes](#). Some military medical-surgical nurses serve on battlefields.

GOALS

The aim of the undergraduate nursing program is to:

- ❖ Prepare graduates to assume responsibilities as professionals, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative services.
- ❖ Prepare nurses who can make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, functions 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, and manager in a clinical /public health settings.

OBJECTIVES

- Appreciate the trends in medical and surgical nursing.
- Describe the role of a nurse in caring for adult patient in hospital and community.
- Describe the concepts of Medical Surgical aspects.
- Describe the common signs, symptoms, problems and their specific nursing intervention.
- Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients

DURATION

- Four year

ELIGIBILITY

The aim of the undergraduate nursing program is to:



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- ❖ Prepare graduates to assume responsibilities as professionals, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative services.
- ❖ Prepare nurses who can make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, functions 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, and manager in a clinical /public health settings.

Eligibility (for appearing in the examination)

7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of the each subject for appearing for examination.
- 2 A candidate must have 100% attendance in each of the practical areas before award of degree.

INTAKE CAPACITY: 100 seats per year

CAREER OPPORTUNITIES:

Registered Nurses (RNs) may work in more than 50 different areas of practice from public health to palliative care.

Gerontological Nursing

Gerontological nursing isn't just about end-of-life activities — it's about maximizing functional health and psychological well being for people over 65. Nursing who specialize in gerontology find themselves working in diverse settings, and caring for older adults in various stages of life.

Home Health Nursing


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The last 20 years, we've witnessed nursing care shift to the community from hospitals. Discover all the interventions home health care nurses now deliver, allowing Canadians to successfully manage increasingly complex conditions in the comfort of their homes.

1.1.1.6 Occupational Health Nursing

Occupational Health Nurses are knowledgeable, and highly skilled, with specialized education in many related workplace health and environmental safety fields. [Learn more](#) about how the OHN may be the employee's first contact with primary health care.

Palliative care

palliative care nursing is not only end of life care. In fact, as RN, CNS, APN or NP, nurses spend time focusing on a holistic approach to care delivery, attending to the physical, spiritual, psycho-social and practical issues that may arise during an illness period

Public Health Nursing

Public health nursing in Ontario is rooted in the traditions of Florence Nightingale, Jeanne Mance, and women in religious orders such as the Grey Nuns. Early North American PHNs understood the importance of social, economic, environmental, and political determinants of health, and believed that social activism and collaboration with community organizations and governments was a fundamental aspect of public health nursing practice

Nurse Practitioner

Nurse practitioners (NP) are registered nurses with advanced university education who provide personalized, quality health care to patients. NPs offer health-care services to individuals, families and communities. They practise in a variety of settings, including hospitals and community based clinics in Ontario cities and towns.

FEE STRUCTURE

Rs.1,00,000.00 per year. The examination fees will be decided by university.

TEACHING STRATEGIES



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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 210 hours and practical will be of 720 hours.

COURSE DISTRIBUTION

TOPIC	HOURS
2. Introduction and concept of medical surgical nursing	
2.Common signs and symptoms and management	15
3. Nursing management of patients (adults including elderly) with respiratory problems	
4. Nursing management of patients (adults including elderly) with disorders of digestive system	15
5. Nursing management of patients (adults including elderly) with blood and cardio vascular problems	
6. Nursing management of patients (adults including elderly) with genito-urinary problems	20
7. Nursing management of patients (adults including elderly) reproductive system	


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8. Nursing management of patients (adults including elderly) with disorders of endocrine system	
9. Nursing management of patients (adults including elderly) with disorders of Integumentary system	30
10. Nursing management of patients (adults including elderly) with Musculoskeletal problems	30
11. Nursing management of patients (adults including elderly) with Immunological problems	10
12. Nursing management of patients (adults including elderly) with Musculoskeletal problems	
13. Pen Operative nursing	


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14. Nursing management of patient with disorders of Ear, Nose and Throat	
15. Nursing management of patient with neurological disorders	5
16. Nursing management of patient with disorders of female reproductive system	
17. Nursing management of patient with Burns, reconstructive and cosmetic surgery	
18. Nursing management of patient with oncological conditions	
19. Nursing management of patients in EMERGENCY& DISASTER situations Disaster Nursing	10
21. Nursing care of the elderly	
22. Nursing management of patient in critical care units	
23. Nursing management of patients' adults including elderly with occupational and Industrial disorders.	10


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Clinical training

AREAS	DURATION(in weeks)
1.General Medical Ward (* Respiratory, GI, Endocrine, Renal, Haematology)	6
2. General Surgical Ward (GI, Urinary, CTVS)	6
3.Cardiology	2
4. Skin & Communicable diseases Ward	1
5. Orthopaedic ward	2
6. Operation Theatre Skin & Communicable diseases Ward	6
7. ENT	1
8. Ophthalmology	1
9. Neurology	2
10. Gynecology ward	1
11. Burns unit	1
12. Oncology Unit	1
13. Critical Care Unit	2


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14. Casualty /Emergency	1
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Textbook:

1. Brunner (V), Medical Surgical Nursing, LWW, 10th Edition.

References:

1. Black, Medical Surgical Nursing: Clinical Management for positive outcomes, Elsevier, 7th Edition.
2. Williams, Understanding Medical Surgical Nursing, Jaypee, 3rd Edition.
3. Timby, Introductory Medical Surgical Nursing, LWW, 9th Edition.
4. Lewis, Medical Surgical Nursing Assessment & Management of Clinical Problems, Elsevier 7th edition
5. Ignatavicius, Critical Thinking for Collaborative Care, Elsevier, 5th Edition.
6. Monahan, Phipp's Medical Surgical Nursing: Health & illness perspectives practice, Jaypee, 8th Edition.
7. Gulanick, Nursing Care Plans: Nursing Diagnosis & Interventions, Mosby, 5th edition
8. Lippincott's Manual of Nursing Practice, Jaypee, Edition.
9. Ulrich, Nursing Care Planning Guides: For adults in acute extended & Home care settings, Elsevier, 6th edition.
10. White, Foundations of Adult Health Nursing, Thompson, 2nd edition.
11. V Redfern, Nursing Older People, Churchill Livingstone, edition.
12. Phillip, Berry & Kohn's Operating room techniques, Elsevier, 11th Edition.
13. Marks, Roxburgh's Common Skin Diseases, Arnold, 17th edition.
14. Thappa, Essential in Dermatology with MCQ's, Ahuja publishing
15. Hughes (P), Clinical Practice Protocols in Oncology Nursing, Jones & Balet, 2007
16. Hickey, The Clinical Practice of Neurological & Neurosurgical Surgical Nursing, Lippincott, 5th Edition.
17. Hudak, Critical Care Nursing: A Holistic Approach, Lippincott, 7th edition.
18. Kaplow, Critical Care Nursing: Surgery for Optimal Outcomes, Jones & Bartlet, 2007.


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19. Dhiagra, Ear Nose and Throat
20. Maqboal, Textbook of Ear, Nose & Throat Disease, Jaypee, 10th edition.
21. Nema (HV), Textbook of Ophthalmology, Jaypee, 4th edition.
22. Padmini (HR), Ophthalmology, Ahuja Publishing House, 2nd edition.
23. Bhitho, Parson's Disease of the Eye, Elsevier, 19th edition.

QUESTIONS

Long questions

- Q1 (a) Define Chronic Obstructive Pulmonary Disease (COPD)
(b) Discuss pathophysiology with clinical manifestation of COPD.
(c) Discuss in brief nursing management by using steps of nursing process.

Or

- (a) Define Peptic Ulcer.
(b) Discuss risk factors of Peptic ulcer
(c) Describe medical and nursing management.

- Q2(a) Define Hypothyroidism.
(b) Explain pathophysiology and its clinical manifestation.
(c) Discuss specific pre and post operative nursing management of patient undergoing thyroidectomy.

Q3.(Short Essay) of the following :

- (a) Nursing management of patient with Diabetic coma.
(b) Venous Thrombosis
(c) National AIDS control programme
(d) Legal Aspects in Operation Theatre


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Curriculum Planning in Medical Surgical Nursing-II

- (a) Care of patient
- (b) Responsibilities
- (c) Hydrocele
- (d) DOT therapy in
- (e) Water seal
- (f) Types of fracture
- (g) Inguinal Hernia

S.No	Topic	DOMAIN	Time
1	UNIT: I Nursing management of patient with disorders of Ear, Nose and Throat <input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of the Ear ,Nose and Throat. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment – History and Physical assessment. <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical	DESAIRABLE TO KNOW DESAIRABLE TO KNOW	15 Hrs

TB
drainage


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<p>manifestations, diagnostic treatment</p> <p>modalities& surgical nursing management of Ear Nose and Throat disorders:</p> <p><input type="checkbox"/><input type="checkbox"/>External ear: deformities otalgia, foreign bodies, and tumors.</p> <p><input type="checkbox"/><input type="checkbox"/>Middle Ear-Impacted was, Tympanic membrane perforation, otitis media,</p> <p>otosclerosis, mastoidities, tumors.</p> <p><input type="checkbox"/><input type="checkbox"/>Inner ear-Meniere's Disease, labyrinthitis, ototoxicity, tumors</p> <p><input type="checkbox"/><input type="checkbox"/>Upper airway infections- common cold, sinusitis, ethinitis, rhinitis, pharyngitis,</p> <p>tonsillitis and adenoiditis, peritonsillar abscess, laryngitis</p> <p><input type="checkbox"/><input type="checkbox"/>Upper respiratory airway-epistaxis, Nasal obstruction, laryngeal obstruction,</p> <p>cancer of the larynx</p>	<p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p>	
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		MUST KNOW	
		MUST KNOW	
2	UNIT: II Nursing management of patient with disorders of Ear, Nose and Throat <input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of the Eye. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment – History and Physical assessment. <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnostic treatment modalities& surgical nursing management of Eye disorders: <input type="checkbox"/> <input type="checkbox"/> Refractive errors o Eyelids-infection, tumours and deformities <input type="checkbox"/> <input type="checkbox"/> Conjunctiva-inflammation and	DESIRABLE TO KNOW DESIRABLE TO KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW	15Hrs


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infection, bleeding	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Cornea-inflammation and infection	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Lens-Cataracts	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Glaucoma	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Disorder of the uveal tract,	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Ocular tumours	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Disorders of posterior chamber and retina: Retinal and vitreous problems.	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Retinal detachment	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Ocular emergencies and their prevention	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Blindness	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> National blindness control program	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Eye Banking Eye prostheses and Rehabilitation	DESIRABLE KNOW	TO
<input type="checkbox"/> <input type="checkbox"/> Role of a nurse-Communication with visually impaired patient, Eye camps	MUST KNOW	


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	<input type="checkbox"/> <input type="checkbox"/> Special therapies <input type="checkbox"/> <input type="checkbox"/> Nursing procedures <input type="checkbox"/> <input type="checkbox"/> Drugs used in treatment of disorders of eye	DESIRABLE TO KNOW MUST KNOW MUST KNOW	
3	UNIT: III Nursing management of patient with neurological disorders <input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of the neurological system <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment-History and Physical and neurological <input type="checkbox"/> <input type="checkbox"/> Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of neurological disorders: <input type="checkbox"/> <input type="checkbox"/> Congenital malformation	MUST KNOW DESIRABLE TO KNOW DESIRABLE TO KNOW MUST KNOW MUST KNOW	16 Hrs.


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<input type="checkbox"/> <input type="checkbox"/> Headache <input type="checkbox"/> <input type="checkbox"/> Spinal Injuries: <input type="checkbox"/> <input type="checkbox"/> Hemiplegia <input type="checkbox"/> <input type="checkbox"/> Quadriplegia <input type="checkbox"/> <input type="checkbox"/> Spinal cord compression, herniation of intervertebral disc <input type="checkbox"/> <input type="checkbox"/> Tumors of the brain & spinal cord <input type="checkbox"/> <input type="checkbox"/> Intra cranial and cerebral aneurysms <input type="checkbox"/> <input type="checkbox"/> Infections: <input type="checkbox"/> <input type="checkbox"/> Meningitis, Encephalitis, Brain abscess, neurocysticercosis. <input type="checkbox"/> <input type="checkbox"/> Movement disorders V <input type="checkbox"/> <input type="checkbox"/> Chorea <input type="checkbox"/> <input type="checkbox"/> Seizures <input type="checkbox"/> <input type="checkbox"/> Epilepsies	MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW	
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<input type="checkbox"/> <input type="checkbox"/> Cerebro Vascular Accident (CVA)	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Cranial, Spinal Neuropathies, Bell's palsy, trigeminal neuralgia	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Peripheral Neuropathies; Guillain-Barr's Syndrome	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Myasthenia gravis		
<input type="checkbox"/> <input type="checkbox"/> Multiple sclerosis	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Degenerative disease		
<input type="checkbox"/> <input type="checkbox"/> Delirium	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Dementia		
<input type="checkbox"/> <input type="checkbox"/> Alzheimer's disease		
<input type="checkbox"/> <input type="checkbox"/> Parkinson's disease	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Management of unconscious patients and patients with stroke		
<input type="checkbox"/> <input type="checkbox"/> Role of the nurse in communicating with patient having neurological deficit		


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	<input type="checkbox"/> <input type="checkbox"/> Rehabilitation of patients with neurological deficit <input type="checkbox"/> <input type="checkbox"/> Role of nurse in long stay facility (institutions) and at home <input type="checkbox"/> <input type="checkbox"/> Special therapies <input type="checkbox"/> <input type="checkbox"/> Nursing procedures <input type="checkbox"/> <input type="checkbox"/> Drugs used in treatment of neurological disorders	MUST KNOW	
4	UNIT: IV Nursing management of patient with disorders of female reproductive system <input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of the female reproductive system <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment-History and Physical assessment. <input type="checkbox"/> <input type="checkbox"/> Breast Self Examination	DESIRABLE TO KNOW DESIRABLE TO KNOW	16 Hrs


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<input type="checkbox"/> <input type="checkbox"/> Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of disorders of female reproductive system <input type="checkbox"/> <input type="checkbox"/> Congenital abnormalities of female reproductive system <input type="checkbox"/> <input type="checkbox"/> Sexuality and Reproductive Health <input type="checkbox"/> <input type="checkbox"/> Sexual Health Assessment <input type="checkbox"/> <input type="checkbox"/> Menstrual Disorders; Dysmenorrhea, Premenstrual Syndrome <input type="checkbox"/> <input type="checkbox"/> Abnormal Uterine Bleeding; Menorrhagia, Metrorrhagia Pelvic Inflammatory Disease <input type="checkbox"/> <input type="checkbox"/> Ovarian and fallopian tube disorders; infections, cysts, tumours <input type="checkbox"/> <input type="checkbox"/> Uterine and cervical disorders, Endometriosis, polyps, Fibroids,	MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW	
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	<p>Cervical</p> <p>and uterine tumours, Uterine displacement, Cystocele / Urethrocele /</p> <p>Rectocele</p> <p><input type="checkbox"/> <input type="checkbox"/> Vaginal disorders; Infections, cysts, tumours</p> <p><input type="checkbox"/> <input type="checkbox"/> Diseases of breasts; Deformities, Infections, Cysts and Tumours</p> <p><input type="checkbox"/> <input type="checkbox"/> Menopause and Hormonal Replacement Therapy</p> <p><input type="checkbox"/> <input type="checkbox"/> Infertility</p> <p><input type="checkbox"/> <input type="checkbox"/> Contraception; Types Methods, Risk and effectiveness</p> <p>* Spacing Methods</p> <p>* Barrier methods, Intra Uterine Devices, Hormonal,</p> <p>* Post Conceptional Methods, etc</p> <p>* Terminal methods</p>	<p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p>	
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	<p>- Sterilization</p> <p><input type="checkbox"/> <input type="checkbox"/> Emergency Contraception methods</p> <p><input type="checkbox"/> <input type="checkbox"/> Abortion— Natural, Medical and surgical abortion— MTP Act</p> <p><input type="checkbox"/> <input type="checkbox"/> Toxic Shock Syndrome</p> <p><input type="checkbox"/> <input type="checkbox"/> Injuries and Trauma; Sexual violence</p> <p><input type="checkbox"/> <input type="checkbox"/> Special therapies</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing procedures</p> <p><input type="checkbox"/> <input type="checkbox"/> Drugs used in treatment of gynecological disorders</p> <p><input type="checkbox"/> <input type="checkbox"/> National family welfare programme</p>	<p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p>	
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		MUST KNOW MUST KNOW DESIRABLE KNOW TO MUST KNOW MUST KNOW DESIRABLE KNOW TO	
5.	UNIT: V Nursing management of patient with Burns, reconstructive and cosmetic surgery <input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of skin and connective tissues and	DESIRABLE TO	10 Hrs


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	<p>various deformities</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing Assessment-History and Physical assessment and Assessment of burns and fluid and electrolyte loss.</p> <p><input type="checkbox"/> <input type="checkbox"/> Etiology, Classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing management of Burns and Re-constructive and Cosmetic surgery;</p> <p><input type="checkbox"/> <input type="checkbox"/> Types of Re-constructive and Cosmetic surgery; for burns, congenital deformities, injuries and cosmetic purposes</p> <p><input type="checkbox"/> <input type="checkbox"/> Role of Nurse</p> <p><input type="checkbox"/> <input type="checkbox"/> Legal aspects</p> <p><input type="checkbox"/> <input type="checkbox"/> Rehabilitation</p> <p><input type="checkbox"/> <input type="checkbox"/> Special therapies o Psycho social aspects</p>	<p>KNOW</p> <p>DESIRABLE TO KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p>	
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	<input type="checkbox"/> <input type="checkbox"/> Nursing procedures Drugs used in treatment of Burns, reconstructive and cosmetic surgery	MUST KNOW MUST KNOW MUST KNOW DESIRABLE TO KNOW MUST KNOW	
6.	UNIT: VI Nursing management of patient with oncological conditions <input type="checkbox"/> <input type="checkbox"/> Structure & characteristics of normal & cancer cells <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment-History and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Prevention, Screening, Early detection, Warning signs of cancer <input type="checkbox"/> <input type="checkbox"/> Epidemiology, Etiology, Classification, Path physiology,	DESIRABLE TO KNOW MUST KNOW MUST KNOW	10 Hrs


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	<p>Staging, clinical manifestations, diagnosis, treatment of oncological conditions</p> <p><input type="checkbox"/> <input type="checkbox"/> Common malignancies of various body systems; Oral, larynx, lung, Stomach and Colon, Liver, Leukemias and lymphomas, Breast, cervix, Ovary, Uterus, Sarcoma, Brain, Renal, Bladder, Prostate etc</p> <p><input type="checkbox"/> <input type="checkbox"/> Oncological emergencies</p> <p><input type="checkbox"/> <input type="checkbox"/> Modalities of treatment</p> <p>* Immunotherapy</p> <p>* Chemotherapy</p> <p>* Radiotherapy</p> <p>* Surgical Interventions</p> <p>* Stem cell and Bone marrow transplants</p> <p>* Gene therapy</p>	<p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p>	
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	<p>*Other forms of treatment</p> <p><input type="checkbox"/> Psycho social aspects of cancer</p> <p><input type="checkbox"/> Rehabilitation</p> <p><input type="checkbox"/> Palliative care; Symptom and Pain management, Nutritional support</p> <p><input type="checkbox"/> Home care</p> <p><input type="checkbox"/> Hospice care</p> <p><input type="checkbox"/> Stomal Therapy</p> <p><input type="checkbox"/> Special therapies - Psycho social aspects</p> <p><input type="checkbox"/> Nursing procedures</p>		
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		MUST KNOW	
7.	UNIT: VII Nursing management of patients in emergency & disaster situations Disaster Nursing <input type="checkbox"/> <input type="checkbox"/> Concepts and principles of Disaster Nursing <input type="checkbox"/> <input type="checkbox"/> Causes and Types of Disaster: Natural and Man made - Earthquakes, Floods, Epidemics, Cyclones - Fire, Explosion, Accidents - Violence, Terrorism, Bio chemical, War	DESIRABLE KNOW TO MUST KNOW	10 Hrs


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	<p><input type="checkbox"/> <input type="checkbox"/> Policies related to emergency/disaster management: International, National, State and Institutional</p> <p><input type="checkbox"/> <input type="checkbox"/> Disaster preparedness</p> <p><input type="checkbox"/> <input type="checkbox"/> Team, Guidelines, Protocols, Equipments, Resources</p> <p><input type="checkbox"/> <input type="checkbox"/> Coordination and involvement of Community, various Government departments, Non Govt. organizations and International Agencies</p> <p><input type="checkbox"/> <input type="checkbox"/> Role of nurse : working</p> <p><input type="checkbox"/> <input type="checkbox"/> Legal Aspects of Disaster Nursing</p> <p><input type="checkbox"/> <input type="checkbox"/> Impact of Health after effects: Post traumatic stress disaster</p> <p><input type="checkbox"/> <input type="checkbox"/> Rehabilitation: Physical, Psycho social, Financial, Relocation</p> <p>Emergency Nursing</p>	<p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>DESIRABLE TO KNOW</p>	
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<input type="checkbox"/> <input type="checkbox"/> Concept, priorities, principles and scope of emergency nursing <input type="checkbox"/> <input type="checkbox"/> Organization of emergency services: physical set up, staffing, equipment and supplies, protocols, concepts of triage and role of triage nurse <input type="checkbox"/> <input type="checkbox"/> Co ordination and involvement of different departments and facilities <input type="checkbox"/> <input type="checkbox"/> Nursing assessment - History and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, Patho physiology, Clinical manifestations, Diagnosis, <input type="checkbox"/> <input type="checkbox"/> Treatment modalities and medical surgical nursing management of patient with medical surgical emergency <input type="checkbox"/> <input type="checkbox"/> Principles of emergency management <input type="checkbox"/> <input type="checkbox"/> Common emergencies <input type="checkbox"/> <input type="checkbox"/> Respiratory emergencies	DESIRABLE KNOW MUST KNOW MUST KNOW MUST KNOW	TO	
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	<input type="checkbox"/> <input type="checkbox"/> Cardiac emergencies <input type="checkbox"/> <input type="checkbox"/> Shock and Hemorrhage <input type="checkbox"/> <input type="checkbox"/> Pain <input type="checkbox"/> <input type="checkbox"/> Poly trauma, road accidents, crush injuries, wound <input type="checkbox"/> <input type="checkbox"/> Seizures <input type="checkbox"/> <input type="checkbox"/> Thermal Emergencies: Heat stroke & cold injuries <input type="checkbox"/> <input type="checkbox"/> Pediatric emergencies <input type="checkbox"/> <input type="checkbox"/> Psychiatric emergencies <input type="checkbox"/> <input type="checkbox"/> Obstetrical emergencies <input type="checkbox"/> <input type="checkbox"/> Violence, Abuse, Sexual assault <input type="checkbox"/> <input type="checkbox"/> Cardio pulmonary resuscitation <input type="checkbox"/> <input type="checkbox"/> Crisis intervention <input type="checkbox"/> <input type="checkbox"/> Role of nurse: Communication and Inter Personal Relations		
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	<input type="checkbox"/> <input type="checkbox"/> Medico- legal Aspects		
8.	UNIT: VIII Nursing care of the elderly <input type="checkbox"/> <input type="checkbox"/> Nursing assessment—history and physical assessment <input type="checkbox"/> <input type="checkbox"/> Aging; <input type="checkbox"/> <input type="checkbox"/> Demography; Myths and realities <input type="checkbox"/> <input type="checkbox"/> Concepts and theories of aging <input type="checkbox"/> <input type="checkbox"/> Cognitive aspects of aging <input type="checkbox"/> <input type="checkbox"/> Normal biological aging <input type="checkbox"/> <input type="checkbox"/> Age related body systems changes <input type="checkbox"/> <input type="checkbox"/> Psyscho social aspects of aging <input type="checkbox"/> <input type="checkbox"/> medications and elderly	DESIRABLE KNOW TO MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW MUST KNOW	10 Hrs


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<input type="checkbox"/> <input type="checkbox"/> Stress and coping in older adults	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Common health problems and nursing management;	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Cardiovascular, respiratory, Musculoskeletal,		
<input type="checkbox"/> <input type="checkbox"/> Endocrine, genitor-urinary, gastrointestinal	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Neurological, skin and other sensory organs	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Psychosocial and sexual		
<input type="checkbox"/> <input type="checkbox"/> Abuse of elderly	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Role of nurse for care of elderly: ambulation	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Nutritional, communicational, psychosocial, and spiritual		
<input type="checkbox"/> <input type="checkbox"/> Role of nurse for caregivers of elderly	MUST KNOW	
<input type="checkbox"/> <input type="checkbox"/> Role of family and formal and non-formal care givers		


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	<input type="checkbox"/> <input type="checkbox"/> use of aids and prosthesis (hearing aids, dentures) <input type="checkbox"/> <input type="checkbox"/> legal and ethical issues Provisions and programmes for elderly; privileges, Community programmes and health services; <input type="checkbox"/> <input type="checkbox"/> home and institutional care	MUST KNOW MUST KNOW MUST KNOW MUST KNOW DESIRABLE KNOW TO DESIRABLE KNOW TO	
9.	UNIT: IX		10 Hrs



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	Nursing management of patient in critical care units		
	<input type="checkbox"/> <input type="checkbox"/> Nursing assessment-History and physical assessment	DESIRABLE KNOW	TO
	<input type="checkbox"/> <input type="checkbox"/> Classification		
	<input type="checkbox"/> <input type="checkbox"/> Principles of critical care nursing	DESIRABLE KNOW	TO
	<input type="checkbox"/> <input type="checkbox"/> Organization; Physical setup, policies, staffing norms,	DESIRABLE KNOW	TO
	<input type="checkbox"/> <input type="checkbox"/> Protocols, equipment and supplies	MUST KNOW	
	<input type="checkbox"/> <input type="checkbox"/> Special equipments; ventilators, cardiac monitors, defibrillators,		
	<input type="checkbox"/> <input type="checkbox"/> Resuscitation equipments	MUST KNOW	
	<input type="checkbox"/> <input type="checkbox"/> Infection control protocols	MUST KNOW	
	<input type="checkbox"/> <input type="checkbox"/> Nursing management of critically patients;	MUST KNOW	
	<input type="checkbox"/> <input type="checkbox"/> Monitoring of critically ill patient		
	<input type="checkbox"/> <input type="checkbox"/> CPR-Advance cardiac Life support		


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	<p>adults including elderly with occupational and Industrial disorders.</p> <p>Nursing assessment - History and physical assessment</p> <p><input type="checkbox"/> Etiology, pathophysiology ,clinical manifestations ,diagnosis ,treatment modalities and medical & surgical nursing management of occupational and industrial health disorders</p> <p><input type="checkbox"/> Role of nurse</p> <p><input type="checkbox"/> Special therapies, alternative therapies,</p> <p><input type="checkbox"/> Nursing procedures</p> <p><input type="checkbox"/> Drug used in treatment of occupational and industrial disorders</p>	<p>DESIRABLE TO KNOW</p> <p>DESIRABLE TO KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p> <p>MUST KNOW</p>	
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sS.No	Topic	Learning Objectives (At the end of the session the student should be able to)	Teaching guidelines	Methodology	Time
1	UNIT: I Nursing management of patient with disorders of Ear, Nose and Throat  Dean Faculty of Nursing SGT University Budhera, Gurugram	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear, Nose and Throat.	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of the Ear ,Nose and Throat. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment – History and Physical assessment. <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnostic treatment modalities& surgical nursing management of Ear Nose and Throat disorders: <input type="checkbox"/> <input type="checkbox"/> External ear: deformities otalgia, foreign bodies, and tumors. <input type="checkbox"/> <input type="checkbox"/> Middle Ear-Impacted was, Tympanic membrane perforation,	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films, slides <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. <input type="checkbox"/> <input type="checkbox"/> Drug book / presentation <ul style="list-style-type: none"> • Horizontal method • Students interactive session 	15 Hrs

otitis media,

otosclerosis,
mastoiditis, tumors.

☐☐ Inner ear-Meniere's
Disease, labyrinthitis,
ototoxicity, tumors

☐☐ Upper airway
infections- common
cold, sinusitis, ethinitis,
rhinitis, pharyngitis,

tonsillitis and
adenoiditis, peritonsillar
abscess, laryngitis

☐☐ Upper respiratory
airway-epistaxis, Nasal
obstruction, laryngeal
obstruction,

cancer of the larynx

☐☐ Cancer of the Oral
cavity

☐☐ Speech defects and
therapy


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			<input type="checkbox"/> <input type="checkbox"/> Deafness <input type="checkbox"/> <input type="checkbox"/> Prevention, control and rehabilitation <input type="checkbox"/> <input type="checkbox"/> Hearing Aids, implanted hearing devices <input type="checkbox"/> <input type="checkbox"/> Special therapies <input type="checkbox"/> <input type="checkbox"/> Nursing procedures <input type="checkbox"/> <input type="checkbox"/> Drugs used in treatment of disorders of Ear Nose and Throat <input type="checkbox"/> <input type="checkbox"/> Role of nurse communicating with hearing impaired and muteness.		
2	UNIT: II Nursing management of patient with	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with disorders of Eye	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of the Eye. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment – History and Physical	Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs	15Hrs


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	disorders of Ear, Nose and Throat		<p>assessment.</p> <p><input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnostic treatment</p> <p>modalities& surgical nursing management of Eye disorders:</p> <p><input type="checkbox"/> <input type="checkbox"/> Refractive errors o Eyelids-infection, tumours and deformities</p> <p><input type="checkbox"/> <input type="checkbox"/> Conjunctiva-inflammation and infection, bleeding</p> <p><input type="checkbox"/> <input type="checkbox"/> Cornea-inflammation and infection</p> <p><input type="checkbox"/> <input type="checkbox"/> Lens-Cataracts</p> <p><input type="checkbox"/> <input type="checkbox"/> Glaucoma</p> <p><input type="checkbox"/> <input type="checkbox"/> Disorder of the uveal tract,</p> <p><input type="checkbox"/> <input type="checkbox"/> Ocular tumours</p>	<p><input type="checkbox"/> <input type="checkbox"/> Models, films, slides</p> <p><input type="checkbox"/> <input type="checkbox"/> Demonstration</p> <p><input type="checkbox"/> <input type="checkbox"/> Practice Session.</p> <p><input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar</p> <p><input type="checkbox"/> <input type="checkbox"/> Health Education</p> <p><input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation</p> <p><input type="checkbox"/> <input type="checkbox"/> Visit to eye bank</p> <p><input type="checkbox"/> <input type="checkbox"/> Participation in eye-camps</p> <ul style="list-style-type: none"> • Horizontal method • Students interactive session 	
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☐ Disorders of posterior chamber and retina: Retinal and vitreous problems.

☐ Retinal detachment

☐ Ocular emergencies and their prevention

☐ Blindness

☐ National blindness control program

☐ Eye Banking Eye prostheses and Rehabilitation

☐ Role of a nurse-Communication with visually impaired patient, Eye camps

☐ Special therapies

☐ Nursing procedures

☐ Drugs used in


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			treatment of disorders of eye		
3	UNIT: III Nursing management of patient with neurological disorders	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders.	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of the neurological system <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment- History and Physical and neurological <input type="checkbox"/> <input type="checkbox"/> Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of neurological disorders: <input type="checkbox"/> <input type="checkbox"/> Congenital malformation <input type="checkbox"/> <input type="checkbox"/> Headache <input type="checkbox"/> <input type="checkbox"/> Spinal Injuries:	Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films, slides <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation <input type="checkbox"/> <input type="checkbox"/> Drug book / presentation <input type="checkbox"/> <input type="checkbox"/> Visit to	16 Hrs.


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			<input type="checkbox"/> <input type="checkbox"/> Hemiplegia <input type="checkbox"/> <input type="checkbox"/> Quadriplegia <input type="checkbox"/> <input type="checkbox"/> Spinal cord compression, herniation of intervertebral disc <input type="checkbox"/> <input type="checkbox"/> Tumors of the brain & spinal cord <input type="checkbox"/> <input type="checkbox"/> Intra cranial and cerebral aneurysms <input type="checkbox"/> <input type="checkbox"/> Infections: <input type="checkbox"/> <input type="checkbox"/> Meningitis, Encephalitis, Brain abscess, neurocysticercosis. <input type="checkbox"/> <input type="checkbox"/> Movement disorders V <input type="checkbox"/> <input type="checkbox"/> Chorea <input type="checkbox"/> <input type="checkbox"/> Seizures <input type="checkbox"/> <input type="checkbox"/> Epilepsies	rehabilitation center. • Problem based learning	
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☐ ☐ Cerebro Vascular Accident (CVA)

☐ ☐ Cranial, Spinal Neuropathies, Bell's palsy, trigeminal neuralgia

☐ ☐ Peripheral Neuropathies; Guillain-Barr's Syndrome

☐ ☐ Myasthenia gravis

☐ ☐ Multiple sclerosis

☐ ☐ Degenerative disease

☐ ☐ Delirium

☐ ☐ Dementia

☐ ☐ Alzheimer's disease

☐ ☐ Parkinson's disease

☐ ☐ Management of unconscious patients and patients with stroke


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			<input type="checkbox"/> <input type="checkbox"/> Role of the nurse in communicating with patient having neurological deficit <input type="checkbox"/> <input type="checkbox"/> Rehabilitation of patients with neurological deficit <input type="checkbox"/> <input type="checkbox"/> Role of nurse in long stay facility (institutions) and at home <input type="checkbox"/> <input type="checkbox"/> Special therapies <input type="checkbox"/> <input type="checkbox"/> Nursing procedures <input type="checkbox"/> <input type="checkbox"/> Drugs used in treatment of neurological disorders		
4	UNIT: IV Nursing management of patient with disorders of female reproductive system	Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with disorders of female reproductive system. <input type="checkbox"/> <input type="checkbox"/> Describe concepts of	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of the female reproductive system <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment- History and Physical assessment.		16 Hrs


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		reproductive health and family welfare programme	<input type="checkbox"/> <input type="checkbox"/> Breast Examination <input type="checkbox"/> <input type="checkbox"/> Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of disorders of female reproductive system <input type="checkbox"/> <input type="checkbox"/> Congenital abnormalities of female reproductive system <input type="checkbox"/> <input type="checkbox"/> Sexuality and Reproductive Health <input type="checkbox"/> <input type="checkbox"/> Sexual Health Assessment <input type="checkbox"/> <input type="checkbox"/> Menstrual Disorders; Dysmenorrhea, Premenstrual Syndrome		
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			<input type="checkbox"/> <input type="checkbox"/> Abnormal Uterine Bleeding; Menorrhagia, Metrorrhagia Pelvic Inflammatory Disease <input type="checkbox"/> <input type="checkbox"/> Ovarian and fallopian tube disorders; infections, cysts, tumours <input type="checkbox"/> <input type="checkbox"/> Uterine and cervical disorders, Endometriosis, polyps, Fibroids, Cervical and uterine tumours, Uterine displacement, Cystocele / Urethrocele / Rectocele <input type="checkbox"/> <input type="checkbox"/> Vaginal disorders; Infections, cysts, tumours <input type="checkbox"/> <input type="checkbox"/> Diseases of breasts; Deformities, Infections,		
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			<p>Cysts and Tumours</p> <p><input type="checkbox"/> <input type="checkbox"/> Menopause and Hormonal Replacement Therapy</p> <p><input type="checkbox"/> <input type="checkbox"/> Infertility</p> <p><input type="checkbox"/> <input type="checkbox"/> Contraception; Types Methods, Risk and effectiveness</p> <p>* Spacing Methods</p> <p>* Barrier methods, Intra Uterine Devices, Hormonal,</p> <p>* Post Conceptional Methods, etc</p> <p>* Terminal methods</p> <p>- Sterilization</p> <p><input type="checkbox"/> <input type="checkbox"/> Emergency Contraception methods</p> <p><input type="checkbox"/> <input type="checkbox"/> Abortion— Natural, Medical and surgical</p>	
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			<p>abortion— MTP</p> <p><input type="checkbox"/> <input type="checkbox"/> Act</p> <p><input type="checkbox"/> <input type="checkbox"/> Toxic Shock Syndrome</p> <p><input type="checkbox"/> <input type="checkbox"/> Injuries and Trauma; Sexual violence</p> <p><input type="checkbox"/> <input type="checkbox"/> Special therapies</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing procedures</p> <p><input type="checkbox"/> <input type="checkbox"/> Drugs used in treatment of gynecological disorders</p> <p><input type="checkbox"/> <input type="checkbox"/> National family welfare programme</p>		
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5.	UNIT: V Nursing management of patient with Burns, reconstructive and cosmetic surgery	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with burns reconstructive and cosmetic surgery.	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of skin and connective tissues and various deformities <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment- History and Physical assessment and Assessment of burns and fluid and electrolyte loss. <input type="checkbox"/> <input type="checkbox"/> Etiology, Classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical <input type="checkbox"/> <input type="checkbox"/> Nursing management of Burns and Reconstructive and Cosmetic surgery; <input type="checkbox"/> <input type="checkbox"/> Types of Re-	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films, slides <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation <input type="checkbox"/> <input type="checkbox"/> Drug book / presentation <input type="checkbox"/> <input type="checkbox"/> Visit to rehabilitation center <input type="checkbox"/> <input type="checkbox"/> Counseling. • Horizontal	10 Hrs
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			<p>constructive and Cosmetic surgery; for burns, congenital</p> <p>deformities, injuries and cosmetic purposes</p> <p><input type="checkbox"/> <input type="checkbox"/> Role of Nurse</p> <p><input type="checkbox"/> <input type="checkbox"/> Legal aspects</p> <p><input type="checkbox"/> <input type="checkbox"/> Rehabilitation</p> <p><input type="checkbox"/> <input type="checkbox"/> Special therapies o Psycho social aspects</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing procedures Drugs used in treatment of Burns, reconstructive and cosmetic surgery</p>	<ul style="list-style-type: none"> • Cooperative learning 	
6.	<p>UNIT: VI</p> <p>Nursing management of patient with oncological conditions</p>	<p><input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with oncology.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Structure & characteristics of normal & cancer cells</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing Assessment- History and Physical assessment</p> <p><input type="checkbox"/> <input type="checkbox"/> Prevention, Screening, Early</p>	<p>Lecture Discussion</p> <p><input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs</p> <p><input type="checkbox"/> <input type="checkbox"/> Models, films, slides</p> <p><input type="checkbox"/> <input type="checkbox"/> Demonstration</p>	10 Hrs


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			<p>detection, Warning signs of cancer</p> <p><input type="checkbox"/><input type="checkbox"/> Epidemiology, Etiology, Classification, Path physiology, Staging, clinical</p> <p>manifestations, diagnosis, treatment of oncological conditions</p> <p><input type="checkbox"/><input type="checkbox"/> Common malignancies of various body systems; Oral, larynx, lung,</p> <p>Stomach and Colon, Liver, Leukemias and lymphomas, Breast, cervix,</p> <p>Ovary, Uterus, Sarcoma, Brain, Renal, Bladder, Prostate etc</p> <p><input type="checkbox"/><input type="checkbox"/> Oncological emergences</p> <p><input type="checkbox"/><input type="checkbox"/> Modalities of</p>	<p><input type="checkbox"/><input type="checkbox"/> Practice Session.</p> <p><input type="checkbox"/><input type="checkbox"/> Case discussion / Seminar</p> <p><input type="checkbox"/><input type="checkbox"/> Health Education</p> <p><input type="checkbox"/><input type="checkbox"/> Supervised clinical practice. / presentation</p> <p><input type="checkbox"/><input type="checkbox"/> Drug book / presentation</p> <p><input type="checkbox"/><input type="checkbox"/> Visit to rehabilitation center</p>	
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			<p>treatment</p> <ul style="list-style-type: none"> * Immunotherapy * Chemotherapy * Radiotherapy * Surgical Interventions * Stem cell and Bone marrow transplants * Gene therapy *Other forms of treatment <input type="checkbox"/>Psycho social aspects of cancer <input type="checkbox"/>Rehabilitation <input type="checkbox"/>Palliative care; Symptom and Pain management, Nutritional support <input type="checkbox"/>Home care 		
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			<input type="checkbox"/> Hospice care <input type="checkbox"/> Stomal Therapy <input type="checkbox"/> Special therapies - Psycho social aspects <input type="checkbox"/> Nursing procedures		
7.	UNIT: VII Nursing management of patients in emergency & disaster situations Disaster Nursing	<input type="checkbox"/> <input type="checkbox"/> Describe the organization of emergency and disaster care services <input type="checkbox"/> <input type="checkbox"/> Describe the role of nurse in disaster management <input type="checkbox"/> <input type="checkbox"/> Describe the role of nurse in management of common Emergencies	<input type="checkbox"/> <input type="checkbox"/> Concepts and principles of Disaster Nursing <input type="checkbox"/> <input type="checkbox"/> Causes and Types of Disaster: Natural and Man made - Earthquakes, Floods, Epidemics, Cyclones - Fire, Explosion, Accidents - Violence, Terrorism, Bio chemical, War	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films slides <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education	10 Hrs


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			<input type="checkbox"/> <input type="checkbox"/> Policies related to emergency/disaster management: International, National, State and Institutional <input type="checkbox"/> <input type="checkbox"/> Disaster preparedness <input type="checkbox"/> <input type="checkbox"/> Team, Guidelines, Protocols, Equipments, Resources <input type="checkbox"/> <input type="checkbox"/> Coordination and involvement of Community, various Government departments, Non Govt. organizations and International Agencies <input type="checkbox"/> <input type="checkbox"/> Role of nurse : working <input type="checkbox"/> <input type="checkbox"/> Legal Aspects of Disaster Nursing	<input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation <input type="checkbox"/> <input type="checkbox"/> Drug book / presentation <input type="checkbox"/> <input type="checkbox"/> Visit to rehabilitation center <ul style="list-style-type: none"> • Horizontal • Problem based learning 	
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☐ ☐ Impact of Health after effects: Post traumatic stress disaster

☐ ☐ Rehabilitation: Physical, Psycho social, Financial, Relocation

Emergency Nursing

☐ ☐ Concept, priorities, principles and scope of emergency nursing

☐ ☐ Organization of emergency services: physical set up, staffing, equipment

and supplies, protocols, concepts of triage and role of triage nurse

☐ ☐ Co ordination and involvement of different departments and facilities

☐ ☐ Nursing assessment -


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			<p>History and Physical assessment</p> <p><input type="checkbox"/> Etiology, Pathophysiology, Clinical manifestations, Diagnosis,</p> <p><input type="checkbox"/> Treatment modalities and medical surgical nursing management of patient with medical surgical emergency</p> <p><input type="checkbox"/> Principles of emergency management</p> <p><input type="checkbox"/> Common emergencies</p> <p><input type="checkbox"/> Respiratory emergencies</p> <p><input type="checkbox"/> Cardiac emergencies</p> <p><input type="checkbox"/> Shock and Hemorrhage</p> <p><input type="checkbox"/> Pain</p>		
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☐ ☐ Poly trauma, road accidents, crush injuries, wound

☐ ☐ Seizures

☐ ☐ Thermal Emergencies: Heat stroke & cold injuries

☐ ☐ Pediatric emergencies

☐ ☐ Psychiatric emergencies

☐ ☐ Obstetrical emergencies

☐ ☐ Violence, Abuse, Sexual assault

☐ ☐ Cardio pulmonary resuscitation

☐ ☐ Crisis intervention

☐ ☐ Role of nurse: Communication and


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			Inter Personal Relations <input type="checkbox"/> <input type="checkbox"/> Medico-legal Aspects		
8.	UNIT: VIII Nursing care of the elderly	<input type="checkbox"/> <input type="checkbox"/> Explain the concept and problems of aging.	<input type="checkbox"/> <input type="checkbox"/> Nursing assessment—history and physical assessment <input type="checkbox"/> <input type="checkbox"/> Aging; <input type="checkbox"/> <input type="checkbox"/> Demography; Myths and realities <input type="checkbox"/> <input type="checkbox"/> Concepts and theories of aging <input type="checkbox"/> <input type="checkbox"/> Cognitive aspects of aging <input type="checkbox"/> <input type="checkbox"/> Normal biological aging <input type="checkbox"/> <input type="checkbox"/> Age related body systems changes <input type="checkbox"/> <input type="checkbox"/> Psycho social aspects of aging	Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films, slides <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation <input type="checkbox"/> <input type="checkbox"/> Drug book / presentation	10 Hrs


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			<input type="checkbox"/> <input type="checkbox"/> medications and elderly <input type="checkbox"/> <input type="checkbox"/> Stress and coping in older adults <input type="checkbox"/> <input type="checkbox"/> Common health problems and nursing management; <input type="checkbox"/> <input type="checkbox"/> Cardiovascular, respiratory, Musculoskeletal, <input type="checkbox"/> <input type="checkbox"/> Endocrine, genitor-urinary, gastrointestinal <input type="checkbox"/> <input type="checkbox"/> Neurological, skin and other sensory organs <input type="checkbox"/> <input type="checkbox"/> Psychosocial and sexual <input type="checkbox"/> <input type="checkbox"/> Abuse of elderly <input type="checkbox"/> <input type="checkbox"/> Role of nurse for care of elderly: ambulation	<input type="checkbox"/> <input type="checkbox"/> Visit to rehabilitation center <ul style="list-style-type: none"> • Horizontal method • Student interactive session 	
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			<input type="checkbox"/> <input type="checkbox"/> Nutritional, communicational, psychosocial, and spiritual <input type="checkbox"/> <input type="checkbox"/> Role of nurse for caregivers of elderly <input type="checkbox"/> <input type="checkbox"/> Role of family and formal and non-formal care givers <input type="checkbox"/> <input type="checkbox"/> use of aids and prosthesis (hearing aids, dentures) <input type="checkbox"/> <input type="checkbox"/> legal and ethical issues Provisions and programmes for elderly; privileges, Community programmes and health services; <input type="checkbox"/> <input type="checkbox"/> home and institutional care		
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9.	UNIT: IX Nursing management of patient in critical care units	<input type="checkbox"/> <input type="checkbox"/> Describe organization of critical care units <input type="checkbox"/> <input type="checkbox"/> Describe the role of nurse in management of patients critical care units <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> Nursing assessment- History and physical assessment <input type="checkbox"/> <input type="checkbox"/> Classification <input type="checkbox"/> <input type="checkbox"/> Principles of critical care nursing <input type="checkbox"/> <input type="checkbox"/> Organization; Physical setup, policies, staffing norms, <input type="checkbox"/> <input type="checkbox"/> Protocols, equipment and supplies <input type="checkbox"/> <input type="checkbox"/> Special equipments; ventilators, cardiac monitors, defibrillators, <input type="checkbox"/> <input type="checkbox"/> Resuscitation equipments <input type="checkbox"/> <input type="checkbox"/> Infection control protocols <input type="checkbox"/> <input type="checkbox"/> Nursing management of critically patients; <input type="checkbox"/> <input type="checkbox"/> Monitoring of	Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films, slides <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation <input type="checkbox"/> <input type="checkbox"/> Drug book / presentation <ul style="list-style-type: none"> • Horizontal method • Unconventional method 	10 Hrs
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			<p>critically ill patient</p> <p><input type="checkbox"/> <input type="checkbox"/> CPR-Advance cardiac Life support</p> <p><input type="checkbox"/> <input type="checkbox"/> Treatments and procedures</p> <p><input type="checkbox"/> <input type="checkbox"/> Transitional care</p> <p><input type="checkbox"/> <input type="checkbox"/> Ethical and legal Aspects</p> <p><input type="checkbox"/> <input type="checkbox"/> Communication with patient and family</p> <p><input type="checkbox"/> <input type="checkbox"/> Intensive care records</p> <p><input type="checkbox"/> <input type="checkbox"/> Crisis Intervention</p> <p><input type="checkbox"/> <input type="checkbox"/> Death and Dying— coping with</p> <p><input type="checkbox"/> <input type="checkbox"/> Drugs used in critical care unit</p>		
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10.	UNIT: X Nursing management of patients' adults including elderly with occupational and Industrial disorders.	Describe the etiology, patho physiology, clinical manifestations, assessment, diagnostic measures and management of patients with occupational and industrial health disorder.	Nursing assessment - History and physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, pathophysiology ,clinical manifestations ,diagnosis ,treatment modalities and medical & surgical nursing management of occupational and industrial health disorders <input type="checkbox"/> <input type="checkbox"/> Role of nurse <input type="checkbox"/> <input type="checkbox"/> Special therapies, alternative therapies, <input type="checkbox"/> <input type="checkbox"/> Nursing procedures <input type="checkbox"/> <input type="checkbox"/> Drug used in treatment of occupational and industrial disorders	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films, slides <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation <input type="checkbox"/> <input type="checkbox"/> Drug book / presentation <input type="checkbox"/> <input type="checkbox"/> Horizontal method <input type="checkbox"/> <input type="checkbox"/> Unconventional method	8 Hrs
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Curriculum Planning in Medical Surgical Nursing-II

S.No	Topic	Learning Objectives (At the end of the session the student should be able to)	Teaching guidelines	Methodology	Time
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(h) Typhoid fever

(i) Radiographic diagnostic tests in patients

Curriculum Planning in Medical Surgical Nursing-II


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1	UNIT: I Nursing management of patient with disorders of Ear, Nose and Throat	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear, Nose and Throat.	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of the Ear, Nose and Throat. <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment – History and Physical assessment. <input type="checkbox"/> <input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnostic treatment modalities & surgical nursing management of Ear, Nose and Throat disorders: <input type="checkbox"/> <input type="checkbox"/> External ear: deformities, otalgia, foreign bodies, and tumors. <input type="checkbox"/> <input type="checkbox"/> Middle Ear-Impacted was, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumors.	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films, slides <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. <input type="checkbox"/> <input type="checkbox"/> Drug book / presentation <ul style="list-style-type: none"> • Horizontal method • Students interactive session 	15 Hrs
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			<input type="checkbox"/> <input type="checkbox"/> Inner ear-Meniere's Disease, labyrinthitis, ototoxicity, tumors <input type="checkbox"/> <input type="checkbox"/> Upper airway infections- common cold, sinusitis, ethinitis, rhinitis, pharyngitis, tonsillitis and adenoiditis, peritonsillar abscess, laryngitis <input type="checkbox"/> <input type="checkbox"/> Upper respiratory airway-epistaxis, Nasal obstruction, laryngeal obstruction, cancer of the larynx <input type="checkbox"/> <input type="checkbox"/> Cancer of the Oral cavity <input type="checkbox"/> <input type="checkbox"/> Speech defects and therapy <input type="checkbox"/> <input type="checkbox"/> Deafness <input type="checkbox"/> <input type="checkbox"/> Prevention, control		
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			<p>and rehabilitation</p> <p><input type="checkbox"/> <input type="checkbox"/>Hearing Aids, implanted hearing devices</p> <p><input type="checkbox"/> <input type="checkbox"/>Special therapies</p> <p><input type="checkbox"/> <input type="checkbox"/>Nursing procedures</p> <p><input type="checkbox"/> <input type="checkbox"/>Drugs used in treatment of disorders of Ear Nose and Throat</p> <p><input type="checkbox"/> <input type="checkbox"/>Role of nurse communicating with hearing impaired and muteness.</p>		
2	<p>UNIT: II</p> <p>Nursing management of patient with disorders of Ear, Nose and Throat</p>	<p><input type="checkbox"/> <input type="checkbox"/>Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with disorders of Eye</p>	<p><input type="checkbox"/> <input type="checkbox"/>Review of anatomy and physiology of the Eye.</p> <p><input type="checkbox"/> <input type="checkbox"/>Nursing Assessment – History and Physical assessment.</p> <p><input type="checkbox"/> <input type="checkbox"/>Etiology, Pathophysiology, clinical</p>	<p>Lecture Discussion</p> <p><input type="checkbox"/> <input type="checkbox"/>Explain using Charts, graphs</p> <p><input type="checkbox"/> <input type="checkbox"/>Models, films, slides</p> <p><input type="checkbox"/> <input type="checkbox"/>Demonstration</p>	15Hrs


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			<p>manifestations, diagnostic treatment</p> <p>modalities& surgical nursing management of Eye disorders:</p> <p><input type="checkbox"/> <input type="checkbox"/> Refractive errors o Eyelids-infection, tumours and deformities</p> <p><input type="checkbox"/> <input type="checkbox"/> Conjunctiva- inflammation and infection, bleeding</p> <p><input type="checkbox"/> <input type="checkbox"/> Cornea-inflammation and infection</p> <p><input type="checkbox"/> <input type="checkbox"/> Lens-Cataracts</p> <p><input type="checkbox"/> <input type="checkbox"/> Glaucoma</p> <p><input type="checkbox"/> <input type="checkbox"/> Disorder of the uveal tract,</p> <p><input type="checkbox"/> <input type="checkbox"/> Ocular tumours</p> <p><input type="checkbox"/> <input type="checkbox"/> Disorders of posterior chamber and retina: Retinal and</p>	<p><input type="checkbox"/> <input type="checkbox"/> Practice Session.</p> <p><input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar</p> <p><input type="checkbox"/> <input type="checkbox"/> Health Education</p> <p><input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation</p> <p><input type="checkbox"/> <input type="checkbox"/> Visit to eye bank</p> <p><input type="checkbox"/> <input type="checkbox"/> Participation in eye-camps</p> <ul style="list-style-type: none"> • Horizontal method • Students interactive session 	
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			<p>vitreous problems.</p> <p><input type="checkbox"/> <input type="checkbox"/> Retinal detachment</p> <p><input type="checkbox"/> <input type="checkbox"/> Ocular emergencies and their prevention</p> <p><input type="checkbox"/> <input type="checkbox"/> Blindness</p> <p><input type="checkbox"/> <input type="checkbox"/> National blindness control program</p> <p><input type="checkbox"/> <input type="checkbox"/> Eye Banking Eye prostheses and Rehabilitation</p> <p><input type="checkbox"/> <input type="checkbox"/> Role of a nurse-Communication with visually impaired patient, Eye camps</p> <p><input type="checkbox"/> <input type="checkbox"/> Special therapies</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing procedures</p> <p><input type="checkbox"/> <input type="checkbox"/> Drugs used in treatment of disorders of eye</p>		
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3	UNIT: III Nursing management of patient with neurological disorders	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders.	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of the neurological system <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment- History and Physical and neurological <input type="checkbox"/> <input type="checkbox"/> Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of neurological disorders: <input type="checkbox"/> <input type="checkbox"/> Congenital malformation <input type="checkbox"/> <input type="checkbox"/> Headache <input type="checkbox"/> <input type="checkbox"/> Spinal Injuries: <input type="checkbox"/> <input type="checkbox"/> Hemiplegia <input type="checkbox"/> <input type="checkbox"/> Quadriplegia	Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films, slides <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation <input type="checkbox"/> <input type="checkbox"/> Drug book / presentation <input type="checkbox"/> <input type="checkbox"/> Visit to rehabilitation center. • Problem based learning	16 Hrs.
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			<input type="checkbox"/> <input type="checkbox"/> Spinal cord compression, herniation of intervertebral disc <input type="checkbox"/> <input type="checkbox"/> Tumors of the brain & spinal cord <input type="checkbox"/> <input type="checkbox"/> Intra cranial and cerebral aneurysms <input type="checkbox"/> <input type="checkbox"/> Infections: <input type="checkbox"/> <input type="checkbox"/> Meningitis, Encephalitis, Brain abscess, neurocysticercosis. <input type="checkbox"/> <input type="checkbox"/> Movement disorders V <input type="checkbox"/> <input type="checkbox"/> Chorea <input type="checkbox"/> <input type="checkbox"/> Seizures <input type="checkbox"/> <input type="checkbox"/> Epilepsies <input type="checkbox"/> <input type="checkbox"/> Cerebro Vascular Accident (CVA)		
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			<input type="checkbox"/> <input type="checkbox"/> Cranial, Spinal Neuropathies, Bell's palsy, trigeminal neuralgia <input type="checkbox"/> <input type="checkbox"/> Peripheral Neuropathies; Guillain- Barr's Syndrome <input type="checkbox"/> <input type="checkbox"/> Myasthenia gravis <input type="checkbox"/> <input type="checkbox"/> Multiple sclerosis <input type="checkbox"/> <input type="checkbox"/> Degenerative disease <input type="checkbox"/> <input type="checkbox"/> Delirium <input type="checkbox"/> <input type="checkbox"/> Dementia <input type="checkbox"/> <input type="checkbox"/> Alzheimer's disease <input type="checkbox"/> <input type="checkbox"/> Parkinson's disease <input type="checkbox"/> <input type="checkbox"/> Management of unconscious patients and patients with stroke <input type="checkbox"/> <input type="checkbox"/> Role of the nurse in communicating with	
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			<p>patient having neurological deficit</p> <p><input type="checkbox"/> <input type="checkbox"/> Rehabilitation of patients with neurological deficit</p> <p><input type="checkbox"/> <input type="checkbox"/> Role of nurse in long stay facility (institutions) and at home</p> <p><input type="checkbox"/> <input type="checkbox"/> Special therapies</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing procedures</p> <p><input type="checkbox"/> <input type="checkbox"/> Drugs used in treatment of neurological disorders</p>		
4	<p>UNIT: IV</p> <p>Nursing management of patient with disorders of female reproductive system</p>	<p>Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with disorders of female reproductive system.</p> <p><input type="checkbox"/> <input type="checkbox"/> Describe concepts of reproductive health and family welfare programme</p>	<p><input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of the female reproductive system</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing Assessment- History and Physical assessment.</p> <p><input type="checkbox"/> <input type="checkbox"/> Breast Self Examination</p>		16 Hrs


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			<input type="checkbox"/> <input type="checkbox"/> Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of disorders of female reproductive system <input type="checkbox"/> <input type="checkbox"/> Congenital abnormalities of female reproductive system <input type="checkbox"/> <input type="checkbox"/> Sexuality and Reproductive Health <input type="checkbox"/> <input type="checkbox"/> Sexual Health Assessment <input type="checkbox"/> <input type="checkbox"/> Menstrual Disorders; Dysmenorrhea, Premenstrual Syndrome <input type="checkbox"/> <input type="checkbox"/> Abnormal Uterine Bleeding; Menorrhagia,		
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			<p>Metrorrhagia</p> <p>Pelvic Inflammatory Disease</p> <p><input type="checkbox"/> <input type="checkbox"/> Ovarian and fallopian tube disorders; infections, cysts, tumours</p> <p><input type="checkbox"/> <input type="checkbox"/> Uterine and cervical disorders, Endometriosis, polyps, Fibroids, Cervical</p> <p>and uterine tumours, Uterine displacement, Cystocele / Urethrocele /</p> <p>Rectocele</p> <p><input type="checkbox"/> <input type="checkbox"/> Vaginal disorders; Infections, cysts, tumours</p> <p><input type="checkbox"/> <input type="checkbox"/> Diseases of breasts; Deformities, Infections, Cysts and Tumours</p> <p><input type="checkbox"/> <input type="checkbox"/> Menopause and</p>		
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			<p>Hormonal Replacement Therapy</p> <p><input type="checkbox"/> <input type="checkbox"/> Infertility</p> <p><input type="checkbox"/> <input type="checkbox"/> Contraception; Types Methods, Risk and effectiveness</p> <p>* Spacing Methods</p> <p>* Barrier methods, Intra Uterine Devices, Hormonal,</p> <p>* Post Conceptional Methods, etc</p> <p>* Terminal methods</p> <p>- Sterilization</p> <p><input type="checkbox"/> <input type="checkbox"/> Emergency Contraception methods</p> <p><input type="checkbox"/> <input type="checkbox"/> Abortion— Natural, Medical and surgical abortion— MTP</p> <p><input type="checkbox"/> <input type="checkbox"/> Act</p>		
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			<input type="checkbox"/> <input type="checkbox"/> Toxic Shock Syndrome <input type="checkbox"/> <input type="checkbox"/> Injuries and Trauma; Sexual violence <input type="checkbox"/> <input type="checkbox"/> Special therapies <input type="checkbox"/> <input type="checkbox"/> Nursing procedures <input type="checkbox"/> <input type="checkbox"/> Drugs used in treatment of gynecological disorders <input type="checkbox"/> <input type="checkbox"/> National family welfare programme		
5.	UNIT: V Nursing management of patient with Burns, reconstructive and cosmetic surgery	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with burns reconstructive and cosmetic surgery.	<input type="checkbox"/> <input type="checkbox"/> Review of anatomy and physiology of skin and connective tissues and various deformities <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment- History and Physical assessment and Assessment of	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films, slides <input type="checkbox"/> <input type="checkbox"/> Demonstration	10 Hrs


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			<p>burns and fluid and electrolyte loss.</p> <p><input type="checkbox"/> Etiology, Classification, pathophysiology, clinical manifestations,</p> <p>diagnosis, treatment modalities and medical & surgical</p> <p><input type="checkbox"/> Nursing management of Burns and Re-constructive and Cosmetic surgery;</p> <p><input type="checkbox"/> Types of Re-constructive and Cosmetic surgery; for burns, congenital</p> <p>deformities, injuries and cosmetic purposes</p> <p><input type="checkbox"/> Role of Nurse</p> <p><input type="checkbox"/> Legal aspects</p>	<p><input type="checkbox"/> Practice Session.</p> <p><input type="checkbox"/> Case discussion / Seminar</p> <p><input type="checkbox"/> Health Education</p> <p><input type="checkbox"/> Supervised clinical practice. / presentation</p> <p><input type="checkbox"/> Drug book / presentation</p> <p><input type="checkbox"/> Visit to rehabilitation center</p> <p><input type="checkbox"/> Counseling.</p> <ul style="list-style-type: none"> • Horizontal • Cooperative learning 	
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			<input type="checkbox"/> <input type="checkbox"/> Rehabilitation <input type="checkbox"/> <input type="checkbox"/> Special therapies o Psycho social aspects <input type="checkbox"/> <input type="checkbox"/> Nursing procedures Drugs used in treatment of Burns, reconstructive and cosmetic surgery		
6.	UNIT: VI Nursing management of patient with oncological conditions	<input type="checkbox"/> <input type="checkbox"/> Describe the etiology, patho- physiology, clinical manifestations, diagnostic measures and management of patients with oncology.	<input type="checkbox"/> <input type="checkbox"/> Structure & characteristics of normal & cancer cells <input type="checkbox"/> <input type="checkbox"/> Nursing Assessment- History and Physical assessment <input type="checkbox"/> <input type="checkbox"/> Prevention, Screening, Early detection, Warning signs of cancer <input type="checkbox"/> <input type="checkbox"/> Epidemiology, Etiology, Classification, Path physiology, Staging, clinical manifestations, diagnosis, treatment of	Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films, slides <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. /	10 Hrs


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			<p>oncological conditions</p> <p><input type="checkbox"/> <input type="checkbox"/> Common malignancies of various body systems; Oral, larynx, lung,</p> <p>Stomach and Colon, Liver, Leukemias and lymphomas, Breast, cervix,</p> <p>Ovary, Uterus, Sarcoma, Brain, Renal, Bladder, Prostate etc</p> <p><input type="checkbox"/> <input type="checkbox"/> Oncological emergencies</p> <p><input type="checkbox"/> <input type="checkbox"/> Modalities of treatment</p> <p>* Immunotherapy</p> <p>* Chemotherapy</p> <p>* Radiotherapy</p> <p>* Surgical Interventions</p>	<p>presentation</p> <p><input type="checkbox"/> <input type="checkbox"/> Drug book / presentation</p> <p><input type="checkbox"/> <input type="checkbox"/> Visit to rehabilitation center</p>	
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			<ul style="list-style-type: none"> * Stem cell and Bone marrow transplants * Gene therapy *Other forms of treatment <input type="checkbox"/>Psycho social aspects of cancer <input type="checkbox"/>Rehabilitation <input type="checkbox"/>Palliative care; Symptom and Pain management, Nutritional support <input type="checkbox"/>Home care <input type="checkbox"/>Hospice care <input type="checkbox"/>Stomal Therapy <input type="checkbox"/>Special therapies - Psycho social aspects <input type="checkbox"/>Nursing procedures 		
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7.	UNIT: VII Nursing management of patients in emergency & disaster situations Disaster Nursing	<input type="checkbox"/> <input type="checkbox"/> Describe the organization of emergency and disaster care services <input type="checkbox"/> <input type="checkbox"/> Describe the role of nurse in disaster management <input type="checkbox"/> <input type="checkbox"/> Describe the role of nurse in management of common Emergencies	<input type="checkbox"/> <input type="checkbox"/> Concepts and principles of Disaster Nursing <input type="checkbox"/> <input type="checkbox"/> Causes and Types of Disaster: Natural and Man made - Earthquakes, Floods, Epidemics, Cyclones - Fire, Explosion, Accidents - Violence, Terrorism, Bio chemical, War <input type="checkbox"/> <input type="checkbox"/> Policies related to emergency/disaster management: International, National, State and Institutional	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films slides <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation <input type="checkbox"/> <input type="checkbox"/> Drug book / presentation <input type="checkbox"/> <input type="checkbox"/> Visit to	10 Hrs


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			<input type="checkbox"/> <input type="checkbox"/> Disaster preparedness <input type="checkbox"/> <input type="checkbox"/> Team, Guidelines, Protocols, Equipments, Resources <input type="checkbox"/> <input type="checkbox"/> Coordination and involvement of Community, various Government departments, Non Govt. organizations and International Agencies <input type="checkbox"/> <input type="checkbox"/> Role of nurse : working <input type="checkbox"/> <input type="checkbox"/> Legal Aspects of Disaster Nursing <input type="checkbox"/> <input type="checkbox"/> Impact of Health after effects: Post traumatic stress disaster <input type="checkbox"/> <input type="checkbox"/> Rehabilitation: Physical, Psycho social, Financial, Relocation	rehabilitation center <ul style="list-style-type: none"> • Horizontal • Problem based learning 	
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			<p>Emergency Nursing</p> <p><input type="checkbox"/> <input type="checkbox"/> Concept, priorities, principles and scope of emergency nursing</p> <p><input type="checkbox"/> <input type="checkbox"/> Organization of emergency services: physical set up, staffing, equipment</p> <p>and supplies, protocols, concepts of triage and role of triage nurse</p> <p><input type="checkbox"/> <input type="checkbox"/> Co ordination and involvement of different departments and facilities</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing assessment - History and Physical assessment</p> <p><input type="checkbox"/> <input type="checkbox"/> Etiology, Patho physiology, Clinical manifestations, Diagnosis,</p>		
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			<input type="checkbox"/> <input type="checkbox"/> Treatment modalities and medical surgical nursing management of patient with medical surgical emergency <input type="checkbox"/> <input type="checkbox"/> Principles of emergency management <input type="checkbox"/> <input type="checkbox"/> Common emergencies <input type="checkbox"/> <input type="checkbox"/> Respiratory emergencies <input type="checkbox"/> <input type="checkbox"/> Cardiac emergencies <input type="checkbox"/> <input type="checkbox"/> Shock and Hemorrhage <input type="checkbox"/> <input type="checkbox"/> Pain <input type="checkbox"/> <input type="checkbox"/> Poly trauma, road accidents, crush injuries, wound <input type="checkbox"/> <input type="checkbox"/> Seizures <input type="checkbox"/> <input type="checkbox"/> Thermal		
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			<p>Emergencies: Heat stroke & cold injuries</p> <p><input type="checkbox"/> <input type="checkbox"/> Pediatric emergencies</p> <p><input type="checkbox"/> <input type="checkbox"/> Psychiatric emergencies</p> <p><input type="checkbox"/> <input type="checkbox"/> Obstetrical emergencies</p> <p><input type="checkbox"/> <input type="checkbox"/> Violence, Abuse, Sexual assault</p> <p><input type="checkbox"/> <input type="checkbox"/> Cardio pulmonary resuscitation</p> <p><input type="checkbox"/> <input type="checkbox"/> Crisis intervention</p> <p><input type="checkbox"/> <input type="checkbox"/> Role of nurse: Communication and Inter Personal Relations</p> <p><input type="checkbox"/> <input type="checkbox"/> Medico- legal Aspects</p>		
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8.	UNIT: VIII Nursing care of the elderly	<input type="checkbox"/> <input type="checkbox"/> Explain the concept and problems of aging.	<input type="checkbox"/> <input type="checkbox"/> Nursing assessment—history and physical assessment <input type="checkbox"/> <input type="checkbox"/> Aging; <input type="checkbox"/> <input type="checkbox"/> Demography; Myths and realities <input type="checkbox"/> <input type="checkbox"/> Concepts and theories of aging <input type="checkbox"/> <input type="checkbox"/> Cognitive aspects of aging <input type="checkbox"/> <input type="checkbox"/> Normal biological aging <input type="checkbox"/> <input type="checkbox"/> Age related body systems changes <input type="checkbox"/> <input type="checkbox"/> Psycho social aspects of aging <input type="checkbox"/> <input type="checkbox"/> medications and elderly <input type="checkbox"/> <input type="checkbox"/> Stress and coping in older adults	Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films, slides <input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation <input type="checkbox"/> <input type="checkbox"/> Drug book / presentation <input type="checkbox"/> <input type="checkbox"/> Visit to rehabilitation center <ul style="list-style-type: none"> • Horizontal method • Student interactive session 	10 Hrs
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			<input type="checkbox"/> <input type="checkbox"/> Common health problems and nursing management; <input type="checkbox"/> <input type="checkbox"/> Cardiovascular, respiratory, Musculoskeletal, <input type="checkbox"/> <input type="checkbox"/> Endocrine, genitor-urinary, gastrointestinal <input type="checkbox"/> <input type="checkbox"/> Neurological, skin and other sensory organs <input type="checkbox"/> <input type="checkbox"/> Psychosocial and sexual <input type="checkbox"/> <input type="checkbox"/> Abuse of elderly <input type="checkbox"/> <input type="checkbox"/> Role of nurse for care of elderly: ambulation <input type="checkbox"/> <input type="checkbox"/> Nutritional, communicational, psychosocial, and spiritual <input type="checkbox"/> <input type="checkbox"/> Role of nurse for		
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			<p>caregivers of elderly</p> <p><input type="checkbox"/> <input type="checkbox"/> Role of family and formal and non-formal care givers</p> <p><input type="checkbox"/> <input type="checkbox"/> use of aids and prosthesis (hearing aids, dentures)</p> <p><input type="checkbox"/> <input type="checkbox"/> legal and ethical issues Provisions and programmes for elderly; privileges,</p> <p>Community programmes and health services;</p> <p><input type="checkbox"/> <input type="checkbox"/> home and institutional care</p>		
9.	<p>UNIT: IX</p> <p>Nursing management of patient in critical care units</p>	<p><input type="checkbox"/> <input type="checkbox"/> Describe organization of critical care units</p> <p><input type="checkbox"/> <input type="checkbox"/> Describe the role of nurse in management of patients critical care units <input type="checkbox"/></p>	<p><input type="checkbox"/> <input type="checkbox"/> Nursing assessment- History and physical assessment</p> <p><input type="checkbox"/> <input type="checkbox"/> Classification</p> <p><input type="checkbox"/> <input type="checkbox"/> Principles of critical care nursing</p>	<p>Lecture Discussion</p> <p><input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs</p> <p><input type="checkbox"/> <input type="checkbox"/> Models, films, slides</p>	10 Hrs


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			<input type="checkbox"/> <input type="checkbox"/> Organization; Physical setup, policies, staffing norms, <input type="checkbox"/> <input type="checkbox"/> Protocols, equipment and supplies <input type="checkbox"/> <input type="checkbox"/> Special equipments; ventilators, cardiac monitors, defibrillators, <input type="checkbox"/> <input type="checkbox"/> Resuscitation equipments <input type="checkbox"/> <input type="checkbox"/> Infection control protocols <input type="checkbox"/> <input type="checkbox"/> Nursing management of critically patients; <input type="checkbox"/> <input type="checkbox"/> Monitoring of critically ill patient <input type="checkbox"/> <input type="checkbox"/> CPR-Advance cardiac Life support <input type="checkbox"/> <input type="checkbox"/> Treatments and procedures	<input type="checkbox"/> <input type="checkbox"/> Demonstration <input type="checkbox"/> <input type="checkbox"/> Practice Session. <input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar <input type="checkbox"/> <input type="checkbox"/> Health Education <input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation <input type="checkbox"/> <input type="checkbox"/> Drug book / presentation <ul style="list-style-type: none"> • Horizontal method • Unconventional method 	
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			<input type="checkbox"/> <input type="checkbox"/> Transitional care <input type="checkbox"/> <input type="checkbox"/> Ethical and legal Aspects <input type="checkbox"/> <input type="checkbox"/> Communication with patient and family <input type="checkbox"/> <input type="checkbox"/> Intensive care records <input type="checkbox"/> <input type="checkbox"/> Crisis Intervention <input type="checkbox"/> <input type="checkbox"/> Death and Dying—coping with <input type="checkbox"/> <input type="checkbox"/> Drugs used in critical care unit		
10.	UNIT: X Nursing management of patients' adults including elderly with occupational and Industrial	Describe the etiology, patho physiology, clinical manifestations, assessment, diagnostic measures and management of patients with occupational and industrial health disorder.	Nursing assessment - History and physical assessment <input type="checkbox"/> <input type="checkbox"/> Etiology, pathophysiology ,clinical manifestations ,diagnosis ,treatment	<input type="checkbox"/> <input type="checkbox"/> Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using Charts, graphs <input type="checkbox"/> <input type="checkbox"/> Models, films, slides	8 Hrs


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	disorders.		<p>modalities and medical & surgical nursing management of occupational and industrial health disorders</p> <p><input type="checkbox"/> <input type="checkbox"/> Role of nurse</p> <p><input type="checkbox"/> <input type="checkbox"/> Special therapies, alternative therapies,</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing procedures</p> <p><input type="checkbox"/> <input type="checkbox"/> Drug used in treatment of occupational and industrial disorders</p>	<p><input type="checkbox"/> <input type="checkbox"/> Demonstration</p> <p><input type="checkbox"/> <input type="checkbox"/> Practice Session.</p> <p><input type="checkbox"/> <input type="checkbox"/> Case discussion / Seminar</p> <p><input type="checkbox"/> <input type="checkbox"/> Health Education</p> <p><input type="checkbox"/> <input type="checkbox"/> Supervised clinical practice. / presentation</p> <p><input type="checkbox"/> <input type="checkbox"/> Drug book / presentation <input type="checkbox"/></p> <ul style="list-style-type: none"> • Horizontal method • Unconventional method 	
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MIDWIFERY AND OBSTETRICAL NURSING

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 a 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 midwifery and obstetrical nursing is to widen the student's knowledge and develop proficiency in caring for normal, high risk pregnant women, postnatal women and newborns.



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OBJECTIVES

1. Explain relevant anatomy and physiology of women reproductive system of the body.
2. State the historical background and various trends in midwifery and obstetrical nursing.
3. Develop the skills in caring of an antenatal women and taking the history during the pregnancy.
4. Develop the skills in managing of intranatal women and how to deal in an emergency situation.
5. Develop skill in giving comprehensive nursing care to patients following the steps of nursing process in case of high risk women.
6. Assist the patients and their families in identifying and meeting their own health needs.
7. Appreciate the role of the nurse in the midwifery and obstetrical health team.

DURATION

- One year

ELIGIBILITY

- Passed the Higher Secondary or Senior Secondary or Intermediate or 10+2 or an equivalent examination recognized by the university for this purpose. Those who have done 10+2 in or before 1986, will be eligible for admission.
- Candidates shall be medically fit.
- Students shall be admitted once in a year.

Eligibility (for appearing in the examination)

1. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of the each subject for appearing for examination.
2. A candidate must have 100% attendance in each of the practical areas before award of degree.

INTAKE CAPACITY:100 seats per year

FEE STRUCTURE



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Rs.1,50,000.00 per year. The examination fees will be decided by university.

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 180 hours.

Midwifery and obstetrical nursing

Placement: 3rd Year

Hours of Instruction
Theory 90 Hours
Practical 180 Hours
Total : 270 Hours

S.NO	TOPIC	DOMAIN	HRS
1	TRENDS AND ISUUES IN MIDWIFERY:		03


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2	<p>ANATOMY AND PHYSIOLOGY OF REPRODUCTIVE ORGANS:</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of female reproductive system and foetal development • Female organs of reproduction external genital, internal genital organs and their anatomical relations, musculature-blood supply, nerves, lymphatic's, pelvic cellular tissue. • Pelvic peritoneum. • Human sexuality • Physiology of menstrual cycle • Female pelvis-general description of the bones, joints, ligaments, planes of the pelvis diameters of the true pelvis, important landmarks, variations in pelvis shapes • Foetal development • Conception, Fertilization, implantation (embedding of the ovum), development of the embryo and placenta at term-functions, abnormalities, the foetal sac, amniotic fluid, the umbilical cord Foetal circulation, foetal skull, bones, sutures and measurements. • Review of genetics 	<p>Nice to know</p>	08
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3.	<ul style="list-style-type: none"> • Screening and assessment for high risk, Risk approach • History and physical examination • Modalities of diagnosis, invasive and non-invasive, ultrasonics, cardio tomography, NST,CST Antenatal preparation • <input type="checkbox"/> Antenatal counseling • <input type="checkbox"/> Antenatal exercise • <input type="checkbox"/> Diet • <input type="checkbox"/> Substance use • <input type="checkbox"/> Education for child birth • <input type="checkbox"/> Husband and families • <input type="checkbox"/> Preparation for safe confinement • <input type="checkbox"/> Prevention from radiation Psychosocial cultural aspects of pregnancy • <input type="checkbox"/> Adjustment to pregnancy • <input type="checkbox"/> Unwed mother • <input type="checkbox"/> Single parent • <input type="checkbox"/> Teen age pregnancy • <input type="checkbox"/> Sexual violence • Adoption 	<p>Must know</p>	08
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		Desirable to know <input type="checkbox"/>	
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		Nice to know	
4.	<p>Intranatal Period</p> <ul style="list-style-type: none"> • Assessment and management of intranatal period • <input type="checkbox"/> Physiology of labour mechanism of labour management of labour <p>First stage</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Signs and symptoms of onset of labour; normal and abnormal • <input type="checkbox"/> Duration • <input type="checkbox"/> Preparation of labour room women • <input type="checkbox"/> Assessment and observation of women in labour; partogram-maternal and foetal monitoring • <input type="checkbox"/> Active management of labour, induction of labour • <input type="checkbox"/> Pain relief and comfort in labour <p>Second stage</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Signs and symptoms, normal and abnormal • <input type="checkbox"/> Duration • <input type="checkbox"/> Conduct of delivery; principles and techniques • <input type="checkbox"/> Episiotomy (only if required) • <input type="checkbox"/> Receiving the newborn • <input type="checkbox"/> Neonatal resuscitation initial steps and subsequent 	Must know	5


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	<p>resuscitation</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Care of umbilical cord • <input type="checkbox"/> Immediate assessment including screening for congenital anomalies • <input type="checkbox"/> Identification • <input type="checkbox"/> Bonding • <input type="checkbox"/> Initiate feeding • <input type="checkbox"/> Screening and transportation of the neonate <p>Third stage</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Signs and symptoms; normal and abnormal • <input type="checkbox"/> Duration • <input type="checkbox"/> Method of placental expulsion • <input type="checkbox"/> Management; principles and techniques • <input type="checkbox"/> Examination of the placenta • Examination of perineum Maintaining records, and reports <p>Fourth stage</p>	Must know	
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		Must know	
5	Postnatal period <ul style="list-style-type: none"> • Assessment and management of women during postnatal period • <input type="checkbox"/> Normal purperium physiology Duration • <input type="checkbox"/> Postnatal assessment and management • <input type="checkbox"/> Promoting physical and emotional well-being • <input type="checkbox"/> Lactation management • <input type="checkbox"/> Immunization • <input type="checkbox"/> Family dynamics after child-birth • <input type="checkbox"/> Family welfare services; methods, counseling • <input type="checkbox"/> Follow-up 	Must know	05


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	<ul style="list-style-type: none"> Records and reports 	Desirable to know	
6	<p>Normal newborn</p> <ul style="list-style-type: none"> Assessment and management of normal neonates Normal Neonate; Physiological adaptation, Initial and daily assessment Essential newborn care; thermal control Breast feeding, prevention of infections Immunization minor disorders of newborn and its management Levels of neonatal care (level I,II,&III) At primary, secondary and tertiary levels Maintenance of reports and records. 	Must know	06


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	<p>Abnormal labour</p> <ul style="list-style-type: none"> • Abnormal labour-assessment and management • Disorders in labour • CPD and contracted pelvis • Malpositions and malpresentations • Premature labour, disorders of uterine actions-precipitate labour, • Prolonged labour • Complications of third stage: injuries to birth canal • Obstetrical emergencies and their Management; • Presentation and prolapse of cord, vasa praevia, amniotic fluid embolism,rupture of the uterus, shoulder dystocia, obstetrical shock. • Obstetrical procedures and operations • Induction of labour, forceps, vacuum version, manual removal of placenta, caesarean section, destructive operations. • Nursing management of women undergoing obstetrical operations and procedures. 	<p>Must know</p>	
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8		Must to know	10
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	<ul style="list-style-type: none"> • Assessment and management of high risk newborn • Admission of neonates in the neonatal intensive care units protocols • Nursing management of: • Low birth weight babies • Infections • Respiratory problems • Hemolytic disorders • Birth injuries • Malformations • Monitoring high risk neonates • Feeding of high risk neonates • Organisation and management of neonatal intensive care units • Infection control in neonatal intensive care units • maintenance of reports and records 		
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		Desirable to know	
11	Pharmacotherapeutics <ul style="list-style-type: none"> • Pharmaco-therapeutics in obstetrics • Indication, dosage, action, contraindication and side effects of drugs • Effect of drugs on pregnancy, labour and puerperium • Nursing responsibilities in the administration of drugs in obstetrics • Oxytocin, antihypertensives, diuretics, tocolytic agents, anticonvulsants; • Analgesics and anesthetics in obstetrics • Effects of maternal medication on foetus and neonate 	Must know	04
12	Family welfare <ul style="list-style-type: none"> • Family welfare programme • Population trends and problem in India • Concepts, aims, importance and history of family welfare programme • National population: dynamics, policy and education • National family welfare programme; RCH, ICDS, MCH, 	Nice to know	10


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	<p>safe motherhood</p> <ul style="list-style-type: none"> • Organization and administration; at national, state, district, block and village levels • Methods of contraception; spacing, temporary and permanent, Emergency contraception • Infertility and its management • Counselling for family welfare • Latest research in contraception • Maintenance of vital statistics • Role of national international and voluntary organizations • Role of nurse in family welfare programme • Training/supervision/collaboration with other functionaries in communitylike ANMs, LHVs, Anganwadi workers, TBAs (Traditional birth attendant-Dai) 	<p>Must know</p>	
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S.No	Topic	Learning Objectives (At the end of the session the student should be able to)	Teaching guidelines	Methodology	Time
1	<p>TRENDS AND ISUUES IN MIDWIFERY:</p> <p>Historical perspective and changing trends in midwifery.</p>  <p>Dean</p>	Enumerate the various trends and historical aspects in midwifery.	<p>To cover midwifery and obstetrical Nursing,</p> <p>concepts of midwifery and obstetrical nursing,</p> <p>Trends in midwifery and obstetrical nursing,</p> <p>Historical perspectives and current trends,</p> <p>Legal and ethical aspects,</p> <p>Pre-conception care and preparing for parenthood</p> <p>Perinatal, morbidity and mortality rates,</p> <p>National policy and legislation in relation to maternal health and welfare, Maternal, morbidity, mortality and fertility rates, Role of nurse in midwifery and</p>	<p>1.Interactive session with the students regarding history and changing trends in midwifery.</p> <p>2. Essay writing on legal and ethical aspects and on national policy related to maternal health.</p> <p>3. Students seminar on role of a nurse in midwifery and obstetrical care.</p>	3 hr.

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			obstetrical care.		
2	<p>ANATOMY AND PHYSIOLOGY OF REPRODUCTIVE ORGANS:</p> <p>Anatomy and physiology of female reproductive organ.</p> <p>Fetal development genetics</p>	<p>1. Discuss the female reproductive organs, maternal pelvis.</p> <p>2. Explain the maternal pelvis.</p> <p>3. Enumerate the fetal development.</p> <p>4. Comprehend the Concept of genetics.</p>	<p>To cover the review of anatomy and physiology of female reproductive system and foetal development Female pelvis-general description of the bones, joints, ligaments, planes of the pelvis diameters of the true pelvis, important landmarks, variations in</p> <p>pelvis shapes Female organs of reproduction external genital, internal genital organs and their anatomical relations, musculature-blood supply, nerves, lymphatic's, pelvic cellular tissue,</p> <p>Pelvic peritoneum.</p> <p>Physiology of menstrual cycle, Human sexuality</p> <p>Foetal development, Conception, Fertilization, implantation (embedding of the ovum), development of the</p>	<p>1. Didactic lecture through Power point projections</p> <p>2. Group discussion on anatomy and physiology of female reproductive organs.</p> <p>3. Visit to the genetic counseling centre.</p> <p>4. Seminar on of menstrual cycle.</p>	8 hrs.


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			embryo and placenta at term- functions, abnormalities, the foetal sac, amniotic fluid, the umbilical cord Foetal circulation, foetal skull, bones, sutures and measurements. Review of genetics.	5. Model presentation on fetal development and fertilization.	
3	ANTENATAL PERIOD: Antenatal care Normal pregnancy Physiological changes	1. Discuss the antenatal period. 2. Describe the normal pregnancy 3. Explain the physiological changes during pregnancy 4. Enumerate the diagnosis of pregnancy 5. Explain the screening and assessment of antenatal women 6. Discuss the various adjustment issues related to the pregnancy	To cover Assessment and management of pregnancy (ante- natal) Normal pregnancy Physiological changes during pregnancy Reproductive system Cardio vascular system Respiratory system Urinary system Gastro intestinal system	1. Didactic lecture through Power point projection on assessment and management of pregnancy. 2. Teacher seminar on normal pregnancy and physiological changes during pregnancy. 3. Demonstration on assessment on antenatal women. 4. Model presentation on	8 hrs


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			<p>Metabolic changes, Skeletal changes, Endocrine system, Psychological changes, Discomforts of pregnancy,Diagnosis of pregnancy Signs</p> <p>Differential diagnosis</p> <p>Confirmatory tests</p> <p>Ante-natal care</p> <p>Objectives, assessment</p> <p>History and physical examination, Antenatal examination, Signs of previous child-birth</p> <p>Relationship of foetus to uterus and, Pelvis lie, attitude, presentation, position,Per vaginal Examination, Screening and assessment for high risk, Risk approach</p> <p>History and physical examination</p>	<p>different terminologies related to the antenatal examination.</p> <p>5. Posting in antenatal OPDs.</p> <p>6. Postings in Diagnostic centres.</p> <p>7. Seminar on psychosocial and cultural aspects of pregnancy.</p>	
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			<p>Modalities of diagnosis, invasive and non-invasive, ultrasonics, cardiotomography, NST,CST</p> <p>Antenatal preparation</p> <p>Antenatal counseling</p> <p>Anteatal exercise</p> <p>Diet</p> <p>Substance use</p> <p>Education for child birth</p> <p>Husband and families</p> <p>Preparation for safe confinement</p> <p>Prevention from radiation</p> <p>Psychosocial cultural aspects of pregnancy</p> <p>Adjustment to pregnancy</p> <p>Unwed mother</p> <p>Single parent</p>		
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			<p>Teen age pregnancy</p> <p>Sexual violence</p> <p>Adoption</p>		
4	<p>INTRANATAL WOMEN:</p> <p>First stage of labor</p> <p>Second stage of labor</p> <p>Third stage of labor</p> <p>Fourth stage of labor</p>	<p>1. Describe the physiology and stages of labour.</p> <p>2. Describe the management of women during intranatal period.</p> <p>3. Discuss the Assessment and management of intranatal period</p> <p>4. Describe physiology of labour mechanism of labour management of labour.</p>	<p>To cover Signs and symptoms of onset of labour; normal and abnormal, □ Duration</p> <p>□ Preparation of labour room women, Assessment and observation of women in labour; partogram-maternal and foetal monitoring, Active management of labour, induction of labour, Pain relief and comfort in labour</p> <p>Second stage</p> <p>Signs and symptoms, normal and abnormal</p> <p>Duration, Conduct of delivery; principles and techniques, Episiotomy (only if required)</p> <p>Receiving the newborn</p>	<p>1. Didactic lecture through Power point projections.</p> <p>2. Demonstration on assessment and management of intranatal women.</p> <p>2. Simulation teaching on conduction of delivery.</p> <p>3. Demonstration on neonatal resuscitation.</p>	12 hrs


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			<p>Neonatal resuscitation initial steps and subsequent resuscitation</p> <p>Care of umbilical cord</p> <p>Immediate assessment including screening for congenital anomalies</p> <p>Identification, Bonding</p> <p>Initiate feeding, Screening and transportation of the neonate</p> <p>Third stage</p> <p>Signs and symptoms; normal and abnormal</p> <p>Duration, Method of placental expulsion</p> <p>Management; principles and techniques</p> <p>Examination of the placenta, Examination of perineum</p> <p>Maintaining records, and reports</p>	<p>4. Clinical teaching on partograph.</p> <p>5. Clinical posting and demonstration on management of third stage of labor.</p> <p>6. Report writing.</p>	
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			Fourth stage		
5.	PUERPERIUM:	<p>1. Describe the physiology of puerperium.</p> <p>2. Describe the management of women during postnatal period.</p>	<p>To cover the Assessment and management of women during postnatal period, Normal puerperium physiology, Duration Postnatal assessment and management, Promoting physical and emotional well-being, Lactation management, Immunization, Family dynamics after child-birth</p> <p>,Family welfare services; methods, counseling</p> <p>,Follow-up, Records and reports</p>	<p>1. Didactic lecture through Power point projections.</p> <p>2. Clinical posting demonstration on assessment and management of postnatal women.</p> <p>3. Visits to family welfare departments.</p>	5 hrs
6.	NORMAL NEONATES:	<p>1. Describe the assessment and management of normal neonate.</p>	<p>Assessment and management of normal neonates, Normal Neonate; Physiological adaptation, Initial and daily assessment, Essential newborn care; thermal control, Breast feeding, prevention of</p>	<p>1. Didactic lecture through Power point projections.</p> <p>2. Students seminars on essential newborn care.</p>	6 hrs


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			<p>Infections, Immunization</p> <p>minor disorders of newborn and its management, Levels of neonatal care (level I,II,&III) At primary, secondary and tertiary levels, Maintenance of reports and records.</p>	<p>3. Clinical posting and demonstrations on different level of neonatal care.</p> <p>4. Report writing on neonatal care.</p>	
7.	HIGH RISK PREGNANCY:	1.Describe the Identification and management of women with high risk pregnancy.	To cover High-risk pregnancy-assessment and management, Screening and assessment,Ultrasonics,cardiotomography, NST, CST, non-invasive and invasive, Newer modalities of diagnosis high-risk approach, Levels of care; primary, secondary and tertiary levels, Disorders of pregnancy, Hyper-emesis gravidarum, bleeding in early pregnancy, abortion, ectopic, Pregnancy, vesicular mole, Antepartum haemorrhage Uterine abnormality and displacement	<p>1.Didactic lecture through Power point projections.</p> <p>2. Teacher seminar on High-risk pregnancy-assessment and management.</p> <p>3. Clinical posting and High-risk pregnancy-assessment and</p>	10 hrs


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			Diseases complicating pregnancy Medical and surgical conditions, Infections, RTI (STD), UTI, HIV, TORCH, Gynaecological diseases complicating pregnancy Pregnancy induced hypertension and diabetes, hydramnios Rh incompatibility Mental disorders Adolescent pregnancy, Elderly prime and grand multipara, Multiple pregnancy, Abnormalities of placenta and cord Intra-uterine growth-retardation, Nursing management of mothers with high-risk pregnancy Maintenance of records and report.	management 4. Report writing on neonatal care.	
8.	ABNORMAL LABOUR:	1. Describe management of abnormal labour and	To cover abnormal labour-assessment and management,	1. Didactic lecture through Power point	10 hrs.


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		Obstetrical emergencies	<p>Disorders in labour, CPD and contracted pelvis, Malpositions and malpresentations, Premature labour, disorders of uterine actions-precipitate labour, Prolonged labour</p> <p>Complications of third stage: injuries to birth canal, Obstetrical emergencies and their Management; Presentation and prolapse of cord, vasa praevia, amniotic fluid embolism, rupture of the uterus, shoulder dystocia, obstetrical shock, Obstetrical procedures and operations, Induction of labour, forceps, vacuum version, manual removal of placenta, caesarean section, destructive operations, Nursing management of women undergoing obstetrical operations and procedures.</p>	<p>projections.</p> <p>2. Teacher seminar on abnormal labor, CPD and Contracted pelvis.</p> <p>3. Clinical posting and management on complications on third stage and injuries to birth canal.</p> <p>4. Seminars on Obstetrical emergencies.</p> <p>5. OT postings for the Cesarean section and destructive operations.</p>	
9.	POSTNATAL COMPLICATIONS:	Describe the management of postnatal	Abnormalities during postnatal Periods	1. Didactic lectures on power point projections	4 hrs


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		complications.	<p>Assessment and management of women with postnatal complications, Puerperal infections, UTI, thrombo-Embolic disorders, post-partum haemorrhage,</p> <p>Eclampsia and subinvolutions, Psychological complications, Post partum blues, Post partum depression Post partum psychosis</p>	on postnatal complications.	
10.	HIGH RISK NEONATES:	Identify the high risk neonates and their nursing management	<p>Assessment and management of high risk newborn, Admission of neonates in the neonatal intensive care units protocols □ □ Nursing management of: Low birth weight babies</p> <p>Infections, Respiratory problems, Hemolytic disorders, Birth injuries Malformations, Monitoring high risk neonates, Feeding of high risk neonates, Organisation and management of neonatal intensive care units</p>	<p>1. Didactic lecture through Power point projections.</p> <p>2. Teacher seminar on High-risk neonates - assessment and management.</p> <p>3. Clinical posting and demonstration on high-</p>	10 hrs.


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			Infection control in neonatal intensive care units maintenance of reports and records	risk neonates-assessment and management 4. Report writing on high risk neonatal care.	
11.	PHARMACOTHERAPEUTICS IN OBSTETRICS:	Describe indication dosage, action, side effects and nurses responsibilities in the administration of drugs used for mothers.	Pharmaco-therapeutics in obstetrics, Indication, dosage, action, contraindication and side effects of drugs, Effect of drugs on pregnancy, labour and puerperium Nursing responsibilities in the administration of drugs in obstetrics Oxytocin, antihypertensives, diuretics, tocolytic agents, anticonvulsants; Analgesics and anesthetics in obstetric, Effects of maternal medication on foetus and neonate	1. Teacher seminar on different drugs used in obstetrics.	4 hrs.
12.	FAMILY WELFARE:	1. Appreciate the importance of family welfare programme.	Family welfare programme Population trends and problem	1. Interactive session with the students regarding population trends.	10 hrs.


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		<p>2. Describe the methods of contraception and role of nurse in family welfare programme.</p>	<p>in India</p> <p>Concepts, aims, importance and history of family welfare programme</p> <p>National population: dynamics, policy and education ‘</p> <p>National family welfare programme; RCH, ICDS, MCH, safe motherhood</p> <p>Organization and administration; at national, state, district, block and village levels</p> <p>Methods of contraception; spacing, temporary and permanent, Emergency contraception</p> <p>Infertility and its management, Counselling for family welfare</p> <p>Latest research in contraception</p>	<p>2. Debate on problems in India.</p> <p>3. Essay writing on Concepts, aims, importance and history of family welfare programme.</p> <p>4. Field visits on organization and administration at different levels.</p> <p>5. Student seminars on contraceptive methods.</p> <p>6. Field visits with different community</p>	
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			<p>Maintenance of vital statistics</p> <p>Role of national international and voluntary organizations</p> <p>Role of nurse in family welfare programme</p> <p>Training/supervision/collaboration with other functionaries in community like</p> <p>ANMs, LHVs, Anganwadi workers, TBAs (Traditional birth Assistants)</p>	workers.	
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CHILD HEALTH NURSING

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 paediatrics 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. Paediatric 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 :

- Normalise the life of the child during hospitalisation in preparation for the family home, school and community.
- Minimise 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



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- 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

DURATION : Four years program

ELIGIBILITY :

- Candidates belonging to all categories for admission to the B.Sc.
- Degree course in Nursing (Basic) should have passed the qualifying examinations (Academic Stream) after period of 12 years of study with the following subjects of Physics, Chemistry and Biology or Botany and Zoology.
- Every candidate before admission to the course shall submit to the Principal of the institution a certificate of medical fitness from an authorized medical officer that the candidate is physically fit to undergo the academic course.
- The minimum educational requirements shall be passing of Higher Secondary School Certificate Examination (12 years course) (Or) Senior School Certificate Examination (10+2), pre-degree Examinations (10+2) (Or) An equivalent with 12 years schooling from a recognized Board or University with Science (Physics, Chemistry, Biology) and English with minimum 40% aggregate marks (PCBE); for SC/ST candidates – the minimum percentage of marks is 35% .

INTAKE CAPACITY : hundred seats per year

CAREER OPPORTUNITIES :


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- Academic professional with a focus on developing a research and teaching career
- Nursing educator focused on developing and managing a full time clinical practice
- Nurse manager to manage the wards and the concerned activities

FEE STRUCTURE : Rs 160000/- per year. The examination fees will be decided by university.

TEACHING STRATEGIES : The interdisciplinary curriculum is based on both clinical and theory model. The major focus is on the clinical practice with the means of direct care to the patients. Fellows are prepared to participate in a multi disciplinary approach to planning, implementing, managing, and evaluating programs for improving the standards of practices concerned. It is assumed that there will be approximately theory 90 hours and practical 300 hours.

The fellows will be exposed to practical demonstration in various areas for above purposes

TOTAL HOURS : 300 hrs.

TOPIC	No. of week	Hours
Pediatric Medicine Ward	2	60 Hours
Pediatric Surgery Ward	2	60 Hours
Pediatric OPD	1	30 Hours
NICU	3	90 Hours
Creche	1	30 Hours


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Child Guidance Clinic	1	30 Hours
TOTAL	10weeks	300 Hours

Student Activities

- Clinical presentations
- Nursing care plans
- Clinical Case studies
- Growth & developmental assessment
- Assessment & prescription of nursing interventions for sick children
- Health education related to disease conditions
- Nutritional assessment
- Project work
- Field visits

RESEARCH TRAINING

Research opportunities in health sector focusing on pediatric group are available which is a requirement of B.Sc Nursing 4th year curriculum.

ELECTIVE TRAINING/OPTIONAL TRAINING

Should be arranged by the faculty for hands on practice and training of the students in the hospital or similar organization for improving the skills of students.


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BOOKS REFERED

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

S. No	Topic	Teaching Guidelines	Time
1.	<p>Introduction:</p> <ul style="list-style-type: none">• Modern concepts of child care-Internationally accepted rights of the child.• National policy and legislations in relation to child health and welfare.• National programmes related to child health and welfare - agencies related to welfare services to the children .• Changing trends in hospital care, preventive, promotive and	Must to know	15 hrs.


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	<p>curative aspects of child health. -Child morbidity and mortality rates -Differences between an adult and child - Hospital environment for a sick child.</p> <ul style="list-style-type: none"> • Impact of hospitalization on the child and family -Grief and bereavement. • Theory of a child health nurse in caring for a hospitalized child. • Principles of pre and post operative care of infants and children -Child health nursing procedures. 	<p>Desirable to know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Must to know</p> <p>Must to know</p>	
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		Must to know	
2.	<input type="checkbox"/> <input type="checkbox"/> The healthy child <input type="checkbox"/> <input type="checkbox"/> Principles of growth & development <input type="checkbox"/> <input type="checkbox"/> Factors affecting growth & development <input type="checkbox"/> <input type="checkbox"/> Growth and development from birth to adolescence. <input type="checkbox"/> <input type="checkbox"/> The needs of normal children through the stages of developmental and parental guidance <input type="checkbox"/> <input type="checkbox"/> Nutritional needs of children & infants: breast feeding, exclusive breast feeding, supplementary/artificial feeding and weaning <input type="checkbox"/> <input type="checkbox"/> Baby friendly hospital concept <input type="checkbox"/> <input type="checkbox"/> Accidents: causes and prevention <input type="checkbox"/> <input type="checkbox"/> Value of play and selection of play material <input type="checkbox"/> <input type="checkbox"/> Preventive immunization, immunization program and cold chain	Must to know Must to know Nice to know Must to know Desirable to know Must to know Must to know Desirable to know Must to know	20 hrs


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	<input type="checkbox"/> <input type="checkbox"/> preventive paediatrics <input type="checkbox"/> <input type="checkbox"/> Care of under five & under five clinics/ well baby clinics	<p>Must to know</p> <p>Nice to know</p> <p>Must to know</p>	
3.	<input type="checkbox"/> <input type="checkbox"/> Nursing care of a neonate <input type="checkbox"/> <input type="checkbox"/> Nursing care of a normal newborn care/Essential newborn care <input type="checkbox"/> <input type="checkbox"/> Neonatal resuscitation <input type="checkbox"/> <input type="checkbox"/> Nursing management of a low birth weight baby <input type="checkbox"/> <input type="checkbox"/> Kangaroo mother care <input type="checkbox"/> <input type="checkbox"/> Nursing management of common neonatal disorders <input type="checkbox"/> <input type="checkbox"/> Organization of neonatal unit <input type="checkbox"/> <input type="checkbox"/> Identification and nursing management of common congenital malformations.	<p>Must to know</p> <p>Desirable to know</p> <p>Must to know ,</p> <p>Must to know</p> <p>Must to know</p> <p>Must to know</p> <p>Desirable to know</p> <p>Must to know</p>	15 hrs.


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4.	Integrated management of neonatal and childhood illness (IMNCI)	Must to know	10 hrs
5.	<input type="checkbox"/> <input type="checkbox"/> Nursing management in common childhood diseases <input type="checkbox"/> <input type="checkbox"/> Nutritional deficiency disorders <input type="checkbox"/> <input type="checkbox"/> Respiratory disorders and infections <input type="checkbox"/> <input type="checkbox"/> Gastrointestinal infections, infectations and congenital defects and rheumatic fever, rheumatic heart disease <input type="checkbox"/> <input type="checkbox"/> Genito-urinary disorders: acute glomerulo nephritis, Nephrotic syndrome, Wilms' tumor, infection and congenital disorders. <input type="checkbox"/> <input type="checkbox"/> Neurological infections and disorders: <input type="checkbox"/> <input type="checkbox"/> Convulsions, epilepsy, meningitis, hydrocephalous, spina-bifida. <input type="checkbox"/> <input type="checkbox"/> Haematological disorders:	Must to know Nice to know Must to know Desirable to know Must to know	20 hrs


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	<input type="checkbox"/> <input type="checkbox"/> Anaemia, thalassemia, ITP, Leukemia, hemophilia <input type="checkbox"/> <input type="checkbox"/> Endocrine disorders: Juvenile Diabetes Mellitus <input type="checkbox"/> <input type="checkbox"/> Orthopedic disorders: club feet, hip dislocation and fracture. <input type="checkbox"/> <input type="checkbox"/> Disorders of skin, eye, and ears <input type="checkbox"/> <input type="checkbox"/> Common communicable diseases in children, their identification, nursing management in hospital and home and prevention Child health emergencies: <input type="checkbox"/> <input type="checkbox"/> Poisoning, foreign bodies, haemorrhage, burns and drowning	Must to know Nice to know Must to know Nice to know Must to know	
6.	<input type="checkbox"/> <input type="checkbox"/> Management of behavioral and social problems in children <input type="checkbox"/> <input type="checkbox"/> Management of common behavioral disorders <input type="checkbox"/> <input type="checkbox"/> Management of common psychiatric problems	Must to know Must to know Nice to know Nice to know	10 hrs.


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S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
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	<input type="checkbox"/> <input type="checkbox"/> Management of challenged children: Mentally, physically & socially challenged <input type="checkbox"/> <input type="checkbox"/> Welfare services for challenged children in India <input type="checkbox"/> <input type="checkbox"/> Child guidance clinics	<p>Must to know</p> <p>Must to know</p>			
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1.	Introduction: <ul style="list-style-type: none"> • Modern concepts of child care-Internationally accepted rights of the child . • National policy and legislations in relation to child health and welfare . • National programmes related to child health and welfare -agencies related to welfare services to the children. • 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 -Impact of hospitalization on the child and family . • Grief and bereavement -Theory of a child health nurse in caring for a hospitalized child . • Principles of pre and post operative care of infants and children -Child health nursing procedures. 	<input type="checkbox"/> <input type="checkbox"/> Explain the modern concept of child care and principles of child health nursing. <input type="checkbox"/> <input type="checkbox"/> Describe national policy programmes and legislation in relation to child health and welfare <input type="checkbox"/> <input type="checkbox"/> List major causes of death during infancy, early and late childhood <input type="checkbox"/> <input type="checkbox"/> Describe the major functions and role of the paediatric nurse in caring for a hospitalized child.	To Cover Historical development of Pediatrics and Pediatric Nursing in India, Current status of child health in India, Trends in Pediatrics and Pediatric Nursing, Ethical and cultural issues in pediatric care ,Rights of children National health policy for children, special laws and ordinances relating to children. National goals ,Five year plans , National health programs related to child health. preparation for hospitalization,	Teaching seminar on national health programmes, trends Students seminar on rights of child Project on collection of vital statistics related to child health. Teaching seminar on hospital environment for a sick child	15 hrs.
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		<input type="checkbox"/> <input type="checkbox"/> Describe the principles of child health nursing.	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.	Interactive session stressors during hospitalization and reaction related to developmental stages.	
2.	The healthy child <input type="checkbox"/> <input type="checkbox"/> Principles of growth & development <input type="checkbox"/> <input type="checkbox"/> Factors affecting growth & development <input type="checkbox"/> <input type="checkbox"/> Growth and development from birth to adolescence. <input type="checkbox"/> <input type="checkbox"/> The needs of normal children through the stages of developmental and parental guidance <input type="checkbox"/> <input type="checkbox"/> Nutritional needs of children & infants: breast feeding, exclusive breast feeding, supplementary/artificial feeding and weaning	<ul style="list-style-type: none"> Describe the normal growth & development of children at different ages <input type="checkbox"/> <input type="checkbox"/> Identify the needs of children at different ages & provide parental guidance	To cover Developmental assessment Physical assessment Nutritional assessment , Family assessment. To cover Principles of growth and development, Concepts and theories of growth and development,	Conventional method on growth & development assessments Demonstration on preventive paediatrics. Student seminar on immunization & cold chain.	20 hrs.


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	<input type="checkbox"/> <input type="checkbox"/> Baby friendly hospital concept <input type="checkbox"/> <input type="checkbox"/> Accidents: causes and prevention <input type="checkbox"/> <input type="checkbox"/> Value of play and selection of play material <input type="checkbox"/> <input type="checkbox"/> Preventive immunization, immunization program and cold chain <input type="checkbox"/> <input type="checkbox"/> preventive paediatrics <input type="checkbox"/> <input type="checkbox"/> Care of under five & under five clinics/ well baby clinics	<input type="checkbox"/> <input type="checkbox"/> Identify the nutritional needs of children at different ages and ways of meeting the needs <input type="checkbox"/> <input type="checkbox"/> Appreciate the role of play for normal & sick children. <input type="checkbox"/> <input type="checkbox"/> Appreciate the preventive measures and strategies for children.	Developmental tasks and special needs from infancy to adolescence, developmental milestones, Assessment of growth and development of pediatric clients and Factors affecting growth and development. the child, preventive technique for home accidents .	Demonstration on play therapy . Role play Videos Plotting of growth chart on growth & development & reflexes Conventional method on reflexes	
3.	Nursing care of a neonate <input type="checkbox"/> <input type="checkbox"/> Nursing care of a normal newborn care/Essential newborn care <input type="checkbox"/> <input type="checkbox"/> Neonatal resuscitation	<input type="checkbox"/> <input type="checkbox"/> Provide care to normal & high risk neonates <input type="checkbox"/> <input type="checkbox"/> Perform neonatal resuscitation.	To cover the care of the new born and family. High risk newborn- pre term and term neonate and growth retarded babies,	Conventional method on neonatal resuscitation.	15hrs.


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	<input type="checkbox"/> <input type="checkbox"/> Nursing management of a low birth weight baby <input type="checkbox"/> <input type="checkbox"/> Kangaroo mother care <input type="checkbox"/> <input type="checkbox"/> Nursing management of common neonatal disorders <input type="checkbox"/> <input type="checkbox"/> Organization of neonatal unit <input type="checkbox"/> <input type="checkbox"/> Identification and nursing management of common congenital malformations.	<input type="checkbox"/> <input type="checkbox"/> Recognize and manage Common neonatal problems Describe the major functions and role of the paediatric nurse in caring for a hospitalized child.	Identification and classification of neonates with infections, HIV & AIDS, Ophthalmia neonatorum, congenital syphilis. Identification, classification and nursing management of high risk newborn- Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU.	Teaching seminar on neonatal problems. Problem based learning on neonatal disorders	
4.	IMNCI (Integrated management of neonatal and childhood illnesses)	Discuss the management of neonatal illness,	To cover Integrated management of neonatal and childhood illnesses	Student seminar on IMNCI assessment. Interactive	10Hrs


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				session on IMNCI protocol & process.	
5.	<input type="checkbox"/> <input type="checkbox"/> Management of behavioral and social problems in children <input type="checkbox"/> <input type="checkbox"/> Management of common behavioral disorders <input type="checkbox"/> <input type="checkbox"/> Management of common psychiatric problems <input type="checkbox"/> <input type="checkbox"/> Management of challenged children: Mentally, physically & socially challenged <input type="checkbox"/> <input type="checkbox"/> Welfare services for challenged children in India <input type="checkbox"/> <input type="checkbox"/> Child guidance clinics	<input type="checkbox"/> <input type="checkbox"/> Manage the child with behavioral and social problems. <input type="checkbox"/> <input type="checkbox"/> 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 guidance clinic.	Visit to anganwadi schools, remand homes & adoption centers& orphanage,child guidance clinic.	10 hrs
6.	<input type="checkbox"/> <input type="checkbox"/> Nursing management in common childhood diseases <input type="checkbox"/> <input type="checkbox"/> Nutritional deficiency disorders <input type="checkbox"/> <input type="checkbox"/> Respiratory disorders and infections	Provide nursing care in common childhood diseases-Identify measures to	To cover Embryological and fetal development, Prenatal factors influencing growth and development of fetus, Genetic	Teacher seminar on nutritional deficiencies, respiratory disorders, gastrointestinal infection,	20 hrs


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	<p><input type="checkbox"/><input type="checkbox"/> Gastrointestinal infections, infections and congenital defects and</p> <p>rheumatic fever, rheumatic heart disease</p> <p><input type="checkbox"/><input type="checkbox"/> Genito-urinary disorders: acute glomerulonephritis, Nephrotic syndrome,</p> <p>Wilms' tumor, infection and congenital disorders.</p> <p><input type="checkbox"/><input type="checkbox"/> Neurological infections and disorders:</p> <p><input type="checkbox"/><input type="checkbox"/> Convulsions, epilepsy, meningitis, hydrocephalus, spina-bifida.</p> <p><input type="checkbox"/><input type="checkbox"/> Haematological disorders:</p> <p><input type="checkbox"/><input type="checkbox"/> Anaemia, thalassemia, ITP, Leukemia, hemophilia</p> <p><input type="checkbox"/><input type="checkbox"/> Endocrine disorders: Juvenile Diabetes Mellitus</p> <p><input type="checkbox"/><input type="checkbox"/> Orthopedic disorders: club feet, hip dislocation and fracture.</p> <p><input type="checkbox"/><input type="checkbox"/> Disorders of skin, eye, and ears</p>	<p>prevent common childhood diseases including immunization</p>	<p>patterns of common pediatric disorders, chromosomal aberrations, genetic assessment and counseling legal and ethical aspects of genetic screening and counseling role of nurse in genetic counseling,</p> <p>Importance of prenatal care and role of pediatric nurse.</p>	<p>neurological infection & disorders.</p> <p>Student seminar on genitourinary disorders.</p>	
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	<p><input type="checkbox"/> <input type="checkbox"/> Common communicable diseases in children, their identification, nursing management in hospital and home and prevention Child health emergencies:</p> <p><input type="checkbox"/> <input type="checkbox"/> Poisoning, foreign bodies, haemorrhage, burns and drowning</p>				
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FACULTY OF NURSING


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CURRICULUM PLANNING

B.Sc NURSING(3rd

YEAR)

(MENTAL HEALTH NURSING)




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CURRICULUM PLANNING FOR MENTAL HEALTH NURSING

Placement: B.Sc.(NURSING) 3RD year

Hours :90hrs

S. No.	Topic	Learning objectives (At the end of the session the students will be able to	Teaching guidelines	Methodology	Time (hrs)
I	Propective of mental health and mental health nursing	Describing the historical development and current trends in mental health nursing.. And epidemiology of mental health problem and discuss the scope of mental health nursing.	To cover the Prevellence and incidence of mental health disorders mental health act national mental health	Didactic lecture through power point presentation.	5


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II	Principle and concepts of mental health nursing	<p>Definition the various terms used in mental health nursing classification of mental disorders and psychodynamics of maladaptive behavior.</p> <p>Discuss the etiological</p>	<p>policy</p> <p>mental health</p> <p>team nature and scope of mental health nursing</p> <p>role and function of mental health nurse in a various settings and factors affecting</p> <p>concepts of normal and abnormal behaviour</p> <p>To cover the definition : mental health nursing and terminology used</p> <p>Classification of mental disorders ICD</p> <p>Review off personality development defence</p>	
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		<p>factor psychopathology of mental disorders.explain the principles and standards of mental health nursing.</p> <p>Describe the conceptual models of mental health nursing.</p> <p>Describe the nature,purpose and process ofg assessment of mental health status</p>	<p>mechanism</p> <p>Maladaptive behavior of individuals and groups</p> <p>Etiology: biopsychosocial factors</p> <p>Psychopathology</p> <p>Principles of mental health nursing practice</p> <p>Conceptual models and role of nurse</p> <p>To cover the history taking mental status examination,mini mental status examination,neurological examination review</p> <p>Investigation: related blood chemistry , EEG,CT,MRI</p>	<p>Didactic lecture through power point presentation,</p> <p>Exhibit charts.</p>	5
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III	Assesment of mental health status	<p>Identify therapeutic communication techniques</p> <p>Describe therapeutic relationship, describe therapeutic impasse and its intervention</p>	<p>Psychological test role and responsibilities of nurse</p> <p>To cover the</p> <p>Types, techniques, characteristics</p> <p>Type of relationship</p> <p>Ethics and responsibilities</p> <p>Elements of nurse patient contract</p> <p>Review of technique of IPR johari window</p> <p>Goals , phases tasks therapeutic technique</p> <p>Therapeutic impasse and</p>	<p>Didactic lecture through power point presentation,</p> <p>Demonstration</p> <p>Clinical practice</p>	8
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IV	Therapeutic communication and nurse patient relationship	Explain treatment modalities and therapies used in mental disorder and role of nurse	<p>its intervention</p> <p>To cover the pshychopharmacology therapies</p> <p>Therapeutic community, psychoanalytical, cognitive and supportive , family group, group behavior, playn dance, recreational , psychodrama and light therapy, relaxation therapies: yoga ,meditation, biofeedback, aulternative system of medicine, occupational therapy</p> <p>ECT ,</p> <p>Geriatric consideration,role of nurse in above therapies</p>	<p>Didactic lecture through power point presentation</p> <p>Role play</p> <p>Process recording</p>	6
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V	Treatment modalities and therapies use in mental disorder	Describe the etiology psychopathology clinical manifestation , diagnostic, criteria, and management of patient with schizophrenia and psychotic disorder	<p>To cover the</p> <p>ICD classification,etiology, psychopathology, types, clinical manifestation, diagnosis</p> <p>Nursing assessment-history, physical and mental assessment</p> <p>Treatment modalities and nursing management</p> <p>Geriatric consideration</p> <p>Home care follow up rehabilitation</p>	<p>Didactic lecture through power point presentation</p> <p>Clinical practice</p> <p>Case discussion</p>	14
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VI	and other psychotic disorders	Describe the etiology psychopathology clinical manifestation , diagnostic, criteria, and management of patient with mood disorders	Nursing assessment- history, physical and mental assessment Treatment modalities and nursing management Geriatric consideration Home care follow up rehabilitation To cover the classification of disorder etiology, psychopathology , characteristics and diagnosis psychopathology, types, clinical manifestation,	Didactic lecture through power point presentation Clinical practice Case discussion	5
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VII	Nursing management of patient with mood disorder	Describe the etiology psychopathology clinical manifestation , diagnostic, criteria, and management of patient with neurotic, stress related and somatization	diagnosis Nursing assessment-history, physical and mental assessment Treatment modalities and nursing management Geriatric consideration Home care follow up rehabilitation	Didactic lecture through power point presentation.	5
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		<p>Describe the</p> <p>etiology</p> <p>psychopathology clinical manifestation , diagnostic, criteria, and management of patientwith substance abuse disorder</p>	<p>Classification of disorders</p> <p>edtiology, pshychopathology , characterstics and diagnosis</p> <p>psychopathology, types,</p>		
	<p>Nursing management of patient with neurotic, stress</p>				


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VIII	related and sommarization disorder		clinical manifestation, diagnosis		
	Nursing management of patient with substance use disorder	Describe the etiology psychopathology clinical manifestation , diagnostic, criteria, and management of patientwith personality sexual and eating disoredr	Nursing assessment-history, physical and mental assessment Treatment modalities and nursing management Geriatric consideration Home care follow up rehabilitation	Didactic lecture through power point presentation. case presentation case discussion clinical practice	8

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IX			<p>Classification ICD</p> <p>etiology, psychopathology, characteristics and differential diagnosis(Parkinson's and alzmiers)</p> <p>psychopathology, types, clinical manifestation, diagnosis</p>	<p>Co-operative learning.</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p>	5
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X	Nursing management of patient with personality, sexual and eating disorder	Describe. etiology psychopathology clinical manifestation , diagnostic, criteria, and management of patient with childhood and adolescent disorder including the mental deficiency	Nursing assessment-history, physical and mental assessment Treatment modalities and nursing management Geriatric consideration Home care follow up rehabilitation	Didactic lecture through power point presentation. Clinical practice Case discussion	4
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	<p>Nursing management of childhood and adolescent disorder including the mental deficiency</p>	<p>Describe. etiology</p> <p>psychopathology clinical manifestation , diagnostic, criteria, and management of patient with organic brain disorder.</p>	<p>Types of psychiatric emergency and their management</p> <p>Stress adaption model: stress and stressor, coping, resources and mechanism</p> <p>Grif ; theories of grieving process, principal ,</p>	
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X1		Identify psychiatric emergencies and carry out crisis intervention	<p>techniques of counseling, types of crisis</p> <p>Crisis intervention; principles techniques and process</p> <p>Geriatric considerations role and responsibilities of nurse</p>	<p>Didactic lecture through power point presentation.</p> <p>Field visit in food processing unit.</p>	6
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	<p>Nuirsing management of patient with organic brain disorder</p>		<p>To cover the mental health act in 1987 act, section article and their implication</p> <p>Indian lunacy act 1912</p> <p>Rights of mentally ill client</p> <p>Forensic psychiatric</p> <p>Acts related to narcotic and psychotropic substance and illegal drugs</p> <p>Admission and discharge procedure</p> <p>Role and responsibilities of nurse</p>	<p>Didactic lecture through power point presentation.</p> <p>Practical of planning therapeutic</p>	
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X11	Psychiatric emergencies and crisis intervention	Explain legal; aspect applied in mental health setting and role of nurse	<p>Development of community mental health services</p> <p>National mental health programme</p> <p>Institutionalization and deinstitutionalization</p> <p>Model of preventive pshychiatric; level of prevention</p> <p>Mental health agencies ; government and voluntary, national and international</p> <p>Mental health nursing issue for children ,</p>	diet.	6
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<p>XII1</p>		<p>Describe the model of preventive psychiatric</p>	<p>adolescents, women, elderly, victim of violence and abuse handicapped HIV</p>	<p>Didactic lecture through power point presentation.</p>	<p>6</p>
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		Describe community mental health services and role of nurse			
	Legal issue in mental health nursing				


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XIV				<p>Didactic lecture through power point presentation</p> <p>Clinical practice</p> <p>Case discussion</p>	4
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	Community mental health nursing			<p>Didactic lecture through power point presentation</p> <p>Clinical practice</p> <p>field visit to mental health services</p>	
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XV					4
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B.Sc. Nursing 4th Year

SHREE GURU GOBING SINGH TRICENTENARY UNIVERSITY, GURUGRAM, HARYANA


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CURRICULUM PLANNING

ON

MANAGEMENT OF NURSING SERVICES AND EDUCATION

(B.SC. NURSING 4th YEAR)



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CURRICULUM Management of Nursing Services and Education

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.



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DURATION

Duration of the course is 4years for B.Sc. (N)

ELIGIBILITY

- ✓ The minimum age for admission shall be 17 years on or before 31st December of the year of admission
- ✓ The minimum educational requirements shall be passing of higher secondary school certificate examination (12years course) with science or senior school certificate examination (10+2), pre degree examination (10+2) or
- ✓ Any other exam equivalent to 12 years schooling from a recognized board or university with science (Physics, Chemistry, Biology) and English with minimum of 45% aggregate marks (PCBE)
- ✓ Candidates shall be medically fit.
- ✓ Students shall be admitted once in a year.

INTAKE CAPACITY

100 Seats / year

CAREER OPPORTUNITIES

- ✓ Academic professional with a focus on developing a research and training career.
- ✓ Administering healthcare services and advocating for healthcare improvements.
- ✓ Nursing educator focused on developing and managing a full time clinical practice.
- ✓ Nursing manager to manage the wards and concerned activities.



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- ✓ School health nurse to teach children on maintaining their personal health provide vaccinations and monitor children to ensure they are not suffering from any illnesses.
- ✓ Occupational health nurse to address the health care needs of working populations have been identified as an important component of the public health strategy.
- ✓ Public health nurse to become involved in voluntary programs (Red Cross, Disaster Management, various National Health Programmes)

FEE STRUCTURE

Rs 1,50,000 / year. The examination fees will be decided by the university.

TEACHING STRATEGIES

- ✓ Interactive session with the students
- ✓ Seminar
- ✓ Didactic lecture through Power point projection
- ✓ Demonstrations
- ✓ Visits to professional bodies

TOTAL HOURS

THEORY – 90 HOURS


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RESEARCH TRAINING

Submission of the research proposal - End of 9th month of 4th year

NAME OF THE PROGRAMME : B.Sc. Nursing

PLACEMENT : Fourth Year

SUBJECT : Management of Nursing Services and Education

HOURS PROVIDED

- **THEORY** – 90 hours
- **PRACTICAL** - 120 hours

COURSE DESCRIPTION



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This course is designed to provide the students a basic knowledge about the principles and functions of administration and its application to the nursing service and education. This is also designed to enable students to acquire understanding of the professional responsibilities prospects and contribution to the growth of the profession.

S.	TOPIC	DOMAIN	HRS
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NO			
1	Introduction to Management in nursing <ul style="list-style-type: none"> • Definitions, concepts Theories • Administration Vs Management • Functions of management • Principles or management • Role of nurse as a manager 	Must know Must know Must know Must to know Must know	4
2	Management Process <ul style="list-style-type: none"> • Planning-meaning nature, principles, mission, philosophy, objectives, • Operational plan, types, • Organization-definition, principles, organizational structure, organization chart • Staffing, philosophy, Staffing norms, • Human Resource Management Recruiting, selecting, deployment, retraining, promoting, etc, • Directing Process (leading) Controlling, 	Must know	5


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	<ul style="list-style-type: none"> • Quality Management Programme • Evaluation and Review Technique (PERT) • Bench Marking Activity Plan Gantt Chart • Budgeting concept, principles, types, cost • Benefit analysis, audit. • Material management equipment and supplies 	<p>Must know</p> <p>Must know</p>	
	<p>Organizational behavior and human relations</p> <p>Concept, Principles and theories</p> <ul style="list-style-type: none"> • Communication- Techniques, channels, IPR • Leadership definition, function, Leadership styles • Qualities of a leader • Leadership in management of nursing service Assertiveness • Motivation, concepts & theories • Group dynamics • Human relations • Public relations in context of nursing • Relations with professional association and employee union's collective bargaining work culture. 	<p>Nice to know</p> <p>Must know</p> <p>Must know</p> <p>Nice to know</p> <p>Must know</p>	


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3	<p>Management of nursing service department</p> <ul style="list-style-type: none"> • Philosophy and objectives. • Organization of the hospital, nursing service department • The Nursing Service Unit, Planning- Physical facilities, floor space • Time planning weekly/Daily plan • Hospital and Patient Care Unit • Factors affecting ward management • Patient Classification System • Assignment of patients • Role of Head Nurse in training of students Ward Teaching, • Nursing rounds, Nursing care conference • Setting standards for nursing care • Procedure manual • Duties & responsibilities and Job description of various categories of staff • Delegation • Participatory management • Personnel (Human) Resource management Importance 	<p>Desirable to know</p> <p>Desirable to know</p> <p>Must know</p> <p>Must to know</p> <p>Must know</p> <p>Must to know</p> <p>Must know</p> <p>Must know</p> <p>Nice to know</p>	6
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4	• Selection & recruitment	Must know	30
	• Manpower planning		
	• Man power recruitment Staff Patient Ratio	Must know	
	• Job description		
	Job analysis	Must know	
	• Job specification		
	• Maintenance of supplies and equipment in nursing service units	Must know	
	• Role of the Head Nurse	Must know	
	• Role of administrator		
	• Evaluation		
	• Nursing rounds, Nursing protocols, manuals		
	• Performance appraisal of all categories of staff, Nursing audit		
	• Anecdotal records, Evaluation of Patient care.		
	• Quality assurance		
		Must know	
In Service education		Must know	
• Nature & scope of in-service education program		Must to know	


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	<ul style="list-style-type: none"> • Organization of in-service education • Principles of adult learning. • Planning for in-service education program, techniques, methods & evaluation of staff education program 	Nice to know	
		Nice to know	
		Nice to know	
	Management of Nursing Educational Institutions	Must know	
	<ul style="list-style-type: none"> • Review –History of developments of Nursing Education, State, National • Organizational pattern of Educational institutions • Essentials of educational institutions as per I.N. C. norms 	Must know	
	-Physical facilities		
	-Staff pattern	Must know	
	School of Nursing	Must know	
	College of Nursing	Nice to know	
	<ul style="list-style-type: none"> • Management of faculty 	Desirable to know	


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-Selection and recruitment		
-Orientation programme	Must know	
-Organization chart	Must know	
-Job description	Must know	
-Job specification	Must to know	
• Staff development	Must know	
Continuing education		
In service education	Must know	
Work shops	Must know	
• Staff welfare, leave, salary	Must know	
- Promotion, Placement, guidance and supervision	Must know	
-Performance appraisal	Must to know	
	Must know	


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6	<ul style="list-style-type: none"> • Evaluation • Student evaluation • Teacher evaluation • Course evaluation • Periodical revision of the curriculum • Accreditation Guidelines • Administration of the Finance Plan, prepare and send the budget proposals. • Utilization of budget • Procurement of equipment & supplies. • Library books/Journals. • A.V aids • Salary emolument of the employees. • Stipend to the students • Publicity of the Institution • Public relations • Advertisements • Conferences • Campus Selections • Publishing results and annual reports • Publication, Brochure magazine 	<p>Must know</p> <p>Must know</p> <p>Must to know</p> <p>Must know</p> <p>Must know</p> <p>Must to know</p> <p>Must know</p>	15
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	<p>Nursing as a Profession</p> <ul style="list-style-type: none"> • Nursing as a profession • Philosophy, nursing practice • Aims and objectives • Characteristics of a professional nurse • Regulatory bodies, • I.N.C, S.N.C constitution functions • Current trends and issues in Nursing • Professional ethics • Code of ethics : INC, ICN • Code of professional conduct INC, I.C.N • Consumer protection act • Ethical and legal responsibilities of a professional nurse • Practice standards for Nursing • INC laws related to Nursing practice • Legal terms related to practice, registration & licensing procedures • Breach of laws • Torts 	<p>Nice to know</p> <p>Nice to know</p> <p>Must know</p> <p>Must to know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must to know</p> <p>Must know</p>	
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	<ul style="list-style-type: none"> • Penalties and punishments • Malpractice & Negligence 	<p>Must know</p> <p>Nice to know</p>	
	<p>Professional advancement</p> <ul style="list-style-type: none"> • Continuing education • Career Opportunities • Collective Bargaining • Membership with professional organization National and International • Participation in research activities • Publications, Journals, Newspapers etc. 	<p>Must know</p> <p>Must know</p> <p>Must to know</p> <p>Must know</p>	


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7		<p>Must to know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must to know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must to know</p> <p>Must know</p>	
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8		<p>Must to know</p> <p>Must know</p> <p>Nice to know</p> <p>Must know</p> <p>Must to know</p> <p>Must know</p>	5
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Sr. No	Topic	Learning objective (At the end of	Teaching guidelines	Method ology	Ti me
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		session the students should be able to)			
1.	<p>Introduction to management in nursing</p> <p>□□Definition, concepts and theories</p> <p>□□Functions of management</p> <p>□□principles of management</p> <p>□□Role of nurse as a manager</p> <p>Management Process</p> <p>□□planning: mission Philosophy, objectives operational plan</p>	<p>Explain the principles and functions of management</p>	<p>To cover the definition, concept and functions of management.</p> <p>To cover the principles of nursing management.</p> <p>To cover the role of nurse as a manager.</p>	<p>Didactic</p> <p>Lecture through Power point projector.</p> <p>Lecture Discussion</p>	4 hrs
2.		Describe the elements	To cover the management process as whole i.e. planning, operational		


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	<p><input type="checkbox"/> <input type="checkbox"/> Staffing Philosophy, Staffing study, Norms, Activities, Patient classification systems, Scheduling</p> <p><input type="checkbox"/> <input type="checkbox"/> Human resource management: recruiting, selecting, deployment, retaining promoting, superannuation etc.,</p> <p><input type="checkbox"/> <input type="checkbox"/> Budgeting: Concept, principles, types, cost benefit analysis, audit</p> <p><input type="checkbox"/> <input type="checkbox"/> Material</p>	and process of management	and strategic planning.	<p>Simulated exercises</p> <p>Case studies</p>	5 h
			<p>To cover the staffing its pattern, norms and philosophy in nursing and Nurse patient ratio.</p> <p>To cover the recruitment, selection .deployment, retaining of staff, promotion and superannuation of nursing staff.</p> <p>To cover the budgeting process in nursing college and hospital.</p>		


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	<p>management: equipment and supplies</p> <p><input type="checkbox"/> <input type="checkbox"/> Directing process (Leading *controlling: Quality management program</p> <p><input type="checkbox"/> <input type="checkbox"/> Evaluation Review Technique (PERT), bench marking, Activity</p> <p><input type="checkbox"/> <input type="checkbox"/> Plan (Gantt, Chart).</p> <p>Management of Nursing Services in the Hospitals and Community</p> <p>planning:</p>		<p>To cover the management of material supply and equipment.</p> <p>To cover the directing process, quality assurance and management process in hospital.</p> <p>To cover the programme evaluation review technique.</p>		
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	<input type="checkbox"/> <input type="checkbox"/> Hospital and patient care units including ward management <input type="checkbox"/> <input type="checkbox"/> Emergency and disaster management <input type="checkbox"/> <input type="checkbox"/> Human resource management: <input type="checkbox"/> <input type="checkbox"/> Recruiting, selecting, deployment, retaining, promoting, superannuation etc., <input type="checkbox"/> <input type="checkbox"/> Categories of nursing personnel including job description of all levels <input type="checkbox"/> <input type="checkbox"/> Patient/popula		<p>To cover the management of nursing services in hospital and patient care unit during emergency and disaster condition.</p> <p>To cover the</p>		
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3.	<p>tion classification systems</p> <p><input type="checkbox"/> <input type="checkbox"/> Patients/population assignment and nursing care responsibilities</p> <p><input type="checkbox"/> <input type="checkbox"/> Staff development and welfare</p> <p><input type="checkbox"/> <input type="checkbox"/> Budgeting: Proposal, projecting requirements for staff, equipments and supplies for</p> <p><input type="checkbox"/> <input type="checkbox"/> Hospital and patient care units</p> <p><input type="checkbox"/> <input type="checkbox"/> Emergency and disaster management</p> <p><input type="checkbox"/> <input type="checkbox"/> Material management:</p>	Describe the management of nursing services in the hospital and Community.	recruitment, selection .deployment, retaining of staff, promotion and superannuation of nursing staff.	<p>Lecture Discussion</p> <p>Demonstration</p> <p>Simulated exercises</p> <p>Case studies</p>	8hrs
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	<input type="checkbox"/> <input type="checkbox"/> Procurement, inventory control, auditing and maintenance in <input type="checkbox"/> <input type="checkbox"/> Hospital and patient care units <input type="checkbox"/> <input type="checkbox"/> Emergency and disaster management <input type="checkbox"/> <input type="checkbox"/> Directing and leading: <input type="checkbox"/> <input type="checkbox"/> Delegation, participatory management <input type="checkbox"/> <input type="checkbox"/> Assignments, rotations, delegations <input type="checkbox"/> <input type="checkbox"/> Supervision and guidance <input type="checkbox"/> <input type="checkbox"/> Implement standards, policies,		<p>To cover the budgeting process in nursing college and hospital.</p> <p>To cover the management of material supply and equipment</p>		
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	<p>procedures and practices</p> <p><input type="checkbox"/> <input type="checkbox"/> Staff development and welfare</p> <p><input type="checkbox"/> <input type="checkbox"/> Maintenance of discipline</p> <p><input type="checkbox"/> <input type="checkbox"/> controlling / evaluation:</p> <p><input type="checkbox"/> <input type="checkbox"/> Nursing rounds / Visits, Nursing protocols, Manuals</p> <p><input type="checkbox"/> <input type="checkbox"/> Quality assurance model, documentation</p> <p><input type="checkbox"/> <input type="checkbox"/> Record and reports Performance appraisal.</p>		<p>To cover the Procurement, inventory control, auditing and maintenance of material.</p>		
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	<p>Organizational behavior and human relations</p> <p><input type="checkbox"/> <input type="checkbox"/> Concepts and theories of organizational behaviors</p> <p><input type="checkbox"/> <input type="checkbox"/> Review of channels of communication</p> <p><input type="checkbox"/> <input type="checkbox"/> Leadership styles</p> <p><input type="checkbox"/> <input type="checkbox"/> Review of motivation:</p> <p><input type="checkbox"/> <input type="checkbox"/> Concepts and Theories</p> <p><input type="checkbox"/> <input type="checkbox"/> Group dynamics</p> <p><input type="checkbox"/> <input type="checkbox"/> Techniques of</p> <p><input type="checkbox"/> <input type="checkbox"/> Communication and</p>		<p>To cover the supervision and guidance.</p> <p>To cover the Implement standards, policies, procedures and practices</p> <p>To cover the staff development</p>		
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	<input type="checkbox"/> <input type="checkbox"/> organization of in service education <input type="checkbox"/> <input type="checkbox"/> principles of adult learning <input type="checkbox"/> <input type="checkbox"/> planning for in service education program, techniques, methods and evaluation of staff education program <input type="checkbox"/> <input type="checkbox"/> Preparation of report Management of Nursing Educational Institutions <input type="checkbox"/> <input type="checkbox"/> Establishment		Review of channels of communication Leadership styles. To cover the motivation, Concepts and Theories <input type="checkbox"/> Group dynamics Techniques of Communication and Inter personal relationships To cover the human relations and <input type="checkbox"/> Public relations in context of		
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	<p>of nursing educational institution — INC norms and guidelines</p> <p>☐☐Co ordination with</p> <p>☐☐Regulatory bodies</p> <p>☐☐Accreditation</p> <p>☐☐Affiliation</p> <p>Philosophy / objectives</p> <p>Organization</p> <p>☐☐Structure</p> <p>☐☐Committees</p> <p>Physical facilities</p> <p>☐☐College / School</p> <p>☐☐Hostel Students</p>		<p>nursing</p> <p>To cover the collective bargaining</p>	<p>Didactic</p> <p>Lecture through Power point</p>	
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4.	<input type="checkbox"/> <input type="checkbox"/> Selection <input type="checkbox"/> <input type="checkbox"/> Admission <input type="checkbox"/> <input type="checkbox"/> Guidance and Counseling <input type="checkbox"/> <input type="checkbox"/> Maintaining discipline Faculty and staff <input type="checkbox"/> <input type="checkbox"/> Selection <input type="checkbox"/> <input type="checkbox"/> Recruitment <input type="checkbox"/> <input type="checkbox"/> Job description <input type="checkbox"/> <input type="checkbox"/> Placement <input type="checkbox"/> <input type="checkbox"/> Performance appraisal <input type="checkbox"/> <input type="checkbox"/> Development and welfare <input type="checkbox"/> <input type="checkbox"/> Budgeting <input type="checkbox"/> <input type="checkbox"/> Equipments		<p>To cover the organization of in service education its nature and scope.</p> <p>To cover the principles of adult learning</p> <p>To cover the evaluation of in service education</p>	projector	5hrs
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	<p>and supplies: audio visual equipments, laboratory equipments,</p> <p>books, journals etc.,</p> <p><input type="checkbox"/> <input type="checkbox"/> Curriculum: Planning, Implementation and Evaluation</p> <p><input type="checkbox"/> <input type="checkbox"/> Clinical facilities</p> <p><input type="checkbox"/> <input type="checkbox"/> Transport facilities</p> <p><input type="checkbox"/> <input type="checkbox"/> Institutional records and reports — administrative, faculty, staff and Students.</p>		<p>To cover the norms and guidelines of INC to establish the school or college of nursing.</p>		
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5.	<p>Nursing as Profession</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Nursing as a Profession <input type="checkbox"/> <input type="checkbox"/> Philosophy: Nursing practice <input type="checkbox"/> <input type="checkbox"/> Aims and objectives <input type="checkbox"/> <input type="checkbox"/> Characteristics of a professional nurse <input type="checkbox"/> <input type="checkbox"/> Regulatory bodies: INC, SNC Acts— Constitution, Functions <input type="checkbox"/> <input type="checkbox"/> Current trends and issues in Nursing professional ethics <input type="checkbox"/> <input type="checkbox"/> Code of ethics: INC, ICN 	Participate in planning and organizing in-service education program	<p>To cover the philosophy, objectives, affiliation and accreditation by regulatory bodies.</p> <p>To cover the physical structure, facilities, of college and hostel of the students.</p> <p>To cover the admission criteria,</p>	Didactic Lecture through Power point projector	5hrs
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	<input type="checkbox"/> <input type="checkbox"/> Code of professional conduct: INC, ICN <input type="checkbox"/> <input type="checkbox"/> Practice standards for Nursing: INC <input type="checkbox"/> <input type="checkbox"/> Consumer protection Act <input type="checkbox"/> <input type="checkbox"/> Legal aspect in Nursing <input type="checkbox"/> <input type="checkbox"/> Legal terms related to practice: Registration and Licensing <input type="checkbox"/> <input type="checkbox"/> Laws related to Nursing practice; Breach and Penalties <input type="checkbox"/> <input type="checkbox"/> Malpractice and Negligence.	Describe management of nursing educational institutions	selection and counseling of students.		
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Lecture
Discussi
on

Visits to
INC,
TNAI.

Discussi
on
about


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6.	<p>Professional advancements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Continuing education <input type="checkbox"/> <input type="checkbox"/> Career Opportunities <input type="checkbox"/> <input type="checkbox"/> Collective bargaining <input type="checkbox"/> <input type="checkbox"/> Membership with <input type="checkbox"/> <input type="checkbox"/> Professional organizations: <input type="checkbox"/> <input type="checkbox"/> National and International <input type="checkbox"/> <input type="checkbox"/> Participation in research activities <input type="checkbox"/> <input type="checkbox"/> Publications: Journals, 		<p>To cover the methods of teaching, audio-visual aids, books, journals, laboratory, curriculum planning and implementation and Performance and evaluation of students.</p>	INC syllabus	10hrs
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	Newspapers, etc.,		To cover the philosophy, aims, objectives, mission, vision, characteristics of a professional nurse.		
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			<p>To cover the regulatory bodies: INC, SNC Acts— Constitution, Functions</p> <p>Current trends and issues in Nursing professional ethics</p> <p>Code of ethic INC, ICN</p> <p>Code of professional conduct and standards of nursing practice.</p>		
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			<p>To cover the ethical and legal responsibilities of a professional nurse during working in hospital.</p> <p>To cover the Laws related to Nursing practice; Breach and Penalties.</p>		
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		<p>Describe ethical and legal responsibilities of a professional nurse</p> <p>Explain the nursing practice standards</p>	<p>To cover the methods which helps in advancement of nursing profession like continuing education and in service education on career opportunities, collective bargaining, membership with national and international organization.</p> <p>To participate in research activities.</p>	<p>Didactic</p> <p>Lecture through Power point projector</p>	<p>10hrs</p>
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7.					
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		Explain the various opportunities for professional advancement.		<p>Lecture Discussion</p> <p>Simulated exercises</p> <p>Seminar</p> <p>Participation in research activities.</p>	
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8.					3hrs
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REFERENCES


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References:

Alexander et al, Nursing Service Administration, C.V. Mosby Company St. Louis .

Anna Hellen, Gallaghen, Educational administration in Nursing, The Macmillan Company, New York.

Barret, Jean, Ward Management and Teaching- Himalayan Books, New Delhi.

Barret M.J. Gressner, The Head Nurse- Her leadership Role, Himalayan Books, New Delhi.

Goddard M. Principles of Administration applied to Nursing service.

Chatterjee S.S An introduction to management- its principles and techniques, World Press, Calcutta .

Thomas Kochuthresiamma, Nursing Management and Administration, V Publishers, Kottayam

Textbook:

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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A handwritten signature in black ink, appearing to be 'JMD' followed by a long horizontal stroke.

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COURSE PLAN

NURSING RESEARCH AND STATISTICS

B.Sc. Nursing 4th Year

Nursing research

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



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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

DURATION

- Four year

ELIGIBILITY

1. Educational requirement: is the passing of Higher Secondary school certificate examination (12 years course) with science or senior school certificate examination (10+2), pre degree examination (10+2)

or

Any other exam equivalent to 12 years schooling from a recognized board or university with science (Physics, Chemistry, Biology) and English with minimum of 45% aggregate marks (PCBE)

2. Age 17 years on or before 31st December of the year of the admission.
3. Students shall be physically and mentally fit.
4. Possess good moral character as certified by principal of the institute college last attended.

Eligibility (for appearing in the examination)


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3. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of the each subject for appearing for examination.
4. A candidate must have 100% attendance in each of the practical areas before award of degree.

INTAKE CAPACITY:100 seats per year

FEE STRUCTURE

Rs 1,50,000.00 per year. The examination fees will be decided by university.

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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Reference Books:

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*, Springer Publisher, 1999, New York.
4. Patricia Nunhall. *Nursing Research*, James & Bar, 2001, Canada.
5. Carolyn 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

QUESTIONS



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NURSING RESEARCH

QUESTION PAPER

Time_: Three hours

Maximum_: 75 marks

Answer ALL questions_::

I. Elaborate on: (1X15=15)

1. a) Explain the purposes of research.
- b) Classify research design and explain any one research design with example.

II. Write notes on: (4X 5 =20)

1. Type I and Type II error.
2. Promoting utilization of research.
3. Dependant variable.
4. Exclusion criteria.

III. Short Answer: (7X 2 =14)

1. What is validity and reliability?


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2. Types of close ended questions.
3. Name any two types of data collection.
4. Define Manipulation.
5. Write the meaning of assumption.
6. Null hypothesis.
7. Research objectives.

STATISTICS_:

I. Elaborate on: (1X15=15)

1. A workshop was conducted for five hours to improve the self efficacy. Twelve clients were participating in that workshop, the data was collected before and after the workshop was given below. Is the workshop benefit for the clients or not (table value 2.042)

Before_:	48	56	58	60	61	61	62	63	64	66	66	66
After_:	73	78	67	74	72	73	65	79	77	80	78	79

I. Write notes on: (1X 5 =5)

1. Co-efficient of Correlation.


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II. Short

Answer: (3X

2 = 6)

1. What is

Cohort Study?

2. Define

Probability.

3.

Differentiate

Qualitative

and Quantitative research.


S.No	Topic	Learning objective		Time
7.	<ul style="list-style-type: none">□□ Steps of scientific methodsDefinition of research	<ul style="list-style-type: none">Describe the concept of research, terms,	Must Know	4 Hrs


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	<ul style="list-style-type: none"> • Need for nursing research • Characteristics of good research. Research Process 	<p>need and areas of research in nursing.</p> <ul style="list-style-type: none"> • Explain the steps of research process. • Research and research process 	<p>Nice to know</p> <p>Must Know</p>	
8.	<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>Nice to Know</p> <p>Desirable to know</p> <p>Nice to know</p>	3 Hrs
9.	<p><input type="checkbox"/> <input type="checkbox"/> Research approaches and designs</p> <p><input type="checkbox"/> <input type="checkbox"/> Historical, Survey and experimental</p> <p><input type="checkbox"/> <input type="checkbox"/> Qualitative and quantitative designs</p>	<ul style="list-style-type: none"> • Describe the research approaches and designs 	<p>Must know</p>	4 Hrs


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10.	<p>Sampling and data collection</p> <p><input type="checkbox"/> <input type="checkbox"/> Definition of population Sample, sampling criteria, factors influencing sampling process, types of sampling techniques.</p> <p><input type="checkbox"/> <input type="checkbox"/> Data-why, what from whom, when and where to collect</p> <p><input type="checkbox"/> <input type="checkbox"/> Data collection methods and instruments:</p> <p><input type="checkbox"/> <input type="checkbox"/> Methods of data collection</p> <p><input type="checkbox"/> <input type="checkbox"/> Questioning, interviewing .Observations, record analysis and measurement</p> <p><input type="checkbox"/> <input type="checkbox"/> Pilot study</p> <p><input type="checkbox"/> <input type="checkbox"/> Data collection procedure</p>	<ul style="list-style-type: none"> • Explain the sampling and data collection 	<p>Must Know</p> <p>Nice to know</p> <p>Must Know</p>	4Hrs
11.	<p>Analysis of data:</p> <p><input type="checkbox"/> <input type="checkbox"/> Complication, Tabulation, Summarization, presentation, interpretation of</p>	<p><input type="checkbox"/> <input type="checkbox"/> Analyze, interpret and summarize the research data</p>	<p>Must Know</p> <p>Nice to know</p>	4 Hrs


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	Data		<p>Must Know</p> <p>Nice to know</p> <p>Desirable to know</p> <p>Must Know</p>	
12.	<ul style="list-style-type: none"> • Communication and utilization of Research <input type="checkbox"/> <input type="checkbox"/> Communication of research findings <input type="checkbox"/> <input type="checkbox"/> Verbal report .Writing research report .Writing scientific article/paper <input type="checkbox"/> <input type="checkbox"/> Critical review of published research <input type="checkbox"/> <input type="checkbox"/> Utilization of research findings 	<ul style="list-style-type: none"> • Communicate and utilize the research findings 	<p>Nice to know</p> <p>Must Know</p>	3 hrs


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13.	<p>Explain the use of statistics, scales of measurement and graphical presentation of data.</p> <p>□□ Describe the measures of central tendency and variability and methods of correlation.</p>	<ul style="list-style-type: none"> 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. 	<p>Must Know</p> <p>Nice to know</p> <p>Must Know</p>	14 Hrs
14.	<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 	<p>Must Know</p> <p>Nice to know</p> <p>Must Know</p>	4 Hrs


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			Desirable to know	
15.	<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 	Must Know	4hrs
16.	<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 & 	Describe application of computer in nursing.	<p>Nice to know</p> <p>Desirable to know</p> <p>Nice to know</p>	4hrs


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S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
17.	<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 Hr
18.	<p>Research problem/question</p> <p>□□Identification of problem area</p> <p>□□Problem statement</p> <p>□□Criteria of a good research problem</p> <p>□□Writing objectives</p>	<ul style="list-style-type: none"> • Identify and state the research problem and objectives • 	<p>To cover Research problem/question</p> <p>Identification of problem area,</p> <p>Problem statement, Criteria of a good research problem</p> <p>Writing objectives, Teaching Learning Activities: Lecture Discussion.</p>	<p>Teacher seminar on research problem</p> <p>Exercise on writing statement of problem and objectives</p>	3 Hr


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			<input type="checkbox"/> Exercise on writing statement of problem and objectives		
19.	<p>Review of Literature</p> <p><input type="checkbox"/> <input type="checkbox"/> Location</p> <p><input type="checkbox"/> <input type="checkbox"/> Sources</p> <p><input type="checkbox"/> <input type="checkbox"/> On line search; CTNHAL, COCHRANE etc</p> <p><input type="checkbox"/> <input type="checkbox"/> Purposes</p> <p><input type="checkbox"/> <input type="checkbox"/> Method of review</p>	<ul style="list-style-type: none"> • Review the related literature 		<p>Lecture Discussion</p> <p><input type="checkbox"/> <input type="checkbox"/> Exercise on reviewing one research report article for a selected research problem</p> <p><input type="checkbox"/> <input type="checkbox"/> Prepare annotated bibliography</p>	3 hrs


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20.	<input type="checkbox"/> <input type="checkbox"/> Research approaches and designs <input type="checkbox"/> <input type="checkbox"/> Historical, Survey and experimental <input type="checkbox"/> <input type="checkbox"/> Qualitative and quantitative designs	<ul style="list-style-type: none"> Describe the research approaches and designs 	<p>To cover Research approaches and designs, Historical, Survey and experimental</p> <p>Qualitative and quantitative designs</p>	Teacher seminar on research approaches and design.	4 Hr
21.	<p>Sampling and data collection</p> <input type="checkbox"/> <input type="checkbox"/> Definition of population Sample, sampling criteria, factors influencing sampling process, types of sampling techniques. <input type="checkbox"/> <input type="checkbox"/> Data-why, what from whom, when and where to collect <input type="checkbox"/> <input type="checkbox"/> Data collection methods and instruments: <input type="checkbox"/> <input type="checkbox"/> Methods of data collection <input type="checkbox"/> <input type="checkbox"/> Questioning, interviewing .Observations, record analysis and measurement <input type="checkbox"/> <input type="checkbox"/> Pilot study	<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 methods and instruments:, Methods of data collection, Questioning, interviewing Observations, record analysis and measurement</p>	Teacher seminar on sampling and data collection.	4Hrs


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	<input type="checkbox"/> <input type="checkbox"/> Data collection procedure		Pilot study, Data collection procedure		
22.	<p>Analysis of data:</p> <p><input type="checkbox"/> <input type="checkbox"/> Complication, Summarization, interpretation of</p> <p>Tabulation, presentation, Data</p>	<input type="checkbox"/> <input type="checkbox"/> Analyze, interpret and summarize the research data	<p>To Cover Analysis of data: <input type="checkbox"/> Complication, Summarization, presentation, interpretation of</p> <p>Data</p>	Teacher seminar on data analysis	4 Hr
23.	<p>Explain the use of statistics, scales of measurement and graphical presentation of data.</p> <p><input type="checkbox"/> <input type="checkbox"/> Describe the measures of central tendency and variability and methods of correlation.</p>	<ul style="list-style-type: none"> Explain the use of statistics, scales of measurement and graphical presentation of data. <p><input type="checkbox"/> <input type="checkbox"/> Describe the</p>	<p>To Cover 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.</p>	Vertical teaching on use of statistics and graphical presentation of data.	14 H


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		measures of central tendency and variability and methods of correlation.			
24.	<ul style="list-style-type: none"> Communication and utilization of Research □□Communication of research findings □□Verbal report .Writing research report .Writing scientific article/paper □□Critical review of published research □□Utilization of research findings 	<ul style="list-style-type: none"> 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 research, Utilization of research findings	Student seminar on communication and utilization of research.	3 hrs

Textbook:

1. Mahajan (BK), Methods in Biostatistics, Jaypee, 6th Edition. Suggested Reference:
1. Rao (S), Introduction to Biostatistics & Research methods, Riachard, 4th Edition.


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2. Rao (V), A manual of Statistical and Anthropology, Jaypee, 2 Edition.
3. Norman, Biostatistics, B.C Decker, 2' Edition.
4. Rao, Applied Statistics in Health Sciences, Jaypee.
5. Neg (KS), Biostatistics, AITBS

FACULTY OF NURSING, SGT UNIVERSITY

CURRICULUM PLANNING

B.Sc Nursing IVth year

Community Health Nursing

SUBMITTED BY

Mr. Govinda

Faculty of Nursing


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COMMUNITY HEALTH NURSING

PREAMBLE

Community health is a major field of study within the medical and clinical sciences which focuses on the maintenance, protection and improvement of the health status of population groups and communities as opposed to the health of individual patients. The word "community" derives from the Old French *comuneté*, which means, "commonness, community, shared in common".

Community health nursing is defined as the synthesis of nursing and public health practice applied to promoting and protecting the health of population. It is a practice that is continuous and comprehensive directed towards all groups of community members. A community comprises people of various ages, health conditions, social status and cultures. The community health nurses are expected to focus their work on disease prevention and health promotion, including promotion of self-care. It combines all the basic elements of professional, clinical nursing with public health and community practice. The community health nurse or public health nurse is one category of the health workforce in the community. In all pre-service nursing or nursing and midwifery curricula, there are one or two courses in community health nursing, which provide basic information on community health and the role of nurses in the community. The primary goal of community health nursing is to help a community protect and preserve the health of its members, while the secondary goal is to promote self-care among individuals and families. In the health-care reform environment, the community health nurse will probably continue to care for individuals and families, particularly high-risk clients and those with communicable diseases



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GOALS

- ✓ to prepare graduates to assume responsibilities as community health nurse specialists, consultants, educators, administrators in a wide variety of professional settings
- ✓ to assist students in developing expertise and in depth understanding in the field of community health nursing
- ✓ to analyze components of community health practices
- ✓ to develop advanced skills for nursing intervention in various aspects of community health care settings
- ✓ to function as community health Nurse practitioner/specialist
- ✓ to function as educator, manager and researcher in the field of community health nursing.

OBJECTIVES

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

1. Appreciate the history and development in the field of Community Health and Community Health Nursing.
2. Appreciate role of individuals and families in promoting health of the Community.
3. Perform physical, developmental and nutritional assessment of individuals, families and groups.
4. Apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the people.
5. Apply nursing process approach while providing care to individuals, families, groups and community.
6. Integrate the concepts of family centered nursing approach while providing care to the community.
7. Recognize and participate in the management of emergencies, epidemics and disasters.
8. Apply recent technologies and care modalities while delivering community health nursing care.



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9. Appreciate legal and ethical issues pertaining to community health nursing care.
10. Conduct community health nursing care projects.
11. Participate in planning, implementation and evaluation of various national health and family welfare programmes at local, state and the national level.
12. Incorporate evidence based nursing practice and identify the areas of research in the community settings.
13. Participate effectively as a member of Community Health team.
14. Coordinate and collaborate with various agencies operating in the community by using inter-sectoral approach.
15. Teach community health nursing to undergraduates, in-service nurses and the community health workers.
16. Demonstrate leadership and managerial abilities in community health nursing practice

DURATION

Duration of the course is 4 years for B.Sc. (N)

ELIGIBILITY

- ✓ The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.
- ✓ The minimum education requirements shall be the passing of :B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks.
- ✓ The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons.Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by INC.


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- ✓ Minimum one year of work experience after Basic B.Sc. Nursing.
- ✓ Minimum one year of work experience prior or after Post Basic B.Sc.Nursing.
- ✓ Candidate shall be medically fit.
- ✓ 5% relaxation of marks for SC/ST candidates may be given.

INTAKE CAPACITY

100 Seats / year

CAREER OPPORTUNITIES

- ✓ Academic professional with a focus on developing a research and training career.
- ✓ Administering healthcare services and advocating for healthcare improvements.
- ✓ Nursing educator focused on developing and managing a full time clinical practice.
- ✓ Nursing manager to manage the wards and concerned activities.
- ✓ School health nurse to teach children on maintaining their personal health , provide vaccinations and monitor children to ensure they are not suffering from any illnesses.
- ✓ Occupational health nurse to address the health care needs of working populations have been identified as an important component of the public health strategy.
- ✓ Public health nurse to become involved in voluntary programs (Red Cross, Disaster Management, various National Health Programmes)


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FEE STRUCTURE

Rs 1,20,000 / year. The examination fees will be decided by the university.

TEACHING STRATEGIES

- ✓ Interactive session with the students
- ✓ Seminar
- ✓ Didactic lecture through Power point projection
- ✓ Demonstrations
- ✓ Field visits
- ✓ Postings in CHC, PHC , Sub-centers

TOTAL HOURS

THEORY – 90 HOURS

PRACTICAL -- 135 HOURS

TOTAL -- 225 HOURS


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STUDENT ACTIVITIES

- Identification of community leaders and resource persons(community mapping)
- Community health survey
- Community health nursing process- individual, family and special groups and community
- Counseling
- Health education – campaign, exhibition, folk media, preparation of IEC materials
- Organising and participating in special clinics/camps and national health and welfare programmes-Organise atleast one health and family welfare mela/fair (all stalls of national health and family welfare activities should be included)
- Estimation of Vital health statistics -Exercise
- Drill for disaster preparedness
- Organise at least one in-service education to ANM's/LHV/PHN/HW
- Nutrition – Exercise on nutritional assessment on dietary planning, demonstration and education for various age groups
- Filling up of Records, reports and registers maintained at SC/PHC/CHC
- Assist women in self breast examination
- Conduct antenatal examination
- Conduct vaginal examination
- Conduct deliveries
- Post natal visits
- Perform Episiotomy and suturing
- Prepare Pap smear



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- Conduct Insertion/Removal of IUD
- Blood Slide preparation
- Field visits
- Maintenance of log book for various activities

CURRICULUM PLAN

NAME OF THE PROGRAMME : B.Sc Nursing

PLACEMENT : Fourth Year

SUBJECT : Community Health Nursing-II

HOURS PROVIDED

- **THEORY** – 90 hours
- **PRACTICAL** - 135 hours

COURSE DESCRIPTION:


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This course is designed for students to practice community health nursing for the individual, family and groups at both urban and rural settings by using concept and principles of health and community health nursing.

SR.NO	TOPIC	DOMAIN	TIME
1	Introduction <input type="checkbox"/> <input type="checkbox"/> Definition, concept & scope of community Health and Community Health Nursing <input type="checkbox"/> <input type="checkbox"/> Historical development of O Community health o Community health Nursing	Must to know Desire to know	4 hours


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3	<p>Rural: Organization, staffing and functions of rural health services provided by government at:</p> <p>Village Sub centre</p> <p>Primary health centre</p> <p>Community health center / sub divisional</p> <p>Hospitals</p> <p>District</p> <p>State</p> <p>Centre</p> <p>Urban: Organization, staffing and functions of urban health services provided by government at:</p> <p>Slums Dispensaries</p> <p>Maternal and child health centers</p>	<p>Must to know</p> <p>Must to know</p>	15 hours
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	<p>Special Clinics</p> <p>Hospitals</p> <p>Corporation / Municipality / Board</p> <ul style="list-style-type: none"> • Components of health services • Environmental sanitation • Health education • Vital statistics • M.C.H - antenatal, natal, postnatal MTP Act, female foeticide act, child adoption act • Family Welfare • National health programmes • School health services • Occupational health • Defence services • Systems of Medicine and health care • Allopathy • Indian System of Medicine and Homeopathy • Alternative health care systems like yoga, meditation, social and spiritual healing etc. • Referral system 	<p>Must to know</p> <p>Desirable to know</p> <p>Nice to know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Nice to know</p>	
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4	<p>Community health nursing approaches, concepts and roles and responsibilities of nursing personnel.</p> <ul style="list-style-type: none"> Approaches <ul style="list-style-type: none"> - Nursing theories and Nursing process - Epidemiological approach - Problem solving approach - Evidence based approach - Empowering people to care for themselves Concepts of Primary Health Care: <ul style="list-style-type: none"> - Equitable distribution - Community participation - Focus on prevention 	<p>Must to know</p> <p>Nice to know</p> <p>Must to know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Must to know</p>	25 hours
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	<ul style="list-style-type: none"> - Treatment of minor ailments - School Health Services - Occupational Health - description of Community health nursing personnel <p>Assisting individuals and groups to promote and maintain their health.</p> <ul style="list-style-type: none"> • Empowerment for self-care of individual, families and groups in-Assessment of self and family. • Monitoring growth and development <p><input type="checkbox"/> <input type="checkbox"/> Mile stones</p> <p><input type="checkbox"/> <input type="checkbox"/> Weight measurement</p> <p><input type="checkbox"/> <input type="checkbox"/> Social development</p>	Desirable to know	
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	<ul style="list-style-type: none"> • Maintenance of Health records for self and family • Continue medical care and follow up in community for various diseases and disabilities • Carryout therapeutic procedures as prescribed / required for self and family • Waste Management <ul style="list-style-type: none"> • Collection and disposal of waste at home and community • Sensitize and handle social issues affecting health and development for self and family <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Women Empowerment <input type="checkbox"/> <input type="checkbox"/> Women and child abuse <input type="checkbox"/> <input type="checkbox"/> Abuse of elders <input type="checkbox"/> <input type="checkbox"/> Female Foeticide <input type="checkbox"/> <input type="checkbox"/> Commercial sex workers <input type="checkbox"/> <input type="checkbox"/> Food adulteration <input type="checkbox"/> <input type="checkbox"/> Substance abuse • Utilize community resources for and family 	Desirable to know	15 hours
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	<input type="checkbox"/> <input type="checkbox"/> Trauma services <input type="checkbox"/> <input type="checkbox"/> Old age homes <input type="checkbox"/> <input type="checkbox"/> Orphanage <input type="checkbox"/> <input type="checkbox"/> Homes for physically and mentally challenged individuals <input type="checkbox"/> <input type="checkbox"/> Homes for destitute	Nice to know Desirable to know Must to know Nice to know	
	National health and family welfare programmes and the role of a nurse. 1) National ART Programme		


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6	<p>2) Revised National Tuberculosis Control Programme (RNTCP)</p> <p>3) National Anti-Malaria Programme</p> <p>4) National Filaria control programme</p> <p>5) National Guinea worm eradication programme</p> <p>6) National Leprosy eradication programme</p> <p>7) National AIDS control programme</p> <p>8) STD control programme</p> <p>9) National programme for control of blindness</p> <p>10) Iodine deficiency disorder programme</p> <p>11) Expanded programme on immunization</p> <p>12) National Family Welfare Programme-RCH Programme historical development, organization,</p>	Desiable to know	
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	administration, Research, constraints	Must to know	
	13) National water supply and sanitation programme	Must to know	
	14) Minimum Need programme	Must to know	
	15) National Diabetics control programme	Must to know	
	16) Polio Eradication Pulse Polio Programme	Nice to know	
	17) National cancer control Programme	Must to know	
	18) Yaws Eradication Programme	Must to know	
	19) National Nutritional Anemia prophylaxis programme	Must to know	
	20) 20 point programme	Must to know	
	21) ICDS programme	Must to know	
	22) Mid-day meal applied nutritional programme	Desirable to know	
	23) National mental health programme Health ESI CGHS Health insurance	Must to know	


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	<p>Health Agencies</p> <ul style="list-style-type: none"> • International — WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission (EC).Red cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc. • National - Indian Red Cross, Indian Council for child welfare, Family Planning Association of India (FPAI), Tuberculosis Association of India, Hindu Kusht NivaranSangh, Central Social Welfare Board, All India Women's conference, Blind Association of India etc. 	<p>Desirable to know</p> <p>Desirable to know</p> <p>Nice to know</p> <p>Nice to know</p> <p>Must to know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Nice to know</p> <p>Must to know</p> <p>Desirable to know</p>	
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7		Must to know	
5		Must know	
		Must to know	

CURRICULUM PLAN

NAME OF THE PROGRAMME : B.Sc Nursing

PLACEMENT : Fourth Year


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SUBJECT : Community Health Nursing-II

HOURS PROVIDED

- **THEORY** – 90 hours
- **PRACTICAL** - 135 hours

COURSE DESCRIPTION:

This course is designed for students to practice community health nursing for the individual, family and groups at both urban and rural settings by using concept and principles of health and community health nursing.


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Sr. No	Topic	Learning Objectives (At the end of the session, the students should be able to :)	Teaching Guidelines	Methodology	Time
1	Introduction <p>□□Definition, concept & scope of community Health and Community Health Nursing</p> <p>□□Historical development of</p> <p>o Community health Nursing</p> <p>o Pre - independence</p> <p>o Post-independence</p>	<p>□Define concepts, scope, principles and historical development of Community health and community health Nursing.</p>	To cover concept, scope, definition, trends, history and development of modern health and community health nursing	<p>Interactive session</p> <p>Didactic lecture on Define concepts, scope, principles and historical development of Community health and community health Nursing.</p>	4 hours


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2	<p>Health planning and policies and problems</p> <ul style="list-style-type: none"> • National health planning in India — Five Year Plans • Various committees and commissions on health and family welfare <ul style="list-style-type: none"> ○ Central council for health and family welfare (CCH and FW) ○ National health policies (1983, 2002) ○ National population policy <p>Health problems in India</p> <p>Delivery of community health services</p> <p>Planning, budgeting and material management of SCs, PHC and, CHC</p> <p>Rural: Organization, staffing and functions of rural health services provided by government at:</p>	Describe health plans, policies, various health committees and health problems in India.	To cover health plans, policies, various health committees and health problems in India.	<p>Interactive session</p> <p>Didactic lecture, problem based learning method, simulated learning, cooperative learning</p> <p>• Lecture</p>	6 hours
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3	<p>Village Sub centre</p> <p>Primary health centre</p> <p>Community health center / sub divisional</p> <p>Hospitals</p> <p>District</p> <p>State</p> <p>Centre</p> <p>Urban: Organization, staffing and functions of urban health services provided by government at:</p> <p>Slums Dispensaries</p> <p>Maternal and child health centers</p> <p>Special Clinics</p> <p>Hospitals</p>	<p><input type="checkbox"/> Describe the system of delivery of community health services in rural and urban areas.</p> <p><input type="checkbox"/> List the functions of various levels and their staffing pattern</p> <p><input type="checkbox"/> Explain the component s of health services</p> <p><input type="checkbox"/> Describe alternative systems of health promotion and health maintenance</p> <p><input type="checkbox"/> Describe the chain of referral system</p>	<p>To cover the system of delivery of community health services in rural and urban areas.</p> <p><input type="checkbox"/> List the functions of various levels and their staffing pattern</p> <p><input type="checkbox"/> Explain the component s of health services</p> <p><input type="checkbox"/> Describe alternative systems of health promotion and health maintenance</p> <p><input type="checkbox"/> Describe the chain of referral system</p>	<p>discussion</p> <ul style="list-style-type: none"> • Visits to various health delivery systems • Supervised field practice <p><input type="checkbox"/> <input type="checkbox"/> Panel discussion</p>	15 hours
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	<p>Corporation / Municipality / Board</p> <p>Components of health services</p> <p><input type="checkbox"/> <input type="checkbox"/> Environmental sanitation</p> <p><input type="checkbox"/> <input type="checkbox"/> Health education</p> <p><input type="checkbox"/> <input type="checkbox"/> Vital statistics</p> <p><input type="checkbox"/> <input type="checkbox"/> M.C.H - antenatal, natal, postnatal MTP Act, female foeticide act,</p> <p><input type="checkbox"/> <input type="checkbox"/> child adoption act</p> <p><input type="checkbox"/> <input type="checkbox"/> Family Welfare</p> <p><input type="checkbox"/> <input type="checkbox"/> National health programmes</p> <p><input type="checkbox"/> <input type="checkbox"/> School health services</p> <p><input type="checkbox"/> <input type="checkbox"/> Occupational health</p> <p><input type="checkbox"/> <input type="checkbox"/> Defence services</p>				
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	<p><input type="checkbox"/><input type="checkbox"/> Systems of Medicine and health care</p> <p><input type="checkbox"/><input type="checkbox"/> Allopathy</p> <p><input type="checkbox"/><input type="checkbox"/> Indian System of Medicine and Homeopathy</p> <p><input type="checkbox"/><input type="checkbox"/> Alternative health care systems like yoga, meditation, social and spiritual healing etc.</p> <p><input type="checkbox"/><input type="checkbox"/> Referral system</p> <p>Community health nursing approaches, concepts and roles and responsibilities of nursing personnel.</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Approaches</p> <p>- Nursing theories and Nursing process</p>				
			<p>To cover community Health Nursing approaches and concepts.</p> <p><input type="checkbox"/> To describe the roles and responsibilities of Community health nursing personnel.</p>		


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	<ul style="list-style-type: none"> - Epidemiological approach - Problem solving approach - Evidence based approach - Empowering people to care for themselves <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Concepts of Primary Health Care:</p> <ul style="list-style-type: none"> - Equitable distribution - Community participation - Focus on prevention - Use of appropriate technology - Multi-sectoral approach <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Roles and responsibilities of Community health nursing personnel in</p> <ul style="list-style-type: none"> - Family health services 	<p><input type="checkbox"/><input type="checkbox"/> Describe community Health Nursing approaches and concepts.</p> <p><input type="checkbox"/><input type="checkbox"/> Describe the roles and responsibilities of Community health nursing personnel.</p>		<p><input type="checkbox"/><input type="checkbox"/> Lecture discussion</p> <p><input type="checkbox"/><input type="checkbox"/> Demonstration</p> <p><input type="checkbox"/><input type="checkbox"/> Practice session</p>	
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4	<ul style="list-style-type: none"> - Information Education - Communication (IEC) - Management information (MIS): <p>Maintenance of Records & Reports</p> <ul style="list-style-type: none"> - Training and supervision of various categories of health workers - National Health Programmes - Environmental sanitation - Maternal and Child health and Family welfare - Treatment of minor ailments - School Health Services - Occupational Health 			<input type="checkbox"/> <input type="checkbox"/> Supervised field practice Participation in camps <input type="checkbox"/> <input type="checkbox"/> Group Project	25 hours
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	<p>- description of Community health nursing personnel</p> <p>Assisting individuals and groups to promote and maintain their health.</p> <p>Empowerment for self-care of individual, families and groups in- Assessment of self and family.</p> <p>Monitoring growth and development</p> <p><input type="checkbox"/> <input type="checkbox"/> Mile stones</p> <p><input type="checkbox"/> <input type="checkbox"/> Weight measurement</p> <p><input type="checkbox"/> <input type="checkbox"/> Social development</p> <p><input type="checkbox"/> <input type="checkbox"/> Temperature and Blood pressure monitoring</p> <p><input type="checkbox"/> <input type="checkbox"/> Menstrual cycle</p> <p><input type="checkbox"/> <input type="checkbox"/> Breast self-examination and testicles</p>		<p>To cover the the activities of community health nurse in</p> <p>assisting individuals and groups to promote and maintain their health</p>		
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	<input type="checkbox"/> <input type="checkbox"/> Warning signs of various diseases <input type="checkbox"/> <input type="checkbox"/> Tests Urine for sugar and albumin, blood sugar <input type="checkbox"/> <input type="checkbox"/> Seek health services for <input type="checkbox"/> <input type="checkbox"/> Routine checkup <input type="checkbox"/> <input type="checkbox"/> Immunization <input type="checkbox"/> <input type="checkbox"/> Counseling <input type="checkbox"/> <input type="checkbox"/> Diagnosis <input type="checkbox"/> <input type="checkbox"/> Treatment <input type="checkbox"/> <input type="checkbox"/> Follow up C. Maintenance of Health records for self and family D. Continue medical care and follow up in community for various diseases and disabilities E. Carryout therapeutic	Describe and appreciate the activities of community health nurse in assisting individuals and groups to		Lecture discussion	
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5	<p>procedures as prescribed / required for self and family</p> <p>F. Waste Management</p> <ul style="list-style-type: none"> • Collection and disposal of waste at home and community <p>G. Sensitize and handle social issues affecting health and development for self and family</p> <p><input type="checkbox"/> <input type="checkbox"/> Women Empowerment</p> <p><input type="checkbox"/> <input type="checkbox"/> Women and child abuse</p> <p><input type="checkbox"/> <input type="checkbox"/> Abuse of elders</p> <p><input type="checkbox"/> <input type="checkbox"/> Female Foeticide</p> <p><input type="checkbox"/> <input type="checkbox"/> Commercial sex workers</p> <p><input type="checkbox"/> <input type="checkbox"/> Food adulteration</p> <p><input type="checkbox"/> <input type="checkbox"/> Substance abuse</p> <p>H. Utilize community</p>	promote and maintain their health		<p>Demonstration Practice session</p> <p>Supervised field practice</p> <p>Individual, group, family, community health education.</p>	15 hours
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	<p>resources for and family</p> <p><input type="checkbox"/> <input type="checkbox"/> Trauma services</p> <p><input type="checkbox"/> <input type="checkbox"/> Old age homes</p> <p><input type="checkbox"/> <input type="checkbox"/> Orphanage</p> <p><input type="checkbox"/> <input type="checkbox"/> Homes for physically and mentally challenged individuals</p> <p>Homes for destitute</p> <p>National health and family welfare programmes and the role of a nurse.</p> <p>1) National ART Programme</p>				
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	<p>2) Revised National Tuberculosis Control Programme (RNTCP)</p> <p>126</p> <p>3) National Anti-Malaria Programme</p> <p>4) National Filaria control programme</p> <p>5) National Guinea worm eradication programme</p> <p>6) National Leprosy eradication programme</p> <p>7) National AIDS control programme</p> <p>8) STD control programme</p> <p>9) National programme for control of blindness</p> <p>10) Iodine deficiency disorder programme</p>				
				<p>To cover national health and family welfare programmes and role of nurse.</p> <p>Describe the various health schemes in India.</p>	


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	<p>11) Expanded programme on immunization</p> <p>12) National Family Welfare Programme-RCH Programme historical development, organization, administration, Research, constraints</p> <p>13) National water supply and sanitation programme</p> <p>14) Minimum Need programme</p> <p>15) National Diabetics control programme</p> <p>16) Polio Eradication Pulse Polio Programme</p> <p>17) National cancer control Programme</p> <p>18) Yaws Eradication Programme</p>				
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	<p>19) National Nutritional Anemia prophylaxis programme</p> <p>20) 20 point programme</p> <p>21) ICDS programme</p> <p>22) Mid-day meal applied nutritional programme</p> <p>23) National mental health programme Health ESI CGHS Health insurance</p> <p>Health Agencies International — WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European</p> <p>Commission (EC).Red cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc.</p> <p>National - Indian Red Cross, Indian</p>	<p>Describe and national health and family welfare programmes and role of nurse.</p> <p>Describe the various health schemes in India.</p>		<p>Lecture discussion</p> <p>Participation in National Health Programmes</p> <p>Field visits</p>	<p>20 hours</p>
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6	<p>Council for child welfare, Family Planning Association of India (FPAI), Tuberculosis Association of India, Hindu KushtNivaranSangh,</p> <p>Central Social Welfare Board, All India Women's conference, Blind Association of India etc.</p>				
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	<p>National Health and Family Welfare Programmes</p> <p>se programmes</p> <ul style="list-style-type: none"> • NRHM • Health Schemes: <ul style="list-style-type: none"> <input type="checkbox"/> ESI, CGHS, Health Insurance <p>SCHOOL HEALTH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction: definition, concepts, objectives <input type="checkbox"/> Health assessment, Screening, 		<p>To cover the roles and functions of various national and international health agencies.</p>		
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<p>identification, referral and follow up,</p> <p><input type="checkbox"/> Safe environment</p> <p><input type="checkbox"/> Services, programmes and plans- first aid, treatment of minor ailments</p> <p><input type="checkbox"/> Inter-sectoral coordination</p> <p><input type="checkbox"/> Adolescent health</p> <p><input type="checkbox"/> Disaster, disaster preparedness, and management</p> <p><input type="checkbox"/> Guidance and counseling</p> <p><input type="checkbox"/> School health records - maintenance and its importance</p> <p><input type="checkbox"/> Roles and responsibilities of</p>			<p>Lecture discussion</p> <p><input type="checkbox"/> Field visits</p>	
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7	<p>community health nurse</p> <p><u>INTERNATIONAL HEALTH</u></p> <p><input type="checkbox"/> Global burden of disease</p> <p><input type="checkbox"/> Global health rules to halt disease spread</p> <p><input type="checkbox"/> Global health priorities and programmes</p> <p><input type="checkbox"/> International quarantine</p> <p><input type="checkbox"/> Health tourism</p> <p><input type="checkbox"/> International cooperation and assistance</p>	<p>Explain the roles and functions of various national and international health agencies.</p>			5 hours
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<p><input type="checkbox"/> International travel and trade</p> <p><input type="checkbox"/> Health and food legislation, laws, adulteration of food</p> <p><input type="checkbox"/> Disaster management</p> <p><input type="checkbox"/> Migration</p> <p><input type="checkbox"/> International health agencies – World Health organizations, World health assembly, UNICEF, UNFPA, SIDA, US AID, DANIDA, DFID. USAID etc</p> <p><input type="checkbox"/> International health issues and problems</p> <p><input type="checkbox"/> International nursing practice</p>		<p>To cover the objectives, organisation /manpower/resources, activities, goals, inter-sectoral approach, implementation, item/purpose, role and responsibilities of community health nurse in National Health and Family Welfare Programmes</p>		
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<p>standards</p> <p><input type="checkbox"/> International health vis-a vis national health</p> <p><input type="checkbox"/> International health days and their significance</p> <p><u>EDUCATION AND ADMINISTRATION</u></p> <p><input type="checkbox"/> Quality assurance</p> <p><input type="checkbox"/> Standards, Protocols, Policies, Procedures</p> <p><input type="checkbox"/> Infection control; Standard safety measures</p> <p><input type="checkbox"/> Nursing audit</p>		and NRHM and Health Schemes:		
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	<input type="checkbox"/> Design of Sub-Centre/Primary Health Centre, Community health center <input type="checkbox"/> Staffing; Supervision and monitoring-Performance appraisal <input type="checkbox"/> Budgeting <input type="checkbox"/> Material management <input type="checkbox"/> Role and responsibilities of different categories of personnel in community health <input type="checkbox"/> Referral chain- community outreach services <input type="checkbox"/> Transportation	<p>Discuss the epidemiology of Communicable diseases and non-communicable diseases and emerging and re-emerging diseases Epidemics</p> <p>Explain National Integrated disease Surveillance Programme</p> <p>Discuss the Health information system</p> <p>Discuss the role of Community health nurse</p>	<p>To cover the definition, concepts, objectives, health assessment,</p>	<p>Teaching seminar on</p> <p>National Health and Family Welfare Programmes</p> <p>Interactive session</p> <p>Didactic lecture on NRHM, Health Schemes, ESI, CGHS, Health Insurance</p> <p>Field visits</p> <p>Clinical Postings</p>	
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9	<input type="checkbox"/> Public relations <input type="checkbox"/> Planning in-service educational programme and Teaching <input type="checkbox"/> Training of various categories of health workers ,preparation of manuals <u>GERIATRIC</u> <input type="checkbox"/> Concept, trends, problems and issues <input type="checkbox"/> Aging process, and changes <input type="checkbox"/> Theories of ageing	<p>Discuss the various national health programmesand Family Welfare Programmes</p> <p>Describe the various components of Reproductive and child health programme.</p> <p>Describe the role and responsibilities of community health nurse in various national health and family welfare</p>	<p>screening, identification, referral and follow up, safe environment</p> <p>, services, programmes and plans- first aid, treatment of minor ailments, inter-sectoral coordination, Adolescent health, Disaster, disaster preparedness, and management, guidance and counseling, school health records - maintenance and its importance</p> <p>, roles and responsibilities of community health nurse</p>	in CHC, PHC	
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<ul style="list-style-type: none"> <input type="checkbox"/> Health problems and needs <input type="checkbox"/> Psycho-physiological stressors and disorders <input type="checkbox"/> Myths and facts of aging <input type="checkbox"/> Health assessment <input type="checkbox"/> Home for aged-various agencies <input type="checkbox"/> Rehabilitation of elderly <input type="checkbox"/> Care of elderly <input type="checkbox"/> Elderly abuse <input type="checkbox"/> Training and supervision of care givers <input type="checkbox"/> Government welfare measures <p>Programmes for elderly-Role of</p>	<p>programmes</p> <p>Participate in the implementation of various national health and family welfare programme</p>	<p>To cover the Global burden of disease, global health rules to halt disease spread, global health priorities and programmes, ,International quarantine</p> <p>,Health tourism,International cooperation and assistance, International travel and trade, Health and food legislation, laws, adulteration of food, Disaster</p>	
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<p>NGOs</p> <p><input type="checkbox"/> Roles and responsibilities of Geriatric nurse in the Community</p> <p><u>REHABILITATION</u></p> <p><input type="checkbox"/> Introduction: Concepts, principles, trends, issues,</p> <p><input type="checkbox"/> Rehabilitation team</p> <p><input type="checkbox"/> Models, Methods</p> <p><input type="checkbox"/> Community based rehabilitation</p> <p><input type="checkbox"/> Ethical issues</p>	<p>Define school health</p> <p>Discuss the health assessment, Screening, identification, referral and follow up, Safe environment</p> <p>Describe the services, programmes and plans- first aid, treatment of minor ailments</p>	<p>management, Migration, International health agencies – World Health</p> <p>Organizations, international health issues and problems, international nursing practice standards, International health vis-a vis national health and International health days.</p>		
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	<input type="checkbox"/> Rehabilitation Council of India <input type="checkbox"/> Disability and rehabilitation- Use of various prosthetic devices <input type="checkbox"/> Psychosocial rehabilitation <input type="checkbox"/> Rehabilitation of chronic diseases <input type="checkbox"/> Restorative rehabilitation <input type="checkbox"/> Vocational rehabilitation <input type="checkbox"/> Role of voluntary organizations <input type="checkbox"/> Guidance and counseling <input type="checkbox"/> Welfare measures <input type="checkbox"/> Role and responsibilities of community health nurse	<p>Explain inter-sectoral coordination</p> <p>Discuss adolescent health</p> <p>Elaborate disaster preparedness and management</p> <p>Discuss guidance and counseling</p> <p>Describe the importance of school health records.</p> <p>Discuss roles and responsibilities of community health nurse.</p>	<p>To cover quality assurance, standards, protocols, Policies, Procedures, infection control; Standard safety measures, nursing</p>	<p>Teaching seminar</p>	
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	<p><u>COMMUNITY MENTAL HEALTH</u></p> <p><input type="checkbox"/> Magnitude, trends and issues</p> <p><input type="checkbox"/> National Mental Health Program- Community mental health program</p> <p><input type="checkbox"/> The Changing Focus of care</p> <p><input type="checkbox"/> The Public Health Model</p> <p><input type="checkbox"/> Case Management- Collaborative care</p>	<p>Discuss global burden of disease</p> <p>,global health rules to halt disease spread and global health priorities and programmes</p> <p>Explain International quarantine, health tourism, International cooperation and assistance and International travel and trade.</p> <p>Discuss health and food legislation, laws, adulteration of food</p>	<p>audit, design of Sub-Centre/Primary Health Centre,</p> <p>Community health center,staffing; Supervision and monitoring- Performance appraisal, budgeting</p> <p>,material management,role and responsibilities of different categories of personnel in community health, referral chain- community outreach services</p> <p>And training of various categories of health workers ,preparation of manuals</p>	<p>Interactive session</p> <p>Didactic lecture</p> <p>Demonstration on Health assessment, Screening, identification, referral and follow up,</p>	
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		<p>Describe quality assurance, Standards, Protocols, Policies, Procedures</p> <p>Discuss Infection control; Standard safety measures, Nursing audit</p>	<p>To cover the concept, trends, problems and issues, aging process, and changes, theories of ageing, health problems and needs, psycho-physiological stressors and disorders, myths and facts of aging, health assessment, home for aged-various agencies, rehabilitation of elderly, care of elderly, elderly abuse, training and supervision of care givers, government welfare measures Programmes for elderly-Role of NGOs, roles and responsibilities of Geriatric nurse in the Community</p>		
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		<p>Discuss the design of Sub-Centre/Primary Health Centre, CHC, Staffing; Supervision and monitoring- Performance appraisal</p> <p>Elaborate budgeting, material management , role and responsibilities of different categories of personnel in community health</p> <p>discuss Referral chain- community outreach services, Transportation, Public relations, Planning in-service educational programme and</p> <p>Teaching and training of various</p>	<p>To cover: <input type="checkbox"/> Introduction: Concepts, principles, trends, issues,</p> <p><input type="checkbox"/> Rehabilitation team</p> <p><input type="checkbox"/> Models, Methods</p> <p><input type="checkbox"/> Community based rehabilitation</p>	<p>Teaching seminar</p> <p>Interactive session</p> <p>Didactic lecture</p> <p>Disaster drill</p> <p>Field visits</p> <p>International day celebration</p>	
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		<p>categories of health workers preparation of manuals</p> <p>Describe the Concept, trends, problems and issues</p> <p>Explain Aging process, and changes, Theories of ageing</p> <p>, Health problems and needs, Psycho- physiological stressors and Myths and</p>	<p><input type="checkbox"/> Ethical issues</p> <p><input type="checkbox"/> Rehabilitation Council of India</p> <p><input type="checkbox"/> Disability and rehabilitation- Use of various prosthetic devices</p> <p><input type="checkbox"/> Psychosocial rehabilitation</p> <p><input type="checkbox"/> Rehabilitation of chronic diseases</p> <p><input type="checkbox"/> Restorative rehabilitation</p> <p><input type="checkbox"/> Vocational rehabilitation</p> <p><input type="checkbox"/> Role of voluntary organizations</p> <p><input type="checkbox"/> Guidance and counseling</p> <p><input type="checkbox"/> Welfare measures</p>		
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		<p>facts of aging.</p> <p>Explain health assessment</p> <p>Discuss rehabilitation of elderly, care of elderly, elderly abuse</p> <p>Discuss the Training and supervision of care givers , Government welfare measures Programmes for elderly- Role of NGOs</p> <p>Elaborate the Roles and responsibilities of Geriatric nurse in the community</p>	<p>□ Role and responsibilities of community health nurse</p> <p>To cover magnitude, trends and issues, National Mental Health Program- Community mental health program, the changing focus of care, the Public Health Model, case management- Collaborative care, crisis intervention, welfare agencies,</p>		
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		<p>Discuss : Concepts, principles, trends, issues, Rehabilitation team</p> <p>Explain Models, Methods and Community based rehabilitation</p> <p>Discuss the Ethical issues</p> <p>Discuss the Rehabilitation Council of India</p>	<p>population at risk, community based rehabilitation, human rights of mentally ill, substance use, mentally challenged groups</p> <p>and role of community health nurse</p>	<p>Didactic lecture through Power point projections.</p> <p>Teaching seminar</p> <p>Interactive session</p>	
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		<p>Explain disability and rehabilitation and use of various prosthetic devices</p> <p>Explain Psychosocial rehabilitation, ehabilitation of chronic diseases, restorative rehabilitation, vocational rehabilitation and role of voluntary organizations</p> <p>Describe guidance and counseling, welfare measures, role and responsibilities of community health nurse</p>		<p>Didactic lecture</p> <p>Disaster drill</p> <p>Field visits</p> <p>Report writing.</p>	
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		<p>Discuss Magnitude, trends and issues</p> <p>Discuss National Mental Health Program- Community mental health program</p> <p>explain the Changing Focus of care and the Public Health Model</p>			
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				<p>Didactic lecture through Power point projections.</p> <p>Teaching seminar</p> <p>Interactive session</p> <p>Didactic lecture</p> <p>Disaster drill</p>	
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				Field visits	
				Report writing.	


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				<p>Didactic lecture through Power point projections.</p> <p>Teaching seminar</p>	
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				<p>Interactive session</p> <p>Didactic lecture</p> <p>Disaster drill</p> <p>Field visits</p>	
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