



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

B.Sc Post Basic Nursing

Syllabus

2017

POST BASIC B.SC. NURSING

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

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:

Identify professional aspects of nursing

2. Explain theories of nursing

3. Identify ethical aspects of nursing profession.

4. Utilise steps of nursing process.

5. Identify the role of the nursing in various levels of health services.

6. Appreciate the significance of quality assurance in nursing

7. Explain current trends in health and nursing.

ELIGIBILITY :

- Candidates belonging to all categories for admission to the B.Sc.



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- 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% .

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.


Fundamentals of Nursing



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P.B. B. Sc. Nursing 1st year
HOURS: 45

S. No	TOPIC	DOMAIN	HRS
1.	Development of Nursing as a profession its philosophy $\frac{3}{4}$ Objectives and responsibilities of a graduate nurse Trends influencing nursing practice Expanded role of the nurse $\frac{3}{4}$ Development of nursing education in India and trends in nursing education	<ul style="list-style-type: none"> • Must know • Must know • Must know 	5
2.	Professional organizations, career planning Code of ethics & Professional conduct for nurse.	<ul style="list-style-type: none"> • Nice to know • Desirable to know • Must know 	5
3.	Ethical, legal and other issues in nursing Concepts of health and illness, effects on the person Stress and adaptation Health care concept and nursing care concept Developmental concept, needs, roles and problems of the development stages of individual –newborn, infant, toddler, pre-adolescent, adolescent, adulthood, middle-age, old age.	<ul style="list-style-type: none"> • Desirable to know • Desirable to know 	5
4.	Theory of nursing practice Meta paradigm of nursing –characterized by four central concepts i.e. nurse, person (client/patient), health and environment.	<ul style="list-style-type: none"> • Desirable to know • Must know 	10
5.	Nursing process. Assessment: Tools for assessment, methods, recording. Planning: Techniques for planning care, types of care plans. Implementation of care, recording. Evaluation: Tools for evaluation, process of evaluation.	<ul style="list-style-type: none"> • Desirable to know Desirable to know	10


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6.	Quality assurance: nursing standards, nursing audit, total quality management. Role of council and professional bodies in maintenance of standards.	<ul style="list-style-type: none"> • Must know • Must know • Nice to know 	5
7.	Primary health care concept: Community oriented nursing Holistic nursing Primary nursing Family oriented nursing concept: Problem oriented nursing Progressive patient care Team nursing	<ul style="list-style-type: none"> • Desirable to know • Desirable to know • Nice to know 	5

S. No	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
1.	<ul style="list-style-type: none"> • Development of Nursing as a profession its philosophy ¾ Objectives and responsibilities of a graduate nurse • Trends influencing nursing practice • Expanded role of the nurse • Development of nursing education in India and trends in nursing education 	1.Explain concept and scope of nursing 2.Discuss trends influencing nursing practice	<ul style="list-style-type: none"> • To cover Development of Nursing as a profession its philosophy, Objectives and responsibilities of a graduate nurse Trends influencing nursing practice Expanded role of the nurse ,Development of nursing education in India and trends in nursing education	<ul style="list-style-type: none"> • Interactive session. • Integrated vertical teaching • Teachers seminar • Interactive session 	5
2.	<ul style="list-style-type: none"> • Professional organizations. career planning • Code of ethics & Professional conduct for nurse. 	Describe values, code of ethics and professional conduct for nurses in India	To cover Professional organizations. career planning Code of ethics & Professional conduct for nurse.	Didactic lecture	5
3.	Ethical, legal and other issues in nursing	Discuss Ethical, legal and other	<ul style="list-style-type: none"> • To Cover Concepts of health and illness, effects 	Student	5


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	<p>Concepts of health and illness, effects on the person</p> <p>Stress and adaptation</p> <p>Health care concept and nursing care concept</p> <p>Developmental concept, needs, roles and problems of the development stages of individual –newborn, infant, toddler, pre-adolescent, adolescent, adulthood, middle-age, old age.</p>	<p>issues in nursing</p>	<p>on the person Stress and adaptation .Health care concept and nursing care concept Developmental concept, needs, roles and problems of the development stages of individual –newborn, infant, toddler, pre-adolescent, adolescent, adulthood, middle-age, old age.</p>	seminar	
4.	<p>Theory of nursing practice</p> <p>Meta paradigm of nursing –characterized by four central concepts i.e. nurse, person (client/patient), health and environment.</p>	<ul style="list-style-type: none"> • Explain the basic concepts of conceptual and theoretical models of nursing 	<p>To cover Theory of nursing practice Meta paradigm of nursing –characterized by four central concepts i.e. nurse, person (client/patient), health and environment</p>	<p>Didactic lecture through power point projections</p> <p>2Students seminar on Nursing theories</p>	10
5.	<p>Nursing process.</p> <p>Assessment: Tools for assessment, methods, recording.</p> <p>Planning: Techniques for planning care, types of care plans.</p> <p>Implementation of care, recording.</p> <p>Evaluation: Tools for evaluation, process of evaluation.</p>	<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</p> <p>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</p>	<p>Group discussion</p> <p>Teachers seminar</p>	10

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



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Referneces

Syllabus books

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

NUTRITION & DIETETICS

Placement: Post Basic B.Sc.1ST Year

Preamble

This course is designed to provide the students with a wide knowledge of dietetics in Indian setting, that the practice of teaching optimum and realistic dietary planning can become an integral part of nursing practice..

OBJECTIVES

At the end of the course, the student will

1. Explain the principles and practices of nutrition and dietetics.




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2. Plan therapeutic diets in different settings.
3. Identify nutritional needs of different age groups and plan diet accordingly.
4. Prepare meals using different methods utilizing cookery rules

Total : 30hrs


S.NO	TOPIC	DOMAIN	HRS
1	UNIT I Introduction to nutrition and dietetics. Balanced diet, factors on which it depends. Factors to be considered in planning. Guides available for planning. Food Hygiene, preparation and preservation. Review of nutrients - micro & macro.	<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 	8 Hrs.
2	UNIT II Introduction to diet therapy. Routine hospital diets. Therapeutic diet under each unit i.e. Cardiovascular diseases, Gastrointestinal diseases, Renal disorders, Endocrine and	<ul style="list-style-type: none"> ➤ Must know ➤ Desirable to know ➤ Must know ➤ Must know ➤ Desirable to know ➤ Must know ➤ Need to know 	5 hrs


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	<p>metabolic disorders, Allergy. Infections and fevers, Pre and post</p> <p>operative stage, Deficiency diseases and malnutrition. overweight and underweight.</p>		
3	<p>UNIT III</p> <p>Infant and child Nutrition</p> <p>Feeding of normal infants: factors to be considered in planning. nutritional requirements.</p> <p>Feeding of premature infants: factors to be considered in planning, nutritional requirements.</p> <p>Supplementary feeding of infants: Advantage and method of introduction.</p> <p>Weaning, effects on mother and child.</p> <p>Psychology of infant and child feeding.</p> <p>Feeding the sick child. Diet in diseases of infancy and childhood.</p> <p>Deficiency states - malnutrition and under nutrition.</p> <p>Feeding pre-school child: nutritional needs, factors to be considered in planning diets. Problems in feeding.</p> <p>School lunch programme:</p>	<ul style="list-style-type: none"> ➤ Desirable to know ➤ Desirable to know ➤ Must know ➤ Must know ➤ Must know ➤ Need to know ➤ Must know 	9 hrs




	Advantages. Need in India.		
4	UNIT IV <p>Community Nutrition: Need for community nutrition programme.</p> <p>Nutritional needs for special groups: infant, child, adolescent, pregnant woman, lactating mother and old people.</p> <p>Substitutes for non-vegetarian foods.</p> <p>Selection of cheap and nutritious foods. Nutrition education needs and methods.</p> <p>Methods of assessing nutritional status of individual! group / community.</p> <p>Current nutritional problems and national programmes.</p>	<ul style="list-style-type: none"> ➤ Must know ➤ Must know ➤ Must know ➤ Desirable to know ➤ Must know ➤ Need to know ➤ Must know 	8 hrs


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Placement: Post Basic B.Sc.(NURSING) First year
:30hrs

Hours

S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
I	Introduction to Nutrition	Describing the relationship between Nutrition and health.	To cover the Balanced diet, factors on which it depends. Factors to be considered in planning. Guides available for planning. Food Hygiene, preparation and preservation. Review of nutrients - micro & macro.	Didactic lecture through power point presentation.	8 Hrs.
II	Introduction to diet therapy.	Describe the classification of food and normal carbohydrates requirement	To cover the Introduction to diet therapy. Routine hospital diets. Therapeutic diet under each unit i.e. Cardiovascular diseases, Gastrointestinal diseases, Renal disorders. Endocrine and metabolic disorders, Allergy, Infections and fevers. Pre and post operative stage, Deficiency diseases and malnutrition, overweight and underweight.	Didactic lecture through power point presentation. Exhibit charts.	5 hrs
III	Infant and child Nutrition	Describe the feeding of normal infants	To cover the Infant and child Nutrition Feeding of normal infants:	Didactic lecture through power point	9 hrs


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			<p>factors to be considered in planning. nutritional requirements. Feeding of premature infants: factors to be considered in planning, nutritional requirements.</p> <p>Supplementary feeding of infants: Advantage and method of introduction.</p> <p>Weaning, effects on mother and child.</p> <p>Psychology of infant and child feeding.</p> <p>Feeding the sick child. Diet in diseases of infancy and childhood.</p> <p>Deficiency states - malnutrition and under nutrition.</p> <p>Feeding pre-school child: nutritional needs, factors to be considered in planning diets. Problems in feeding.</p> <p>School lunch programme: Advantages. Need in India.</p>	<p>presentation.</p> <p>Real food items.</p>	
IV	Community Nutrition		<p>To cover the Community Nutrition: Need for community nutrition programme.</p> <p>Nutritional needs for special groups: infant, child, adolescent, pregnant woman, lactating mother and old people.</p>	<p>Didactic lecture through power point presentation</p>	8 hrs



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			Substitutes for non-vegetarian foods. Selection of cheap and nutritious foods. Nutrition education needs and methods. Methods of assessing nutritional status of individual! group / community. Current nutritional problems and national programmes.		
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Textbook

1. Joshi (YK). Basics of Clinical Nutrition. Jaypee. Chennai. 2nd Edition, 2008.

Reference:

1. Mahan (LK), Krause's Food, Nutrition, Diet & Therapy, 13th Edition, 2007.

2. Srilakshmi (B), Dietetics, New Age Int. (P) Ltd., Publishers, Chennai, 5th Edition, 2007.

Bio-chemistry and Bio-physics


PREMAMBLE:-

Biochemistry and Biophysics is a growing enterprise worldwide, driven primarily by the widespread realization of the major contribution that can be made to biological science by a combination of truly state-of-the-art physical measurements with modern molecular biology. The field occupies a unique and central position at the intersection of the biological, chemical, physical, and medical sciences.

It is a modest attempt to present the basic principles and practices of biochemistry and biophysics in simple, lucid and illustrative manner by incorporating their applications to healthcare and nursing practices. The content of textbook is divided into two sections; Section-A Biochemistry and Section-B Biophysics. Section-A includes basics of biochemistry, cell, water, electrolytes, enzymes, digestions and absorption of food. Furthermore, biochemical aspects and metabolism of carbohydrates, protein and fat has been presented. Section-B includes basic physical principles and healthcare/nursing applications of biophysics like motions, gravity, force, energy, work, heat, light, pressure, sound, electricity, electromagnetism, atomic energy and electronics. The content of biophysics has been presented using non-mathematical approach by incorporating adequate examples from healthcare and nursing sciences. In addition, it has been ensured that each physical principle is simply defined and discussed with its application to nursing practices.

GOALS :-.

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


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OBJECTIVES :

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

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

DURATION

One year program (theory as well as practical)

ELIGIBILITY:-

Applicants must:

1. hold a nursing degree or equivalent qualification.
2. be registered nurses.
3. have a minimum of 1 year post-registration experience
4. hold a diploma in General Nursing & midwifery(GNM)

INTAKE CAPACITY:- 30 seats per year

CAREER OPPURTUNITIES :- Biophysics utilizes physics to study biological processes. The field encompasses the study of molecular and cell biology, atomic and molecular physics, organic and physical chemistry, and the curriculum may include courses in calculus, differential equations, computer programming and genetics.

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

TEACHING STRATEGIES:-

It is assumed that there will be 60 theory hours.

Activities:

- Importance of biochemistry in nursing.
- Mechanism of enzymes.
- Carbohydrate, protein and fat biosynthesis.
- Concepts of units and its measurement



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Method of Teaching

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

Methods of Evaluation

- Quiz, Tests (Term)
- Assignments/Term paper
- Presentations and lab re-demonstration.
- Project work

Internal Assessment

Techniques	Weightage (15marks)
Term Test(2 tests)	40%
Assignment	20%
Presentation	20%
Project work	20%
Total	100%

EFFECTIVE TRAINING/OPTIONAL POSTING

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

REFERENCES:-

Syllabus Books

- ✓ Textbook Of Biochemistry & Biophysics For Nurses
by Sharma K Suresh (Author)
- ✓ Textbook Of Biochemistry & Biophysics For Nurses
by Annie Ragland and N Arumugam
- ✓ Textbook Of Biochemistry & Biophysics For Nurses by by Randhawa & Christopher
- ✓ 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.**

P.B. B. Sc. Nursing 1st year


HOURS: 45

Section A : Biochemistry

S. No	TOPIC	DOMAIN	HRS
1.	Introduction <ul style="list-style-type: none"> • Importance of bio-chemistry in nursing. Study of cell and its various components	Must to know	2hrs.
2.	Water and Electrolytes: Water- Sources, property & function in human body. Water and fluid balance. Electrolytes of human body, function, sources.	Good to know	4hrs.
3.	<ul style="list-style-type: none"> • Enzymes -Mechanism of action - Factors affecting enzyme activity -Diagnostic application -Precaution for handling specimens for enzyme estimation. <ul style="list-style-type: none"> • Digestion and absorption of carbohydrates, protein and fat. • Various factors influencing the digestion and absorption, mal- 	Must to know	5hrs.


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	absorption syndrome.		
4.	<ul style="list-style-type: none"> Carbohydrate :-catabolism of carbohydrate for energy purpose. Mitochondrial oxidation and oxidation phosphorylation. Fat of glucose in body, storage of glucose in body, glycogenesis and glycogenolysis and neoglucogenesis, blood glucose and its regulation. Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia. 	Good to know	7hrs.
5.	<ul style="list-style-type: none"> Protein : amino acid .hormones Essential amino acid. Biosynthesis of protein in the cell. Role of nucleic acid in protein synthesis. Nitrogenous constitutes of urine, blood, their origin- urea cycle, uric acid formation, gout. Plasma protein and their function. 	Must to know	7hrs.
6.	<ul style="list-style-type: none"> Fat: Biosynthesis of fat and storage of fat in the body. Role of liver in fat metabolism. Biological importance of important lipids and their function Cholesterol and lipoprotein -sources, occurrence and distribution -blood level and metabolism Ketone bodies and utilization. Inter-relationship in metabolism and cellular control of metabolic 		5hrs.


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	processes.		
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SECTION B: BIOPHYSICS

S. No	TOPIC	DOMAIN	HRS
1.	<ul style="list-style-type: none"> Introduction : Concept of unit and measurement Fundamental and derived units. Units of length, weight, mass, time. 	Must to know	2hrs.
2.	<ul style="list-style-type: none"> Vector and scalar motion, speed, velocity and acceleration. 	Good to know	2hrs.
3.	<ul style="list-style-type: none"> Gravity : specific gravity, centre of gravity, principles of gravity. 	Desirable to know	2hrs.
4.	<ul style="list-style-type: none"> Force : Work. Energy: Their units of measurement. Type and transformation of energy, forces of body, static force. Principles of machines, friction and body mechanics. Simple mechanics- lever and body mechanics, pulley and traction, incline plane, screw. Application of these principles in nursing. 	Must to know.	4hrs.
5.	<ul style="list-style-type: none"> Heat : Nature, measurement, transfer of heat. Effects of heat on matter Relative humidity, specific heat Temperature scales Regulation of body temperature Use of heat for sterilization Application of these principles in nursing. 	Good to know	4hrs.
6.	<ul style="list-style-type: none"> Light : Laws of reflection Focusing elements of eye, defective vision and its correction, use of lenses. Relationship between energy, frequency and wave length of light Biological effects of light 	Good to know	3hrs.



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	<ul style="list-style-type: none"> • Use of light in therapy. • Application of these principles nursing. 		
7.	<ul style="list-style-type: none"> • Pressures : Atmospheric pressure, hydrostatic pressure, osmotic pressure. • Measurements of pressure in the body. <ul style="list-style-type: none"> ✓ Arterial and venous blood pressure ✓ Ocular pressure ✓ Intracranial pressure ✓ Application of these principles in nursing 	Desirable to know	3hrs.
8.	<p>Sound : frequency, velocity and intensity</p> <ul style="list-style-type: none"> • Vocalization and hearing • Use of ultrasound, noise pollution and its prevention • Application of these principles in nursing. 	Must to know	2hrs.
9.	<ul style="list-style-type: none"> • Electricity and electromagnetism: Nature of electricity, voltage, current, Resistance and their units • Flow of electricity in solids, electrolytes, gases and vacuum • Electricity and human body • ECG, EEG, EMG, ECT • Pace makers and defibrillation • Magnetism and electricity • MRI scanning, CAT scan 	Good to know	3hrs.
10.	<ul style="list-style-type: none"> • Atomic energy : Structure of atoms, Isotopes and isobars. • Radioactivity : use of radioactive isotopes • Radiation protection units and limits, instruments used for detection of ionizing radiation, X-rays. 	Must to know	2hrs.
11.	<ul style="list-style-type: none"> • Principles of electronics: common electronic equipments used in patient care. 	Desirable to know	1hrs.



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S. No	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
1.	Introduction <ul style="list-style-type: none"> Importance of bio-chemistry in nursing. Study of cell and its various components. 	-Discuss the importance of bio-chemistry in nursing -Discuss the study of cell and its various components.	To cover the the importance of bio-chemistry in carrying out the nursing activity. To cover the scientific study of cell. To cover various components of cell in human body.	1. Didactic lecture through Power point project. 2. Group discussion on various components of cell.	2 hr.
2	Water and Electrolytes: Water-Sources, property & function in human body. Water and fluid balance. Electrolytes of human body, function, sources.	Discuss the water's sources its property and function in human body. -Explain the water and fluid balance. -Discuss the electrolytes in human body its function and sources	To cover Water and Electrolytes: Water-Sources, property & function in human body. Water and fluid balance. Electrolytes of human body, function, sources	1. Didactic lecture through Power Point Presentation 2. Lecture cum discussion on water and electrolytes sources.	4 hr
3	Enzymes -Mechanism of action - Factors affecting enzyme activity -Diagnostic application -Precaution for handling	Define enzymes . what is the mechanism of action of enzymes. -Discuss the factors affecting	To cover Enzymes -Mechanism of action - Factors affecting enzyme activity -Diagnostic	1. Didactic lecture through Power Point Presentation 2. Lecture cum	5 hr



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	<p>specimens for enzyme estimation.</p> <p>Digestion and absorption of carbohydrates, protein and fat. Various factors influencing the digestion and absorption, mal-absorption syndrome.</p>	<p>enzyme activity and diagnostic application.</p> <p>- What type of precaution should be taken for handling specimen for enzyme estimation.</p> <p>-Explain the digestion and absorption of carbohydrate, protein and fat.</p> <p>-Discuss the various factors influencing the digestion, absorption and mal-absorption syndrome.</p>	<p>application</p> <p>-Precaution for handling specimens for enzyme estimation.</p> <ul style="list-style-type: none"> Digestion and absorption of carbohydrate s, protein and fat. <p>Various factors influencing the digestion and absorption, mal-absorption syndrome</p>	<p>discussion on Various factors influencing the digestion and absorption, mal-absorption syndrome.</p>	
4	<ul style="list-style-type: none"> Carbohydrate catabolism of carbohydrate for energy purpose. Mitochondrial oxidation and phosphorylation. Fat of glucose in body, storage of glucose in body, glycogenesis and neoglucogenesis, blood glucose and its regulation. Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia. 	<p>Describe the catabolism of carbohydrate for energy purpose.</p> <p>Discuss the Mitochondrial oxidation and phosphorylation.</p> <p>-Explain the storage of glucose in body.</p> <p>-Define the glycogenesis and</p>	<p>To cover</p> <p>Carbohydrate catabolism of carbohydrate for energy purpose.</p> <p>Mitochondrial oxidation and phosphorylation.</p> <p>Fat of glucose in body, storage of glucose in body, glycogenesis and neoglucogenesis,</p>	<p>Didactic lecture through Power Point Presentation.</p> <p>Lecture cum discussion on glycogenesis and glycogenolysis and neoglucogenesis</p> <p>-Lecture cum discussion on Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia</p>	7hr

		<p>glycogenolysis and neoglucogenesis</p> <p>-Describe glucose and its regulation in body.</p> <p>-What is GTT.</p> <p>-Define hypoglycemia, hyperglycemia and glycemia.</p>	<p>blood glucose and its regulation.</p> <p>Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia.</p>		
5	<ul style="list-style-type: none"> Protein : amino acid ,hormones Essential amino acid. Biosynthesis of protein in the cell. Role of nucleic acid in protein synthesis. Nitrogenous constitutes of urine, blood, their origin- urea cycle, uric acid formation, gout. Plasma protein and their function. 	<p>Describe amino acid and hormones.</p> <p>-Discuss the essential amino acids and biosynthesis of protein in cell.</p> <p>-What is the role of nucleic acid in protein synthesis.</p> <p>- Discuss the Nitrogenous constitutes of urine, blood, their origin- urea cycle, uric acid formation, gout.</p> <p>-Explain plasma protein and their function.</p>	<p>To cover Protein : amino acid ,hormones</p> <p>Essential amino acid. Biosynthesis of protein in the cell.</p> <p>Role of nucleic acid in protein synthesis.</p> <p>Nitrogenous constitutes of urine, blood, their origin- urea cycle, uric acid formation, gout.</p> <p>Plasma protein and their function.</p>	<p>Didactic lecture through Power Point Presentation.</p> <p>-Lecture cum discussion on Essential amino acid. Biosynthesis of protein in the cell.</p> <p>Role of nucleic acid in protein synthesis.</p> <p>-Lecture on Plasma protein and their function</p>	7hr




6	<ul style="list-style-type: none"> • Fat: Biosynthesis of fat and storage of fat in the body. • Role of liver in fat metabolism. • Biological importance of important lipids and their function • Cholesterol and lipoprotein -sources, occurrence and distribution -blood level and metabolism Ketone bodies and utilization. • Inter-relationship in metabolism and cellular control of metabolic processes. 	<p>-Discuss the biosynthesis and storage of fat in body.</p> <p>-Describe the role of liver in fat metabolism.</p> <p>-Discuss the Biological importance of important lipids and their function.</p> <p>-Explain the ketone bodies and their utilization.</p> <p>-Explain the Cholesterol and lipoprotein.</p> <p>- Discuss the inter-relationship in metabolism and cellular control of metabolic process.</p>	<p>To cover Fat: Biosynthesis of fat and storage of fat in the body.</p> <p>Role of liver in fat metabolism.</p> <p>Biological importance of important lipids and their function</p> <p>Cholesterol and lipoprotein</p> <p>-sources, occurrence and distribution</p> <p>-blood level and metabolism</p> <p>Ketone bodies and utilization.</p> <p>Inter-relationship in metabolism and cellular control of metabolic processes.</p>	<p>Didactic lecture through Power Point Presentation.</p> <p>-Lecture cum discussion on</p> <p>-Lecture cum discussion on Nitrogenous constitutes of urine, blood. their origin-urea cycle, uric acid formation, gout.</p> <p>-lecture on function of plasma protein.</p>	5hr
7	<p>Water and Electrolytes: Water-Sources, property & function in human body.</p> <p>Water and fluid balance.</p> <p>Electrolytes of human body.</p>	<p>Discuss the water's sources its property and function in human body.</p>	<p>To cover Water and Electrolytes: Water-Sources, property & function in human body.</p>	<p>Didactic lecture through Power Point Presentation.</p> <p>2. Lecture cum discussion on water</p>	


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	function, sources.	-Explain the water and fluid balance. -Discuss the electrolytes in human body its function and sources.	Water and fluid balance. Electrolytes of human body, function, sources.	and electrolytes sources.	
8	<ul style="list-style-type: none"> Enzymes -Mechanism of action - Factors affecting enzyme activity -Diagnostic application -Precaution for handling specimens for enzyme estimation. <ul style="list-style-type: none"> Digestion and absorption of carbohydrates, protein and fat. Various factors	Define enzymes . what is the mechanism of action of enzymes. -Discuss the factors affecting enzyme activity and diagnostic application. - What type of precaution should be taken for handling specimen for enzyme estimation. -Explain the digestion and absorption of	To cover Enzymes -Mechanism of action - Factors affecting enzyme activity -Diagnostic application -Precaution for handling specimens for enzyme estimation. Digestion and absorption of carbohydrates, protein and fat. Various factors influencing the digestion and absorption, mal-absorption syndrome	Didactic lecture through Power Point Presentation. 2. Lecture cum discussion on Various factors influencing the digestion and absorption, mal-absorption syndrome.	5hr


Textbook:

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


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5. S. P. Singh, Principles of Biochemistry
 6. ShwetaSingla, Medical Biochemistry for Nurses
 7. S.N.Raju, Nutrition & Biochemistry

S. No	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
1.	Introduction : Concept of unit and measurement Fundamental and derived units. Units of length, weight, mass, time.	-Discuss the concept of unit and measurement. -Describe the Fundamental and derived units. -Explain the units of length, mass, time.	-To cover units and measurement. Uses of units and measurement. Various examples of fundamental and derived units. Various units of length, weight, mass and time.	1. Didactic lecture on concept of units and measurements. 2. Lecture cum discussion on fundamentals and derived units. 3. Didactic lecture on power point presentation on Units of length, weight, mass, time.	2hr.
2.	Vector and scalar motion, speed, velocity and acceleration.	-Discuss the vector and scalar motion. -Define speed and velocity. - Discuss acceleration and its methods.	-To cover the vector and scalar motion. Methods of speed and velocity. Acceleration and its various methods.	1. Lecture cum discussion on Vector and scalar motion, speed, velocity and acceleration	2hr.
3.	Gravity : specific gravity, centre of gravity, principles of gravity.	-Describe the gravity, specific gravity and centre of gravity. -Enlist the principles of gravity.	- To cover gravity, specific gravity and centre of gravity. Principles of gravity.	1. Lecture cum discussion on gravity, specific gravity and centre of gravity. Principles of gravity	2hr.
4.	Force : Work, Energy: Their units	-Describe force, work and energy and their	-To cover the definition of	1. Lecture cum	


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	<p>of measurement.</p> <p>Type and transformation of energy, forces of body, static force.</p> <p>Principles of machines, friction and body mechanics.</p> <p>Simple mechanics- lever and body mechanics, pulley and traction, incline plane, screw.</p> <p>Application of these principles in nursing.</p>	<p>units of measurement.-</p> <p>Discuss the types and transformation of energy.</p> <p>- Explain the principles of machines, friction and body mechanics.</p>	<p>force,energy, work and their measurement.</p> <p>Types and transformation of energy, forces of body, static force.</p> <p>Principles of machines, friction and body mechanics. Simple mechanics- lever and body mechanics, pulley and traction, incline plane, screw.</p> <p>Application of these principles in nursing.</p>	<p>discussion.</p> <p>2.Demonstration and test.</p>	
5.	<p>Heat : Nature, measurement, transfer of heat.</p> <p>Effects of heat on matter</p> <p>Relative humidity, specific heat</p> <p>Temperature scales</p> <p>Regulation of body temperature</p> <p>Use of heat for sterilization</p> <p>Application of these principles in</p>	<p>-Discuss heat, its nature, measurement and methods of heat transfer.</p> <p>-Describe effects of heat on matter.</p> <p>-What is relative humidity and specific heat?</p> <p>-Define regulation of body temperature and types of temperature scale.</p> <p>-Describe the use of</p>	<p>-To cover Heat : Nature, measurement, transfer of heat.</p> <p>Effects of heat on matter</p> <p>Relative humidity, specific heat</p> <p>Temperature scale</p> <p>Regulation of body temperature</p> <p>Use of heat for sterilization</p> <p>Application of</p>	<p>1. Lecture cum discussion.</p> <p>2.Demonstration and test.</p>	

	nursing.	heat for sterilization. -Discuss application of these principles in nursing.	these principles in nursing		
6.	<p>Light : Laws of reflection</p> <p>Focusing elements of eye, defective vision and its correction, use of lenses.</p> <p>Relationship between energy, frequency and wave length of light</p> <p>Biological effects of light</p> <p>Use of light in therapy.</p> <p>Application of these principles nursing.</p>	<p>-Explain the light and various laws of reflection.</p> <p>-Define defective vision and its correction and uses of lenses.</p> <p>-Describe the relationship between energy, frequency and wave length of light.</p> <p>-What are the biological effects of light and uses of lights in therapy.</p> <p>-Discuss the application of these principles in nursing.</p>	<p>-To cover Light : Laws of reflection</p> <p>Focusing elements of eye, defective vision and its correction, use of lenses.</p> <p>Relationship between energy, frequency and wave length of light</p> <p>Biological effects of light</p> <p>Use of light in therapy.</p> <p>Application of these principles nursing</p>	<p>1. Lecture cum discussion.</p> <p>2.Demonstration and test.</p>	
7.	<p>Pressures : Atmospheric pressure, hydrostatic pressure, osmotic pressure.</p> <p>Measurements of pressure in the body.</p> <p>Arterial and venous blood pressure</p>	<p>-Discuss the various types of pressure.</p> <p>-Explain the measurement of pressure in body.</p> <p>-Define the arterial and venous blood pressure, ocular and intracranial pressure.</p> <p>-Discuss the application of these</p>	<p>-To cover Pressures : Atmospheric pressure, hydrostatic pressure, osmotic pressure.</p> <p>Measurements of pressure in the body.</p> <p>Arterial and</p>	<p>1. Lecture cum discussion.</p> <p>2.Demonstration and test</p>	


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	Ocular pressure Intracranial pressure Application of these principles in nursing	pressure in nursing.	venous blood pressure Ocular pressure Intracranial pressure Application of these principles in nursing		
8.	Sound : frequency, velocity and intensity Vocalization and hearing Use of ultrasound, noise pollution and its prevention Application of these principles in nursing.	-Discuss the sound its frequency, velocity and intensity. - Define vocalization and hearing. -Describe use of ultrasound. -Define noise pollution and its prevention. Discuss the application of these principles in nursing.	-To cover Sound : frequency, velocity and intensity Vocalization and hearing Use of ultrasound, noise pollution and its prevention Application of these principles in nursing.	2hr.	
9.	Electricity and electromagnetism: Nature of electricity, voltage, current, Resistance and their units Flow of electricity in solids, electrolytes, gases and vacuum Electricity and	-Describe the electricity and electromagnetism. -Define nature of electricity, voltage and current. -Define Resistance and their units. -Describe flow of electricity in solids, electrolytes and	-To cover Electricity and electromagnetism: Nature of electricity, voltage, current, Resistance and their units Flow of electricity in solids, electrolytes, gases	3hr.	



	<p>human body</p> <p>ECG, EEG, EMG, ECT</p> <p>Pace makers and defibrillation</p> <p>Magnetism and electricity</p> <p>MRI scanning, CAT scan</p>	<p>human body.</p> <p>-Discuss the electricity and human body.</p> <p>-Define ECG,EEG,EMG,ECT.</p> <p>-Discuss pacemakers and defibrillation .</p> <p>-Define Magnetism, electricity,MRI scanning, CAT scan.</p>	<p>and vacuum</p> <p>Electricity and human body</p> <p>ECG, EEG, EMG, ECT</p> <p>Pace makers and defibrillation</p> <p>Magnetism and electricity</p> <p>MRI scanning, CAT scan</p>		
10.	<p>Atomic energy : Structure of atoms, Isotopes and isobars.</p> <p>Radioactivity : use of radioactive isotopes</p> <p>Radiation protection units and limits, instruments used for detection of ionizing radiation, X-rays.</p>	<p>-Describe Atomic energy ,Structure of atoms, Isotopes and isobars.</p> <p>-Discuss Radioactivity and use of radioactive isotopes.</p> <p>-Describe radiation protection units, limits and instruments used for detection of ionizing radiation, X-ray.</p>	<p>-To cover Atomic energy : Structure of atoms, Isotopes and isobars.</p> <p>Radioactivity : use of radioactive isotopes</p> <p>Radiation protection units and limits, instruments used for detection of ionizing radiation, X-rays.</p>	2hr.	
11.	<p>Principles of electronics: common electronic equipments used in patient care.</p>	<p>-Describe Principles of electronics: common electronic equipments used in patient care.</p>	<p>-To cover Principles of electronics: common electronic equipments used in patient care.</p>	1 hr	



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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

At the end of the course, the student will

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

Maternal Nursing

Time Allotted : Theory - 60

hrs

Practical - 240 hrs

S. No	TOPIC	DOMAIN	HRS
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1.	Introduction and historical review <ul style="list-style-type: none"> <input type="checkbox"/> Planned parenthood <input type="checkbox"/> Maternal morbidity and mortality rates <input type="checkbox"/> Legislations related to maternity benefits. MTP acts, incentives for family planning etc., 	Good to know Desirable to know Must know	5
2.	Review of the anatomy and physiology of female reproductive system. <ul style="list-style-type: none"> <input type="checkbox"/> Female pelvis(normal and contracted) <input type="checkbox"/> Review of foetal development 	Nice to know Desirable to know Must know	10
3.	Physiology and management of pregnancy, labour and puerperium <ul style="list-style-type: none"> <input type="checkbox"/> Signs and symptoms and diagnosis of pregnancy <input type="checkbox"/> Antenatal care <input type="checkbox"/> Pregnant women with HIV/AIDS <input type="checkbox"/> Management of common gynaecological problems. 	Must know Nice to know Desirable to know	10
4.	The New born baby <ul style="list-style-type: none"> <input type="checkbox"/> Care of the baby at birth including resuscitation <input type="checkbox"/> Essential Newborn Care <input type="checkbox"/> Feeding <input type="checkbox"/> Jaundice and infection <input type="checkbox"/> Small and large for date babies <input type="checkbox"/> Intensive care of the new born <input type="checkbox"/> Trauma and haemorrhage. 	Nice to know Must know Must know	20
5.	Management of abnormal pregnancy, labour and puerperium <ul style="list-style-type: none"> <input type="checkbox"/> Abortion, ectopic pregnancy and vesicular mole. <input type="checkbox"/> Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease. <input type="checkbox"/> Urinary infections, Antepartum hemorrhage <input type="checkbox"/> Abnormal labour (malposition and malpresentation) <input type="checkbox"/> Uterine inertia <input type="checkbox"/> Disorders of puerperium <input type="checkbox"/> Management of engorged breast, cracked nipples, breast abscess and mastitis <input type="checkbox"/> Puerperal sepsis <input type="checkbox"/> Post partum haemorrhage 	Must know Must know	10




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	<input type="checkbox"/> Inversion and prolapse of uterus, obstetrical emergencies <input type="checkbox"/> Obstetrical operations i.e. forceps, vacuum, episiotomy, caesarean section.		
6.	Drugs in obstetrics <input type="checkbox"/> Effects of drugs during pregnancy, labour and puerperium on mother and baby.	Desirable to know	5
7.	National Welfare programmes for women <input type="checkbox"/> National Family welfare programme <input type="checkbox"/> Infertile family <input type="checkbox"/> Problems associated with unwated pregnancy <input type="checkbox"/> Unwed mothers.	Desirable to know Nice to know	5


S. No	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
8.	Introduction and historical review <input type="checkbox"/> Planned parenthood <input type="checkbox"/> Maternal morbidity and mortality rates <input type="checkbox"/> Legislations related to maternity benefits, MTP acts, incentives for family planning etc..	Enumerate the various trends and historical aspects in midwifery.	To cover Planned parenthood Maternal morbidity and mortality rates, Legislations related to maternity benefits, MTP acts, incentives for family planning etc.,	Interactive session with the students regarding history and changing trends in midwifery. Essay writing on legal and ethical aspects and on national policy related to maternal health. Students	5


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				seminar on role of a nurse in midwifery and obstetrical care.	
9.	Review of the anatomy and physiology of female reproductive system. Female pelvis(normal and contracted) <input type="checkbox"/> Review of foetal development	Discuss the female reproductive organs, maternal pelvis. 2. Explain the maternal pelvis. 3. Enumerate the fetal development.	To cover Female pelvis(normal and contracted) Review of foetal development	Students seminar	10
10.	Physiology and management of pregnancy, labour and puerperium <input type="checkbox"/> Signs and symptoms and diagnosis of pregnancy <input type="checkbox"/> Antenatal care <input type="checkbox"/> Pregnant women with HIV/AIDS <input type="checkbox"/> Management of common gynaecological problems.	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	To cover Signs and symptoms and diagnosis of pregnancy Antenatal care, Pregnant women with HIV/AIDS Management of common gynaecological problems.	Didactic lecture through Power point projection on assessment and management of pregnancy. .Teacher seminar on normal pregnancy and physiological changes during pregnancy.	10


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		pregnancy			
11.	The New born baby <input type="checkbox"/> Care of the baby at birth including resuscitation <input type="checkbox"/> Essential Newborn Care <input type="checkbox"/> Feeding <input type="checkbox"/> Jaundice and infection <input type="checkbox"/> Small and large for date babies <input type="checkbox"/> Intensive care of the new born <input type="checkbox"/> Trauma and haemorrhage.	Describe the assessment and management of normal neonate.	To cover Care of the baby at birth including resuscitation Essential Newborn Care Feeding, Jaundice and infection, Small and large for date babies Intensive care of the new born Trauma and haemorrhage	.Didactic lecture through Power point projections. 2. Students seminars on essential new born care. 3. Clinical posting and demonstrations on different level of neonatal care. 4. Report writing on neonatal care.	20
12.	Management of abnormal pregnancy, labour and puerperium <input type="checkbox"/> Abortion, ectopic pregnancy and vesicular mole. <input type="checkbox"/> Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease. <input type="checkbox"/> Urinary infections, Antepartum hemorrhage <input type="checkbox"/> Abnormal labour (malposition and malpresentation) <input type="checkbox"/> Uterine inertia	Describe management of abnormal labour and Obstetrical emergencies Describe the physiology of puerperium. Describe the management of women during postnatal period.	To cover Abortion, ectopic pregnancy and vesicular mole. Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease, Urinary infections, Antepartum hemorrhage Abnormal labour (malposition and malpresentation), Uterine inertia, Disorders or puerperium. Management of engorged breast, cracked nipples, breast abscess and mastitis <input type="checkbox"/> Puerperal sepsis <input type="checkbox"/> Post partum	Didactic lecture through Power point projections. Clinical posting demonstration on assessment and management of postnatal women. Teacher seminar on abnormal	10


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	<input type="checkbox"/> Disorders or puerperium <input type="checkbox"/> Management of engorged breast, cracked nipples, breast abscess and mastitis <input type="checkbox"/> Puerperal sepsis <input type="checkbox"/> Post partum haemorrhage <input type="checkbox"/> Inversion and prolapse of uterus, obstetrical emergencies <input type="checkbox"/> Obstetrical operations i.e. forceps, vacuum, episiotomy, caesarean section.		haemorrhage <input type="checkbox"/> Inversion and prolapse of uterus, obstetrical emergencies Obstetrical operations i.e. forceps, vacuum, episiotomy, caesarean section.	labor, CPD and Contracted pelvis	
13.	Drugs in obstetrics <input type="checkbox"/> Effects of drugs during pregnancy, labour and puerperium on mother and baby.	Describe indication dosage, action, side effects and nurses responsibilities in the administration of drugs used for mothers	To cover Effects of drugs during pregnancy, labour and puerperium on mother and baby.	Teacher seminar on different drugs used in obstetrics	5
14.	National Welfare programmes for women <input type="checkbox"/> National Family welfare programme <input type="checkbox"/> Infertile family <input type="checkbox"/> Problems associated with unwanted pregnancy <input type="checkbox"/> Unwed mothers.	Appreciate the importance of family welfare programme. 2. Describe the methods of contraception and role of nurse in family welfare programme	To cover National Welfare programmes for women National Family welfare programme, Infertile family Problems associated with unwanted pregnancy, Unwed mothers.	Interactive session with the students regarding population trends. Debate on problems in India. Essay writing	5


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				on Concepts, aims, importance and history of family welfare	
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Textbook:

1. Fraser (DM), MMyles Textbook of Midwives. Churchill Livingstone. 14th Edition, 2003

References:

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

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 :


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

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

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
Child Guidance Clinic	1	30 Hours
TOTAL	10 weeks	300 Hours

Student Activities


S. No	TOPIC	DOMAIN	HRS
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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 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. 	<p>Must to know</p> <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> <p>Must to know</p>	15 hrs.
2.	<p>The healthy child</p> <p>Principles of growth & development</p> <p>Factors affecting growth & development</p> <p>Growth and development from birth to adolescence.</p> <p>The needs of normal children through the stages of developmental and parental guidance</p> <p>Nutritional needs of children & infants: breast feeding, exclusive breast feeding, supplementary/artificial feeding and weaning</p>	<p>Must to know</p> <p>Must to know</p> <p>Nice to know</p> <p>Must to know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Must to know</p> <p>Desirable to know</p>	20 hrs


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	Baby friendly hospital concept Accidents: causes and prevention Value of play and selection of play material Preventive immunization, immunization program and cold chain preventive paediatrics Care of under five & under five clinics/ well baby clinics	Must to know Must to know Nice to know Must to know	
3.	Nursing care of a neonate Nursing care of a normal newborn care/Essential newborn care Neonatal resuscitation Nursing management of a low birth weight baby/Kangaroo mother care Nursing management of common neonatal disorders Organization of neonatal unit Identification and nursing management of common congenital malformations.	Must to know Desirable to know Must to know , Must to know Must to know Must to know Desirable to know Must to know	15 hrs.
4.	Nursing management in common childhood diseases Nutritional deficiency disorders Respiratory disorders and infections Gastrointestinal infections, infections and congenital defects and rheumatic fever, rheumatic heart disease Genito-urinary disorders: acute glomerulo nephritis, Nephrotic syndrome, Wilms' tumor, infection and congenital disorders. Neurological infections and disorders: Convulsions, epilepsy, meningitis, hydrocephalous, spina-bifida.	Must to know Nice to know Must to know Desirable to know Must to know Must to know Nice to know Must to know Nice to know	20 hrs


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	Haematological disorders: Anaemia, thalassemia, ITP, Leukemia, hemophilia Endocrine disorders: Juvenile Diabetes Mellitus Orthopedic disorders: club feet, hip dislocation and fracture. Disorders of skin, eye, and ears Common communicable diseases in children, their identification, nursing management in hospital and home and prevention Child health emergencies: Poisoning, foreign bodies, haemorrhage, burns and drowning	Must to know	
5.	Management of behaviour disorders in children. Management of challenged children (a) Mentally challenged (b) Physically challenged (c) Socially challenged	Must to Know Must to Know Must to Know	

- 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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S. No	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
42					
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. <input type="checkbox"/> <input type="checkbox"/> Describe the principles of child health nursing.	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, 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.	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 Interactive session stressors during hospitalization and reaction related to developmental stages.	15 hrs.
2	The healthy child <input type="checkbox"/> <input type="checkbox"/> Principles of growth &	<ul style="list-style-type: none"> • Describe the normal 	To cover Developmental assessment Physical	Conventional method on	20 hrs.


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	<p>development</p> <p>□□Factors affecting growth & development</p> <p>□□Growth and development from birth to adolescence.</p> <p>□□The needs of normal children through the stages of developmental and parental guidance</p> <p>□□Nutritional needs of children & infants: breast feeding, exclusive breast feeding, supplementary/artificial feeding and weaning</p> <p>□□Baby friendly hospital concept</p> <p>□□Accidents: causes and prevention</p> <p>□□Value of play and selection of play material</p> <p>□□Preventive immunization, immunization program and cold chain</p> <p>□□preventive paediatrics</p> <p>□□Care of under five & under five clinics/ well baby clinics</p>	<p>growth & development of children at different ages</p> <p>□□Identify the needs of children at different ages & provide parental guidance</p> <p>□□Identify the nutritional needs of children at different ages and ways of meeting the needs</p> <p>□□Appreciate the role of play for normal & sick children.</p> <p>□□Appreciate the preventive measures and strategies for children.</p>	<p>assessment Nutritional assessment, Family assessment.</p> <p>To cover Principles of growth and development, Concepts and theories of growth and development, 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.</p> <p>the child, preventive technique for home accidents .</p>	<p>growth & development assessments</p> <p>Demonstration on preventive paediatrics.</p> <p>Student seminar on immunization & cold chain.</p> <p>Demonstration on play therapy .</p> <p>Role play</p> <p>Videos Plotting of growth chart on growth & development & reflexes</p> <p>Conventional method on reflexes</p>	
3	<p>Nursing care of a neonate</p> <p>□□Nursing care of a normal newborn</p>	<p>□□Provide care to normal & high risk neonates</p>	<p>To cover the care of the new born and family.</p> <p>High risk newborn- pre term and term neonate</p>	<p>Conventional method on neonatal</p>	15hrs.


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	<p>care/Essential newborn care</p> <p><input type="checkbox"/><input type="checkbox"/> Neonatal resuscitation</p> <p><input type="checkbox"/><input type="checkbox"/> Nursing management of a low birth weight baby</p> <p><input type="checkbox"/><input type="checkbox"/> Kangaroo mother care</p> <p><input type="checkbox"/><input type="checkbox"/> Nursing management of common neonatal disorders</p> <p><input type="checkbox"/><input type="checkbox"/> Organization of neonatal unit</p> <p><input type="checkbox"/><input type="checkbox"/> Identification and nursing management of common congenital malformations.</p>	<p><input type="checkbox"/><input type="checkbox"/> Perform neonatal resuscitation.</p> <p><input type="checkbox"/><input type="checkbox"/> Recognize and manage Common neonatal problems</p> <p>Describe the major functions and role of the paediatric nurse in caring for a hospitalized child.</p>	<p>and growth retarded babies.</p> <p>Identification and classification of neonates with infections, HIV & AIDS, Ophthalmia neonatorum, congenital syphilis.</p> <p>Identification, classification and nursing management of high risk new born-Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU.</p>	<p>resuscitation.</p> <p>Teaching seminar on neonatal problems.</p> <p>Problem based learning on neonatal disorders</p>	
4	<p><input type="checkbox"/><input type="checkbox"/> Management of behavioral and social problems in children</p> <p><input type="checkbox"/><input type="checkbox"/> Management of common behavioral disorders</p> <p><input type="checkbox"/><input type="checkbox"/> Management of common psychiatric problems</p> <p><input type="checkbox"/><input type="checkbox"/> Management of</p>	<p><input type="checkbox"/><input type="checkbox"/> Manage the child with behavioral and social problems.</p> <p><input type="checkbox"/><input type="checkbox"/> Identify the social and welfare services for challenged children .</p>	<p>To cover behavioural problem acc. To age group . social & psychiatric development, mentally , social & physically challenged childrens.child guidance clinic.</p>	<p>Visit to anganwadi schools, remand homes & adoption centers& orphanage,child guidance clinic.</p>	10 hrs


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	<p>challenged children: Mentally, physically & socially</p> <p>challenged</p> <p>□□Welfare services for challenged children in India</p> <p>□□Child guidance clinics</p>				
5	<p>□□Nursing management in common childhood diseases</p> <p>□□Nutritional deficiency disorders</p> <p>□□Respiratory disorders and infections</p> <p>□□Gastrointestinal infections, infections and congenital defects and</p> <p>rheumatic fever, rheumatic heart disease</p> <p>□□Genito-urinary disorders: acute glomerulonephritis, Nephrotic syndrome,</p>	<p>Provide nursing care in common childhood diseases- Identify measures to prevent common childhood diseases including immunization</p>	<p>To cover Embryological and fetal development. Prenatal factors influencing growth and development of fetus, Genetic 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>Teacher seminar on nutritional deficiencies, respiratory disorders, gastrointestinal infection, neurological infection & disorders.</p> <p>Student seminar on genitourinary disorders.</p>	20 hrs


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	<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, hydrocephalous, 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><input type="checkbox"/> Common communicable diseases in children, their identification, nursing</p> <p>management in hospital and home and prevention</p>				
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	Child health emergencies: <input type="checkbox"/> <input type="checkbox"/> Poisoning, foreign bodies, haemorrhage, burns and drowning				
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BOOKS REFERED

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

MICROBIOLOGY

PLACEMENT: FIRST YEAR

TIME ALLOTTED:



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Theory : 60 hrs

PRACTICAL :30 HRS

PREAMBLE

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


OBJECTIVES

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



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			Hours
1	<ul style="list-style-type: none"> • Structure and classification of microbes Morphological types • Size and form of bacteria • Motility. • Classification of Micro-organisms. 	Must know Desirable to know Desirable to know Must know	4
2	<ul style="list-style-type: none"> • Identification of Micro-organisms • Discussion of laboratory methods • Diagnosis of bacterial diseases. 	Desirable to know Must know Nice to know	3
3	<ul style="list-style-type: none"> • Growth and Nutrition of Microbes • Temperature • Moisture • Blood 	Desirable to know Desirable to know Nice to know Nice to know	4
4	<ul style="list-style-type: none"> • Destruction of Micro-organisms. • Sterilization and disinfection • Chemotherapy and antibiotics • Effects of heat and cold • Hospital infection control procedure and role of nurses 	Must know Must know Desirable to know Must know Must know Must know	8
5	<ul style="list-style-type: none"> • Gram positive bacilli • Tuberculosis and Leprosy • Anaerobes • Cocci • Spirochaete • Rickettsiae 	Desirable to know Nice to know Nice to know Must know Must know Must know	9
6	<ul style="list-style-type: none"> • Pathogenic Fungi • Dermatophytes • Systemic mycotic infection • Laboratory diagnosis of mycotic infection 	Must know	7



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7	<ul style="list-style-type: none"> • Immunity • Immunity and hypersensitivity –Skin test • Antigen and antibody reaction • Immunization in disease. 	Must know	9
8	<ul style="list-style-type: none"> • Parasites and vectors. • Characteristics and classification of parasites • Protozoal infection including amoebiasis Helminthes infection • Diagnosis of parasitic infection • Vectors and diseases transmitted by them. 	Must know Must know Must know Must know Must know	9
9	<ul style="list-style-type: none"> • Viruses. • Classification and general character of viruses • Diseases caused by viruses in man and animal and their control. 	Must know Must know Must know	7
10	<ul style="list-style-type: none"> • Micro-organisms transmitted through food. • Food poisoning. Food borne infections. 	Must know Must know	7



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S. N 51 8	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
1	<ul style="list-style-type: none"> Structure and classification of microbes Morphological types Size and form of bacteria Motility. Classification of Micro-organisms. 	<ul style="list-style-type: none"> Explain the concepts and principles of microbiology and their importance in nursing. 	To cover Structure and classification of microbes Morphological types ,Size and form of bacteria,Motility. Classification of Micro-organisms.		4
2	<ul style="list-style-type: none"> Identification of Micro-organisms Discussion of laboratory methods Diagnosis of bacterial diseases. 	Describe the structure, classification morphology and growth of bacteria. <input type="checkbox"/> Identify Micro-organisms.	To cover Identification of Micro-organisms Discussion of laboratory methods Diagnosis of bacterial diseases.		3
3	<ul style="list-style-type: none"> Growth and Nutrition of Microbes Temperature Moisture Blood 	Discuss growth and nutrition of microbes	To cover Growth and Nutrition of Microbes Temperature ,Moisture Blood		4
4	<ul style="list-style-type: none"> Destruction of Micro-organisms. Sterilization and disinfection Chemotherapy and antibiotics Effects of heat and cold Hospital infection control procedure and role of nurses 	Describe the methods of infection control. <input type="checkbox"/> Identify the role of nurse in hospital infection control program.	To cover Destruction of Micro-organisms. Sterilization and disinfection Chemotherapy and antibiotics Effects of heat and cold Hospital infection control procedure and role of nurses		8


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5	<ul style="list-style-type: none"> Gram positive bacilli Tuberculosis and Leprosy Anaerobes Cocci Spirochaete Rickettsiae 	Describe the different disease producing organisms.	To cover Gram positive bacilli Tuberculosis and Leprosy ,Anaerobes ,Cocci Spirochaete .Rickettsiae		9
6	<ul style="list-style-type: none"> Pathogenic Fungi Dermatophytes Systemic mycotic infection Laboratory diagnosis of mycotic infection 	Identification and study of the following pathogenic fungi	To cover Pathogenic Fungi Dermatophytes ,Systemic mycotic infection ,Laboratory diagnosis of mycotic infection		7
7	<ul style="list-style-type: none"> Immunity Immunity and hypersensitivity –Skin test Antigen and antibody reaction Immunization in disease. 	Explain the concept of immunity, hypersensitivity and immunization	To cover Immunity Immunity and hypersensitivity –Skin test Antigen and antibody reaction Immunization in disease		9
8	<ul style="list-style-type: none"> Parasites and vectors. Characteristics and classification of parasites Protozoal infection including amoebiasis Helminthes infection Diagnosis of parasitic infection Vectors and diseases transmitted by them. 	Discuss parasites and vectors	To cover Parasites and vectors. <ul style="list-style-type: none"> Characteristics and classification of parasites Protozoal infection including amoebiasis Helminthes infection Diagnosis of parasitic infection Vectors and diseases transmitted by them. 		9
	<ul style="list-style-type: none"> Viruses. 	Discuss disease	To cover Viruses. Classification and		7

9	<ul style="list-style-type: none"> • Classification and general character of viruses • Diseases caused by viruses in man and animal and their control. 	producing viruses.	general character of viruses Diseases caused by viruses in man and animal and their control		
10	<ul style="list-style-type: none"> • Micro-organisms transmitted through food. • Food poisoning. Food borne infections. 	Describe Micro-organisms transmitted through food	To cover Micro-organisms transmitted through food. Food poisoning. Food borne infections.		7

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



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OBJECTIVES

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

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+1 in or before 1986, will be eligible for admission.
- Obtained a certificate in General Nursing and Midwifery and registered as R.N.R.M. with the State Nurses Registration Council. A male nurse, trained before the implementation of the new integrated course besides being registered as a nurse with State Nurses Registration Council, shall produce evidence of training approved by Indian Nursing Council for a similar duration in lieu of midwifery in any one of the following areas:
 - O.T. Techniques
 - Ophthalmic Nursing
 - Leprosy Nursing
 - TB Nursing
 - Psychiatric Nursing
 - Neurological and Neuro surgical Nursing
 - Community Health Nursing
 - Cancer Nursing
 - Orthopedic Nursing
- Candidates shall be medically fit.
- Students shall be admitted once in a year.



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INTAKE CAPACITY: 35 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.

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.



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TEACHING STRATEGIES

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

COURSE DISTRIBUTION

TOPIC	HOURS
1. Introduction and concept of medical surgical nursing	3
2. Nursing management of various diseases	6
3. Definition, causes, Pathophysiology, diagnostic procedure , management of various neurological conditions.	6
4. Definition, causes, Pathophysiology,diagnostic Procedure, management of various cardiovascular conditions	5
5. Definition, causes, pathophysiology. diagnostic procedure. management of Respiratory system	5
6. Definition, causes, Pathophysiology, diagnostic procedure, management of various genitor urinary conditions	5
7. Definition, causes. Pathophysiology. diagnostic procedure. management of various digestive conditions	5
8. Definition, causes, Pathophysiology, diagnostic procedure, management of various endocrine conditions.	5



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9. Definition, causes, Pathophysiology, diagnostic procedure, management of various musculoskeletal conditions. Definition, causes, Pathophysiology, diagnostic procedure, management of various female reproductive tract conditions	5
10. Nursing management, types of neoplasms, diagnostic procedures, modalities, Special therapies and preventive measures of oncology	5
11. Nursing management of patient with burns and reconstructive surgeries.	5
12. Nursing management of patient with communicable diseases and immunological disorder	5
13. Nursing management of diseases of ENT and skin.	5
14. Nursing management, definition, Pathophysiology, diagnostic procedures and management of various blood disorder	5
15. Emergency conditions	5

Clinical training



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AREAS	HOURS
• MEDICINE WARD	30
• SURGICAL WARD	30
• ORTHOPEDIC WARD	30
• CARDIOLOGY	30
• ICU	30
• BURNS	30
• OT	30
• SKIN OPD	30
• EYE,ENT OPD	

REFERENCES

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

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

- Chapters should be as per respective council i.e INC
- If the chapters have got units then unit wise description should be given.



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- The core knowledge should be specified into three domains ,categories i.e **MUST KNOW,DESIRABLE TO KNOW** and **NICE TO KNOW**.

QUESTIONS

SHORT NOTES ON

- Thoracentesis
- Portal hypertension
- Fluid management in burns
- Increased intracranial pressure
- Care of patients with tracheostomy
- Pulmonary edema
- Care of patients with traction

LONG ESSAYS

Q.1 Mrs. Bimla. 55 years old, is admitted in Medical Ward with the diagnosis of Cerebro-Vascular accident (CVA).

- Define Cerebro-Vascular accident (CVA).
- State the causes and clinical manifestations of CVA.
- Write the diagnostic evaluation.
- Discuss in detail the medical management and write a nursing care plan for Mrs. Bimla.

Q.2 Mr. Shyam, 50 years old, is admitted in Surgical Ward with the diagnosis of acute cirrhosis of liver.

- Define cirrhosis of liver.
- Explain its causes and pathophysiological changes with sign and symptoms.
- Discuss in detail the medical, surgical management with a nursing care plan for Mr. Shyam.



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MEDICAL SURGICAL NURSING**PBBSC NURSING 1ST YEAR**


S. No	TOPIC	Learning objective	Teaching Guidelines	Methodology	Time
I	Introduction and concept of medical surgical nursing	To explain about the introduction and concept of medical surgical nursing	To cover about introduction to medical surgical nursing. Review of concepts of comprehensive nursing care in medical surgical conditions. Nurse, patient and his/her family. Functions of nurse in the outpatient department. Intensive care unit	Didactic lecture through power point projections. Conventional method Student interactive session.	3 HRS



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II	Nursing management of various diseases	To describe about the nursing management of various diseases	<p>Nursing management of patient with specific problems.</p> <ol style="list-style-type: none"> 1. Fluid and electrolyte imbalance. 2. Dyspnea and cough, respiratory obstruction 3. Fever 4. Shock 5. Unconsciousness 6. Pain 7. Acute illness 8. Chronic illness 9. Terminal illness 10. Age related illness 11. Patient undergoing surgery 12. Incontinence 	<p>Didactic lecture through power point projections</p> <p>Case presentation</p> <p>Student seminar</p> <p>Panel discussion</p> <p>Demonstration.</p> <p>Vertical method</p>	6hrs
III	Definition, causes, Pathophysiology, diagnostic procedure, management of various neurological conditions	To Describe about the definition, causes, Pathophysiology, diagnostic procedure, management of various neurological conditions.	<ol style="list-style-type: none"> 1. Nursing management of patient with neurological and neuro-surgical conditions. 2. Review of anatomy and physiology of the nervous system. 3. Pathophysiology, diagnostic procedures and management of: <ol style="list-style-type: none"> (a) Cerebro-vascular accident. (b) Cranial, spinal and peripheral neuropathies. (c) Head-ache and 	<p>Didactic lecture</p> <p>Lecture cum discussion</p> <p>Demonstration</p> <p>Group discussion</p> <p>Panel discussion</p> <p>Teacher seminar</p> <p>Problem based learning.</p> <p>Simulated</p>	6hrs

			<p>intractable pain.</p> <p>(d) Epilepsy.</p> <p>(e) Infectious and inflammatory diseases and trauma of the Nervous System.</p> <p>(f) Common disorders of the system.</p> <p>(g) Recent advances in diagnostic and treatment modalities.</p>	<p>method.</p> <p>Case study method.</p> <p>simulation method</p>	
IV	<p>Definition, causes, Pathophysiology, diagnostic Procedure, management of various cardiovascular conditions</p>	<p>To Describe about the definition, causes, Pathophysiology, diagnostic procedure, management of various cardiovascular conditions.</p>	<p>1. Nursing management of patient with cardiovascular problems.</p> <p>2. Review of relevant anatomy and physiology of cardiovascular system.</p> <p>3. Pathophysiology, diagnostic procedures and management of</p> <p>(a) Ischemic Heart diseases.</p> <p>(b) Cardiac arrhythmias.</p> <p>(c) Congestive heart failure.</p> <p>(d) Rheumatic and other valvular heart diseases</p> <p>(e) Endocarditis, cardiomyopathies, congenital heart diseases, hypertension, heart block</p> <p>(f) Cardiac emergencies: cardiac</p>	<p>Didactic lecture through power point projections</p> <p>Demonstration</p> <p>Panel Discussion</p> <p>Group discussion</p> <p>Teacher seminar</p> <p>Case presentation</p> <p>Vertical method</p> <p>Conventional method</p> <p>Problem based learning</p>	


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			arrest, acute pulmonary oedema, cardiac tamponade, cardiogenic shock, aneurysms and peripherovascular disorders. recent advancement in cardiology.		
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ENGLISH

Placement: First Year

Time allotted: Theory - 60 hrs


Preamble:

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


OBJECTIVES

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

S.No	Topic	Domain	Hours
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1	<ul style="list-style-type: none"> • Remedial study of grammar • Review of grammar, vocabulary and effective use of dictionary • Prepare task oriented seminars. • Symposia and panel discussion. 	Desirable to know Desirable to know Nice to know Nice to know	8
2	<ul style="list-style-type: none"> • The ability to understand selected passage and express meaning in one's own words. • Reading and comprehension of the prescribed books. 	Desirable to know Nice to know	6
3	<ul style="list-style-type: none"> • The study of various forms of composition • Note taking • Diary • Nurses notes, anecdotal records • Writing of summary • Nurses reports on health problems • The student will submit one sample of each item from her own practical experience. 	Must know Must know Must know Must know Must know Must know	23
4	<ul style="list-style-type: none"> • Verbal communication • Oral reports • Summarization of discussion • Debate • Listening comprehension –Film, Cassette and Radio. 	Must know Must know Desirable to know Must know Must know	23


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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.
6. Striving to attain harmony with Nature.

Duration

One year program

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.



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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

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

Unit	Topic	Hours
1.	The multidisciplinary nature of environmental studies	2
2.	Natural Resources	8
3.	Concept of an ecosystem	6
4.	Biodiversity and its conservation	8
5.	Environmental pollution	8
6.	Social Issues and the environment:	7
7.	Human population and the environment	6



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8.	Field Work	5
	TOTAL	50

Referneces

1. Agarwal, K.C. Environmental Biology. Bikaner: Nidi Publ., 2001
2. Bharucha, Erach. The Biodiversity of India. Ahmeedabad: 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 & Sccurity. 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)

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.

Assessment:-

The student assessment will consist of 2 parts.



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- (1) Internal assessment
(2) external assessment.

The total of assessment external marks will be while doing assessment of

External	Internal	Total
75	25	100

internal marks and assessment considered the final the student.

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:

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.




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S. No	TOPIC	DOMAIN	HRS
8.	The multidisciplinary nature of environmental studies	Desirable to know	2
9.	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
10.	<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
11.	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
12.	Environmental pollution <ol style="list-style-type: none"> 1. Definition 2. Cause, effects and control measures of: 	<ul style="list-style-type: none"> • Must know • Must know 	8


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	<ul style="list-style-type: none"> a. Air pollution b. Water pollution c. Soil [pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear pollution <p>3. Solid waste Management: Causes, effects and control measures of urban and industrial wastes.</p> <p>4. Role of an individual in prevention of pollution</p> <p>5. Pollution case studies</p> <p>6. Disaster management: floods, earthquake, cyclone and landslides</p>	<ul style="list-style-type: none"> • Must know • Must know • Must know • Must know 	
13.	<p>Social Issues and the environment:</p> <ul 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 	<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 • Must know • Must know • Must know 	7


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	<p>environment legislation</p> <p>15. Public awareness</p>		
14.	<p>Human population and the environment</p> <ol style="list-style-type: none"> 1. Population growth, variation among nations 2. Population explosion- family welfare programme 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 	6
15.	<p>Field Work</p> <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



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72	CONTENT OF TOPICS	(at the end of the session the student should be able to)	TEACHING OBJECTIVES	METHODOLOGY	TIME
	<p>Content:</p> <p>The multidisciplinary nature of environmental studies:</p> <p>Definition, scope and importance</p> <p>Need for public awareness</p>	<p>Define environmental studies</p> <p>Discuss scope of EVS</p> <p>Discuss need for public awareness</p>	<p>To teach and discuss about the multidisciplinary nature of environmental studies: Definition, scope and importance, Need for public awareness</p>	<p>Interactive session with the students regarding factors influencing health, causes and risk factors for illness.</p> <p>Integrated vertical teaching on body defenses and illness behavior.</p>	2hrs
	<p>Natural Resources:</p> <p>Renewable and Non-renewable resources:</p> <p>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</p>	<p>Discuss on forest resources</p> <p>Discuss on water resources</p> <p>Discuss on mineral resources</p> <p>Discuss on food resources</p> <p>Discuss on energy resources</p> <p>Discuss on land resources</p>	<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 effects of extracting and using mineral resources, case studies. Food Resources: World</p>	<p>Didactic lecture through PowerPoint projections.</p> <p>Teachers seminar on history of Nursing in India.</p> <p>Interactive session with students regarding environmental resources.</p>	8hrs



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ground water, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food Resources: World food problems, Changes caused by agriculture and overgrazing, Effect of modern agriculture, Fertilizer-pesticide problems, Water logging, salinity, Case studies

Energy resources: growing energy needs, renewable and non renewable

food problems, Changes caused by agriculture and overgrazing, Effect of modern agriculture, Fertilizer-pesticide problems, Water logging, salinity, Case studies

Energy resources: growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, case studies.

Land resources: land as a resource, land degradation, man induced landslides, soil erosion and desertification



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	<p>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>Role of an individual in conservation of natural resources.</p> <p>Equitable use of resources for sustainable lifestyle.</p>				
	<p>Concept of an ecosystem</p> <p>Structure and function of an ecosystem</p> <p>Procedures, consumers and decomposers</p> <p>Energy flow in the ecosystem</p> <p>Ecological succession</p>	<p>Describe ecosystem</p> <p>List the functions of eco system</p> <p>Describe the function of eco system</p>	<p>To teach and discuss about Concept of an ecosystem, .</p> <p>Structure and function of an ecosystem,</p> <p>Procedures, consumers and decomposers,</p> <p>Energy flow in the ecosystem,</p> <p>Ecological succession, Food chains, food webs ecological pyramids,</p>	<p>Didactic lecture through PowerPoint projections.</p> <p>Visit to local Hospital</p> <p>Student seminar on admission discharge procedure.</p>	<p>6hrs</p>



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	<p>Food chains, food webs, ecological pyramids</p> <p>Introduction, types, characteristic feature, structure and function of the following ecosystem:</p> <p>Forest ecosystem</p> <p>Grassland ecosystem</p> <p>Desert ecosystem</p> <p>Aquatic ecosystem (ponds, stream, lakes, rivers, oceans, estuaries)</p>		<p>introduction, types, characteristic feature, structure and function of the following ecosystem: Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem (ponds, stream, lakes, rivers, oceans, estuaries)</p>		
	<p>Biodiversity and its conservation</p> <p>Introduction- Definition: genetic, species and ecosystem diversity</p> <p>Biogeographically classification of India</p>	<p>Describe genetic, species and ecosystem diversity.</p> <p>Describe biodiversity at local, national and global levels.</p> <p>Discuss on conservation of biodiversity</p>	<p>To teach and discuss on Biodiversity and its conservation</p> <p>Introduction- Definition: genetic, species and ecosystem diversity, biogeographically classification of India, Value of diversity: consumptive use, productive use, social, ethical,</p>	<p>Didactic lecture through PowerPoint projections</p> <p>Role play and video film on the nurses interacting with the patient</p>	8hrs



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	<p>Value of diversity: consumptive use, productive use, social, ethical, aesthetic and option value</p> <p>Biodiversity at global, National and local levels</p> <p>India as a mega-diversity nation</p> <p>Hot –sport of diversity</p> <p>Threat to biodiversity: habitant loss, poaching of wildlife, man-wildlife conflicts</p> <p>Endangered and endemic species of India</p> <p>Conservation of biodiversity: In- situ and Ex-situ conservation of biodiversity</p>		<p>aesthetic and option value, Biodiversity at global, National and local levels, India as a mega-diversity nation, Hot –sport of diversity, Threat to biodiversity: habitant loss, poaching of wildlife, man-wildlife conflicts, Endangered and endemic species of India, Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity</p>	Problem based learning	
	Environmental pollution	Define environmental pollution	To teach and discuss on environmental pollution Definition,		8hrs



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<p>Definition</p> <p>Cause, effects and control measures of:</p> <p>Air pollution</p> <p>Water pollution</p> <p>Soil [pollution</p> <p>Marine pollution</p> <p>Noise pollution</p> <p>Thermal pollution</p> <p>Nuclear pollution</p> <p>Solid waste Management: Causes, effects and control measures of urban and industrial wastes.</p> <p>Role of an individual in prevention of pollution</p> <p>Pollution case studies</p> <p>Disaster management: floods, earthquake, cyclone and landslides</p>	<p>List the causes of environmental pollution</p> <p>Discuss on solid waste management</p> <p>Discuss on role of individua in managing pollution</p> <p>Discuss on disaster management</p>	<p>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>	<p>Didactic lecture through PowerPoint projections.</p> <p>Simulated learning</p>	
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	<p>Social Issues and the environment:</p> <p>From unsustainable to sustainable development</p> <p>Urban problems related to energy</p> <p>Water conservation, rain water harvesting, watershed management</p> <p>Resettlement and rehabilitation of people, its problem and concerns. Case studies</p> <p>Environmental ethics: Issues and possible solutions</p> <p>Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies</p>	<p>Discuss on water conservation</p> <p>Discuss on global warming</p> <p>Discuss on air prevention and control pollution act</p> <p>Discuss on wasteland redemption</p> <p>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 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</p>	<p>Didactic lecture through PowerPoint projections.</p> <p>Simulated learning on recording and reporting.</p> <p>Student seminar</p>	7hrs



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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		Conservation Act, Issues involved in enforcement of environment legislation, Public awareness		
Human population and the environment Population growth, variation among nations Population	Discuss on population explosion List the human rights Explain value education Brief on women and child welfare	To teach and discuss on Human population and the environment: Population growth, variation among nations, population explosion- family welfare programme,	Simulated learning of assessment of vital signs Didactic lecture through PowerPoint regarding abnormalities in vital	6hrs


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	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		Environment and human health, Human rights, Value education, HIV/AIDS, Women child welfare, Role of Information technology in environment and human health, Case studies	signs Supervised clinical practice	
	Field Work Visit to a local area to document environment asserts-river/forest/grassland/hill/mountain Visit to a local polluted site-urban/rural/industrial/agriculture Study of common plants, insects,	Brief on ecosystem	To visit local area to document environment asserts-river/forest/grassland/hill/mountain Visit to a local polluted site-urban/rural/industrial/agriculture Study of common plants, insects, birds	Simulated learning regarding health assessment. Didactic lecture through PowerPoint projections regarding abnormal findings Supervised clinical practice	5hrs



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	<p>birds</p> <p>Study of simple ecosystems- pond, river, hill, slopes, etc</p>				
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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.

2. 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).

Environmental studies

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

Theory 50 hours

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

Theory: 50 hours

Text book:

1. Agarwal, K.C. Environmental Biology. Bikaner: Nidi Publ., 2001
2. Bharucha, Erach. The Biodiversity of India. Ahmedabad: Mapin Publishing.
3. Brunner, R.C. Hazardous Waste Incineration. New York: McGraw Hill, 1989.
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6. De, A.K. Environmental Chemistry. Wiley Eastern, 2001.
7. Centre for Science and Environment. Down to Earth.



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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.
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16. Rao, M. N., A.K. Datta. Waste water treatment. New Delhi: Oxford & IBH.
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20. Fuller, Health Assessment: Nursing Approach. Lippincott, 3rd Edition
21. Ackley (BJ), Nursing Diagnosis Hand book: An evidence based guide to planning care, Mosby, 8th Edition
22. Craven, Fundamentals of Nursing: Human health & function, LWW, 5th Edition

POST BASIC B.SC. NURSING 2nd Year

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



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sociological imagination an opportunity exists for them to develop into '*knowledgeable* doers' who may transform both themselves, nursing practice and in turn society.

GOAL:-

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

SPECIFIC OBJECTIVE :

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

- State the importance of Sociology in Nursing
- Describe the interstate relationship of individual in society and community
- Describe the influence of culture and on health and disease
- 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

Two year program

ELIGIBILITY:-

Applicants must have :

INTAKE CAPACITY:- 100 seats per year

- 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+1 in or before 1986. will be eligible for admission.
- Obtained a certificate in General Nursing and Midwifery and registered as R.N.R.M. with the State Nurses Registration Council. A male nurse, trained before the implementation of the new integrated course besides being registered as a nurse with State Nurses Registration Council, shall produce evidence of training approved by Indian Nursing Council for a similar duration in lieu of midwifery in any one of the following areas:
 - O.T. Techniques
 - Ophthalmic Nursing
 - Leprosy Nursing
 - TB Nursing
 - Psychiatric Nursing




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S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
9.	<ul style="list-style-type: none"> To Preventive Psychiatry Model of prevention Role of nurse in preventive psychiatry Psychiatric social work Community mental health nursingCommunity mental health agencies National mental Health Programmes. 	To identify the role of nurse in preventive psychiatry.	<ul style="list-style-type: none"> To cover the Concepts of Preventive Psychiatry, Model of prevention, Role of nurse in preventive psychiatry 	Teacher seminar on concepts of Preventive Psychiatry, Model of prevention, Role of nurse in preventive psychiatry	8 hrs

References


1. Brown R. T. Feldman G. R., *Epilepsy -Diagnosis and Management*, Little Brown And Co., 1983, Toronto.


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		psychiatric emergencies.	of patient with psychiatric emergencies. Crisis Intervention therapy.	of patient with psychiatric emergencies.	
8.	<ul style="list-style-type: none"> Therapeutic Modalities Principles, indication, contraindications and :role of nurse in various treatment methods: <ul style="list-style-type: none"> (a) Therapeutic community and Milieu therapy (b) Occupational therapy (c) Psychotherapy (d) Behaviour therapy (e) Group therapy (f) Family therapy (g) Pharmacotherapy (h) Electro convulsive therapy (i) Other miscellaneous therapies. 	To explain the treatment modalities principles	To cover the concept of Therapeutic Modalities Principles, indication, contraindications and :role of nurse in various treatment methods: <ul style="list-style-type: none"> (a) Therapeutic community and Milieu therapy (b) Occupational therapy 	Teacher seminar on To cover the concept of Therapeutic Modalities Principles, indication, contraindications and :role of nurse in various treatment methods	5 hrs


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6.	<ul style="list-style-type: none"> • Management of mental sub-normality • Classification of mental sub-normality • Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub-normality. 	<ul style="list-style-type: none"> • Describe the Management of mental sub-normality • Classification of mental sub-normality 	To cover the concept of Managing the patients with various mental disorders.	<p>Teacher seminar on concept of Management of mental sub-normality</p> <p>Classification of mental sub-normality</p> <p>Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub-normality.</p>	7 hrs
7.	<ul style="list-style-type: none"> • Psychiatric Emergencies • Types of emergencies, Psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies. • Crisis Intervention therapy. 	Describe the psychiatric emergencies, Types of emergencies, Psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with	To cover the concept of Psychiatric Emergencies, Types of emergencies, Psychopathology, clinical features, assessment and diagnosis, treatment and nursing management	<p>Teacher seminar on Psychiatric Emergencies</p> <p>Types of emergencies, Psychopathology, clinical features, assessment and diagnosis, treatment and nursing management</p>	8 hrs


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	<p>(e) Diagnostic criteria</p> <ul style="list-style-type: none"> • Treatment and nursing management of patient with substance use disorders. • Preventive and rehabilitative aspects in substance abuse. 		<p>and withdrawal</p> <p>(a) Classification of psychoactive substances</p> <p>(b) Etiological & contributory factors</p> <p>(c) Psychopathology</p> <p>(d) Clinical features</p> <p>(e) Diagnostic criteria</p> <p>Treatment and nursing management of patient with substance use disorders.</p> <p>Preventive and rehabilitative aspects in substance abuse.</p>	
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	<p>Neurosis, Depressive Neurosis, Obsessive Compulsive Neurosis, Phobic Neurosis and Hypochondriacal Neurosis, Stress related and Somatoform disorders.</p> <p>(b) Psychotic Disorders: Schizophrenic form, affective and organic psychosis.</p> <p>(c) Organic Brain Syndromes</p> <p>(d) Psychosomatic disorders</p> <p>(e) Personality disorders</p> <p>(f) Disorders of childhood and adolescence.</p>		<p>diagnostic criteria, treatment and nursing management of patient with following disorders:</p> <p>Neurotic Disorders:</p> <p>Anxiety Neurosis, Depressive Neurosis, Obsessive Compulsive Neurosis, Phobic Neurosis and Hypochondriacal Neurosis, Stress related and Somatoform</p>	<p>criteria, treatment and nursing management of patient with various disorders:</p>	
5.	<ul style="list-style-type: none"> Management of patients with Substance use disorders Substance use and misuse. Dependence, intoxication and withdrawal <p>(a) Classification of psychoactive substances</p> <p>(b) Etiological & contributory factors</p> <p>(c) Psychopathology</p> <p>(d) Clinical features</p>	<p>Describe the Management of patients with Substance use disorders</p>	<p>To cover the concept of Management of patients with Substance use disorders Substance use and misuse.</p> <p>Dependence, intoxication</p>	<p>Teacher seminar on Concept of management of patients with substance use disorders.</p>	5 HRS


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			disorders ,History taking and assessment methods for mental disorders.	disorders ,History taking and assessment methods for mental disorders.	
3	<ul style="list-style-type: none"> • Therapeutic Communication • Communication process • Interview skills, therapeutic communication techniques. Nurse Patient 	Describe the therapeutic communication process, interview skills, therapeutic communication techniques.	To cover the concept of therapeutic communication process, interview skills, therapeutic communication techniques	Student interactive session on the concept of therapeutic communication process, interview skills, therapeutic communication techniques	5 HRS
4.	<ul style="list-style-type: none"> • Management of mental disorder • Etiological factors, psychopathology, types, clinical features diagnostic criteria, treatment and nursing management of patient with following disorders: (a) Neurotic Disorders: Anxiety 	Manage the patients with various mental disorders.	To cover the concept of Management of mental disorder Etiological factors, psychopathology, types, clinical features	Teacher seminar on Management of mental disorder, Etiological factors, psychopathology, types, clinical features diagnostic	10hrs


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	<ul style="list-style-type: none"> Mental health team and functions of team members. Legal aspects in psychiatry and mental health services. 	legal aspects in practice of mental health and psychiatric nursing.	<p>psychiatric nursing.</p> <p>Concept of normal and abnormal behaviour.</p> <p>Role and qualities of mental health and psychiatric nurse</p> <p>.Mental health team and functions of team members.</p>		
S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
2.	<ul style="list-style-type: none"> Classification and assessment of mental disorders Terminologies used in Psychiatry Classification of mental disorders Etiological factors and psychopathology of mental disorders History taking and assessment methods for mental disorders. 	<ol style="list-style-type: none"> Classify mental disorders. Develop skill in history taking and performing mental status examination. Describe Etiological factors and psychopathology of mental disorders 	<p>To cover the concept of Classification and assessment of mental disorders ,Terminologies used in Psychiatry ,Classification of mental disorders ,Etiological factors and psychopathology of mental</p>	Teacher seminar on concept of Classification and assessment of mental disorders ,Terminologies used in Psychiatry ,Classification of mental disorders ,Etiological factors and psychopathology of mental	5hrs


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PSYCHIATRIC NURSING

CURRICULUM PLANNING

Placement- post basic B.Sc. Nursing Second year
Time Theory -60hour


Practical hours-240 hrs

Course Description:


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

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


S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
1.	<ul style="list-style-type: none"> • Introduction and Historical Development • History of psychiatry • Historical development of mental health nursing. • Philosophy, principles of mental health and psychiatric nursing. • Concept of normal and abnormal behaviour. • Role and qualities of mental health and psychiatric nurse 	1. Identify and describe the philosophy and principles of mental health nursing. 2. Describe the historical development of mental health and psychiatric nursing. 3. Identify the	To cover the concept of History of psychiatry, Historical development of mental health nursing. Philosophy, principles of mental health and	Teacher seminar on concept of Principles and practice of Psychiatric Nursing	2HRS


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8	<ul style="list-style-type: none"> • Therapeutic Modalities • Principles, indication, contraindications and :role of nurse in various treatment methods: <ul style="list-style-type: none"> (a) Therapeutic community and Milieu therapy (b) Occupational therapy (c) Psychotherapy (d) Behaviour therapy (e) Group therapy (f) Family therapy (g) Pharmacotherapy (h) Electro convulsive therapy (i) Other miscellaneous therapies. 	<p>Must know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Must 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>	10
9	<ul style="list-style-type: none"> • Preventive Psychiatry • Model of prevention • Role of nurse in preventive psychiatry • Psychiatric social work • Community mental health nursing • Community mental health agencies • National mental Health Programmes. 	<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> <p>Desirable to know</p> <p>Desirable to know</p> <p>Desirable to know</p>	8


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	<p>withdrawal</p> <p>(a) Classification of psychoactive substances</p> <p>(b) Etiological & contributory factors</p> <p>(c) Psychopathology</p> <p>(d) Clinical features</p> <p>(e) Diagnostic criteria</p> <ul style="list-style-type: none"> • Treatment and nursing management of patient with substance use disorders. • Preventive and rehabilitative aspects in substance abuse. 	<p>Desirable to know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Desirable to know</p>	
6	<ul style="list-style-type: none"> • Management of mental sub-normality • Classification of mental sub-normality • Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub-normality. 	<p>Must know</p> <p>Desirable to know</p> <p>Desirable to know</p>	5
7	<ul style="list-style-type: none"> • Psychiatric Emergencies • Types of emergencies, Psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies. • Crisis Intervention therapy 	<p>Must know</p> <p>Desirable to know</p> <p>Must know</p>	10


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	<ul style="list-style-type: none"> Interview skills, therapeutic communication techniques. Nurse Patient Relationship, Therapeutic impasse and its management Process recording. 	<p>Must know</p> <p>Desirable to know</p> <p>Desirable to know</p>	
4	<ul style="list-style-type: none"> Management of mental disorder Etiological factors, psychopathology, types, clinical features diagnostic criteria, treatment and nursing management of patient with following disorders: <ol style="list-style-type: none"> Neurotic Disorders: Anxiety Neurosis, Depressive Neurosis, Obsessive Compulsive Neurosis, Phobic Neurosis and Hypochondriacal Neurosis, Stress related and Somatoform disorders. Psychotic Disorders: Schizophrenic form, affective and organic psychosis. Organic Brain Syndromes Psychosomatic disorders Personality disorders Disorders of childhood and adolescence. 	<p>Must know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Must know</p> <p>Desirable to know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p>	8
5	<ul style="list-style-type: none"> Management of patients with Substance use disorders Substance use and misuse. Dependence, intoxication and 	<p>Must know</p>	5


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1	<ul style="list-style-type: none"> • Introduction and Historical Development • History of psychiatry • Historical development of mental health nursing. • Philosophy, principles of mental health and psychiatric nursing. • Concept of normal and abnormal behaviour. • Role and qualities of mental health and psychiatric nurse • Mental health team and functions of team members. • Legal aspects in psychiatry and mental health services. 	<p>Must to know</p> <p>Must know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Nice to know</p> <p>Must to know</p>	2
2	<ul style="list-style-type: none"> • Classification and assessment of mental disorders • Terminologies used in Psychiatry • Classification of mental disorders • Etiological factors and psychopathology of mental disorders • History taking and assessment methods for mental disorders. 	<p>Must know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Nice to know</p>	10
3	<ul style="list-style-type: none"> • Therapeutic Communication • Communication process 		5


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PSYCHIATRIC NURSING

Placement: Post Basic B.Sc.Nursing 2nd Year


Hours of Instruction

Theory – 60 Hours

Practical - 240 Hours

Total : 300 Hours

S.NO	TOPIC	DOMAIN	HRS
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3. Parts of a question should be attempt in sequential order.

4. Draw the diagram or flow chart wherever required.

LONG ESSAY (ANY TWO)

2x10=20

Q1. Define psychiatric nursing. Discuss the principles of mental health nursing in detail?

Q2. Describe in detail about nursing process in psychiatric nursing?

Q3. Discuss the concepts of schizophrenia and identify predisposing factors, write a note on nursing management of a patient with paranoid schizophrenia?

SHORT ESSAY (ANY SEVEN)

7x5=35

Q1. Discuss the classification of mental disorders?

Q2. Explain briefly the standards of mental health nursing practice?

Q3. Discuss the techniques of therapeutic communication?

Q4. What are the causes of mental disorders?

Q5. Describe the phases of nurse patient relationship?

Q6. Explain the occupational therapy?

Q7. Write the difference between psychosis and neurosis?

Q8. Discuss the role & qualities of psychiatric nurse?


Q9. Write down the nursing management of patient with substance use disorders?

Q10. Explain the process of crisis interventions?

SHORT NOTES

10x2=20

1. STRESS
2. Types of psychiatric emergencies
3. ECT
4. Phobias
5. Criminal responsibility
6. Delirium tremens
7. Mental retardation
8. Classification of organic mental disorders
9. Grief
10. Rights of mentally ill clients


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TEACHING AND CLINICAL HOURS

Total hours of instructions are 60hrs theory and practical 240 hrs.

Method of Teaching

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


Method of Evaluation

- Tests
- Presentation
- Project work
- Written assignments

MODEL QUESTION PAPER
Basic B.Sc.NURSING II YEAR
Psychiatric/Mental Health Nursing
TIME -3hr

M.M- 75

NOTE: 1. Write your roll no. on the question paper.
2. Attempt the entire question.


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- Nurse consultant
- Community mental health nurses
- psychotherapist

FEE STRUCTURE:

Rs 100000 per year, the examination fees will be decided by the university.

Essential psychiatric nursing skills**Procedure observed**

- Psychometric tests
- Personality tests
- Family therapy
- Assisted
- CT
- MRI
- Behavioral therapy

Procedure performed

- Mental status examination
- Participating in various therapies- physical, ECT
- Administration of oral, IM, IV Psychotropic drugs
- Interviewing skills
- Counseling skills
- Communication skills
- Psycho education
- Interpersonal relationship skills
- Community survey for identifying mental health problems
- Rehabilitation therapy
- Health education and life skills training
- Supportive psychotherapeutic skills
- Group therapy
- Milieu therapy
- Social/recreational therapy
- Occupational therapy



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- f. Neurological and Neuro surgical Nursing
- g. Community Health Nursing
- h. Cancer Nursing
- i. Orthopedic Nursing
- (iii) The candidate should be medically fit.
- (iv) Admission shall be done once in a year.

Note: - The age of the candidates seeking admission to the above courses shall be determined as per entry in the Matriculation/Secondary School Examination certificate or any other examination recognized as equivalent thereto.

1. Eligibility to Appear in the Examinations:

The following regular students shall be eligible to appear in the examination:


- (vii) The student should bear a good moral character.
- (viii) The student must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of the each subject for appearing in the examination.
- (ix) The student must have 100% attendance in each of the practical areas before award of degree.
- (x) A deficiency in the attendance, both in theory and practical may be condoned by the Principal, Dashmesh College of Nursing up to 5%.
- (xi) The student must secure at least 50% marks of the total marks fixed for internal assessment in each subject, separately.
- (xii) The student, who fulfils the conditions laid down under (i) to (iii) above for one or more subjects and not for the other(s), will be allowed to take examination only in such subject(s) in which he fulfills the conditions.

(xiii) INTAKE CAPACITY:

35 Seats per year

CAREER OPPORTUNITIES:

- Nurse educators
- Practitioner
- Counselor


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1. Identify and describe the philosophy and principles of mental health nursing.
2. Describe the historical development of mental health and psychiatric nursing.
3. Classify mental disorders.
4. Develop skill in history taking and performing mental status examination.
5. Describe etiological factors, psycho-pathology, clinical feature diagnostic criteria and treatment methods used for mental disorders.
6. Manage the patients with various mental disorders.
7. Communicate therapeutically with patients and their families.
8. Identify role of the nurse in preventive psychiatry.
9. Identify the legal aspects in practice of mental health and psychiatric nursing.


Duration : 1 years

Medium of Instruction and Examination: English

Eligibility Criteria for Admission:

The eligibility criteria for admission shall be as under:

- (i) Must have 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+1 in or before 1986, will be eligible for admission.
- (ii) Must have obtained a Diploma in General Nursing and Midwifery from a recognized Board/University and registered as R.N.R.M. with the State Nurses Registration Council. A male nurse, trained before the implementation of the new integrated course besides being registered as a nurse with State Nurses Registration Council, shall produce evidence of training approved by Indian Nursing Council for a similar duration in lieu of midwifery in any one of the following areas:
 - a. O.T. Techniques
 - b. Ophthalmic Nursing
 - c. Leprosy Nursing
 - d. TB Nursing
 - e. Psychiatric Nursing


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single aspect of our person cannot be measured or easily reported but it is possible to obtain a global picture by collecting subjective and objective information to delve into a person's true mental health and well being.

Many psychiatric mental health nurses are involved in the administration of medicines, both in oral (e.g. tablet or liquid) form or by intramuscular injection. Nurse practitioners can prescribe medication. Nurses will monitor for side effects and response to these medical treatments by using assessments. Nurses will also offer information on medication so that, where possible, the person in care can make an informed choice, using the best evidence, available.

Psychiatric mental health nurses are also involved in the administration of the treatment of electroconvulsive therapy and assist with the preparation and recovery from the treatment, which involves an anesthesia. This treatment is only used in a tiny proportion of cases and only after all other possible treatments have been exhausted. The most important duty of a psychiatric nurse is to maintain a positive therapeutic relationship with patients in a clinical setting. The fundamental elements of mental health care revolve around the interpersonal relations and interactions established between professionals and clients. Individualized care becomes important when nurses need to get to know the patient. To lives this knowledge the psychiatric nurse must see patients as individual people with lives beyond their mental illness.

Goal

Mental health nurse assist people with mental illness in leading more productive and autonomous lifestyles, and to promote mental health through service, advocacy, and education. It helps in Promotion of optimal mental and physical health and well-being and prevention of mental illness.

Objectives:

At the end of course, the student will:



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	<ul style="list-style-type: none"> • Methods of presenting data • Management information system. 	Desirable to know Desirable to know Nice to know	
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Mental Health Nursing


Preamble

Psychiatric nursing or mental health nursing is the appointed position of a nursing that has specialized in mental health and cares for people of all ages with mental illness or mental distress, such as schizophrenia, bipolar disorder, psychosis, depression, dementia and many more. Nurses in this area receive specific training in psychological therapies, building a therapeutic alliance, dealing with challenging behavior, and the administration of psychiatric medication. A psychiatric nurse will have to have attained a bachelor's degree in nursing to become a registered nurse (RN) and specialise in mental health. Degrees vary in different countries, and are governed by country-specific regulations. Psychiatric nurses work in hospitals, mental institutes, correctional institutes, and many other facilities. The term mental health encompasses a great deal about a single person, including how we feel, how we behave, and how well we function. This




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5	<ul style="list-style-type: none"> • Role of the community health nurse. • National health programmes • Maternal and child health programmes • Family welfare and school health services Occupational health services. • As a member of the health team. • Training and supervision of health care workers. 	<p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p>	7
6	<ul style="list-style-type: none"> • Epidemiology • Definition-concepts, aims, objectives, methods, principles • Epidemiology – Theories and models • Application of Epidemiology, principles and concepts in community health. 	<p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p>	6
7	<ul style="list-style-type: none"> • Bio statistics and vital statistics • Introduction, definition and scope, legislation Report, recording and compiling of vital statistics at the local, state, national and international level. • Definitions and methods of computing vital statistics 	<p>Desirable to know</p> <p>Nice to know</p>	8


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		Must know	
3	<ul style="list-style-type: none"> • Organisation and administration of health services in India. • National health policy • Health care delivery system in India • Health team concept <ul style="list-style-type: none"> a) Centre, State, district, urban health services, rural health services b) System of medicines c) Centrally sponsored health schemes d) Role of voluntary health organizations and international health agencies e) Role of health personnel in the community f) Public health legislation. 	Must know Must know Must know Must know	15
4	<ul style="list-style-type: none"> • Health Education • Aims concepts and scope of the health education National plan for health education Communication techniques • Methods and media for health education programmes • Planning for health education and role of nurse 	Must know Must know Must know Must know	8


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160 S.No	Topic	Domains	Hours
1	<ul style="list-style-type: none"> • Introduction • Introduction to community health –Concepts, Principles and elements of primary health care. • Introduction to community health nursing. Concepts of community health nursing – community nursing process. • Objectives, scope and principles of community health nursing. 	<p>Desirable to know</p> <p>Must know</p> <p>Must know</p>	6
2	<ul style="list-style-type: none"> • Family health services • Concept, objectives, scope and principles. • Individual family and community as a unit of service • Principles and techniques of home visiting • Establishing working relationship with the family. • Working with families in relation to prevention of disease, promotion of health. • Care of the sick in the home, physically handicapped and mentally challenged. • Surveillance and monitoring 	<p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Must know</p>	10


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4. Describe epidemiological methods and principles of prevention and control of illness in the community.

5. Identify the role of personnel working in the community health set up. 6. Plan the work of community health nurse and supervise and train health workers.



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	Computer aided teaching & testing				
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Textbook:

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

COMMUNITY HEALTH NURSING

Placement: Second Year

Time allotted:

Theory – 60hrs

Practical -240 hrs

PREAMBLE

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


OBJECTIVES

1. Explain the concept of various factors contributing to health of individual, family and community.
2. Identify the role of community health nurse




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


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	<p>findings</p> <p><input type="checkbox"/> Verbal report</p> <p>.Writing research report</p> <p>.Writing scientific article/paper</p> <p><input type="checkbox"/> Critical review of published research</p> <p><input type="checkbox"/> Utilization of research findings</p>		<p>research findings,</p> <p><input type="checkbox"/> Verbal report.</p> <p>Writing research report</p> <p>.Writing scientific article/paper</p> <p>, Critical review of published research,</p> <p>Utilization of research findings</p>		
7.	<p>Explain the use of statistics, scales of measurement and graphical presentation of data.</p> <p><input type="checkbox"/> Describe the measures of central tendency and</p>	<ul style="list-style-type: none"> Explain the use of statistics, scales of measurement and graphical presentation of data. <p><input type="checkbox"/> Describe the measures of central tendency and variability and methods of correlation.</p>	<p>To Cover</p> <p>Explain the use of statistics, scales of measurement and graphical presentation of data,</p> <p>Describe the measures of central tendency and</p>	<p>Vertical teaching on use of statistics and graphical presentation of data.</p>	14 Hrs


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	<p>oning, interviewi ng .Observati ons, record analysis and measurem ent</p> <p><input type="checkbox"/><input type="checkbox"/>Pilot study</p> <p><input type="checkbox"/><input type="checkbox"/>Data collection procedure</p>		<p>Observation s, record analysis and measureme nt</p> <p>Pilot study, Data collection procedure</p>		
5.	<p>Analysis of data:</p> <p><input type="checkbox"/><input type="checkbox"/>Compl ication, Tabulation , Summariz ation, presentatio n, interpretati on of Data</p>	<p><input type="checkbox"/><input type="checkbox"/>Analyze, interpret and summarize the research data</p>	<p>To Cover Analysis of data:<input type="checkbox"/>Com plication, , Summarizat ion, presentation , interpretatio n of Data</p>	Teacher seminar on data analysis	4 Hrs
6.	<ul style="list-style-type: none"> • Communic ation and utilization of Research <input type="checkbox"/><input type="checkbox"/>Comm unication of research 	<ul style="list-style-type: none"> • Communicate and utilize the research findings 	<p>To Cover Communica tion and utilization of Research, Communica tion of</p>	Student seminar on communication and utilization of research.	3 hrs


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4.	<p>Sampling and data collection</p> <p>□□Definit ion of population Sample, sampling criteria, factors influencin g</p> <p>sampling process, types of sampling techniques</p> <p>□□Data- why, what from whom, when and where to collect</p> <p>□□Data collection methods and instrument s:</p> <p>□□Metho ds of data collection</p> <p>□□Questi</p>	<p>• Explain the sampling and data collection</p>	<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 , interviewin g</p>	<p>Teacher seminar on sampling and data collection.</p>	4Hrs
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	literature		Writing objectives, Teaching Learning Activities: Lecture Discussion. <input type="checkbox"/> Exercise on writing statement of problem and objectives		
3.	<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 	To cover Research approaches and designs, Historical, Survey and experimental Qualitative and quantitative designs	Teacher seminar on research approaches and design.	4 Hrs


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S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
1.	<ul style="list-style-type: none"> □□ Steps of scientific methods • Definition of research • Need for nursing research • Characteristics of good research. Research Process 	<ul style="list-style-type: none"> • Describe the concept of research, terms, need and areas of research in nursing. • Explain the steps of research process. • Research and research process 	<p>To cover Introduction and need for nursing research, Definition of research and nursing research, Steps of scientific method, Characteristics of good research</p> <p>□□ Steps of research process-overview</p>	<p>Teacher seminar on Needs for nursing research and steps of scientific method.</p> <p>Interactive session on characteristics of good research.</p>	4 Hrs
2.	<ul style="list-style-type: none"> • Statement of research problem. • Statement of purpose and objectives. • Definition of research terms. • Review of 	<ul style="list-style-type: none"> • Identify and state the research problem and objectives • Review the related literature 	<p>To cover Research problem/question</p> <p>Identification of problem area.</p> <p>Problem statement, Criteria of a good research problem</p>	<p>Teacher seminar on research problem</p> <p>Exercise on writing statement of problem and objectives</p>	3 Hrs


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6	<ul style="list-style-type: none"> • Communication of research findings • Writing Report; Organizing materials for writing Format of the report Use of Computers 	Desirable to know Must know	3
7	B.INTRODUCTION TO STATISTICS UNIT I <ul style="list-style-type: none"> • Descriptive Statistics. • Frequency Distribution –Types of measure – frequencies, class interval, graphic methods of describing frequency. • Measures of central tendency –Mode, Median and mean. Measures of variability : Range, standard deviation • Introduction to normal probability 	Must know	8
8	<ul style="list-style-type: none"> • Correlation • Computation by rank difference methods • Uses of correlation co-efficient • Biostatistics: Crude rates and standardized rates, ratio and estimation of the trends. 	Must know	4
9	<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. 	Desirable to know	2
10	<ul style="list-style-type: none"> • Use of statistical packages. • Introduction to internet & use of electronic mail • Computer aided teaching and testing 	Must know	10


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		Domain	Hours
1	<ul style="list-style-type: none"> Steps of scientific methods. Definition of research Need for nursing research Characteristics of good research. Research process. 	Must know Must know Nice to know Must know	3
2	<ul style="list-style-type: none"> Statement of research problem Statement of purpose and objectives Definition of research terms Review of literature. 	Must know Must know Desirable to know Must know	3
3	Research approaches:- historical, survey and experimental	Must know	3
4	<ul style="list-style-type: none"> Sampling techniques and methods of data collection. Sampling $\frac{3}{4}$ Instruments-questionnaire. Interview Observation schedule, records, measurements Reliability and validity of instruments. 	Must know Must know Must know Must know	5
5	<ul style="list-style-type: none"> Analysis of Data: Tabulation Classification and summarization Presentation Interpretation of data 	Must know Must know Must know Must know	4


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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.

II. Short Answer: (3X 2 = 6)

1. What is Cohort Study?
2. Define Probability.
3. Differentiate Qualitative and Quantitative research.

S.NO	Topic		
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5. Caroly M.H, *Research Methods for Clinical Therapists Applied Project Design and Analysis*, 1999, Churchill Livingstone.
6. Indrani P.K., T.K, *Research Methods for Nurses*. Jayppe Brothers, 2005 New Delhi

QUESTIONS

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?
2. Types of close ended questions.


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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)

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)

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


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 .

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.


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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
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


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	<ul style="list-style-type: none"> • Torts • Penalties and punishments • Malpractice & Negligence 				
8	Professional advancement <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. 	Explain the various opportunities for professional advancement	<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>	Lecture Discussion Simulated exercises Seminar Participation in research activities	5


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	<p>and issues in Nursing</p> <ul style="list-style-type: none"> • 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 		<p>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> <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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	<ul style="list-style-type: none"> • Conferences • Campus Selections • Publishing results and annual reports • Publication, Brochure magazine 				
7	Nursing as a Profession <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 	Describe ethical and legal responsibilities of a professional nurse Explain the nursing practice standards	To cover the philosophy, aims, objectives, mission, vision, characteristics of a professional nurse. To cover the regulatory bodies: INC, SNC Acts—Constitution,	Didactic Lecture through Power point projector	5



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	<ul style="list-style-type: none"> • 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 				
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	<ul style="list-style-type: none"> • Admission Register • Student accommodation • Hostel facilities – I.N.C • Transportation facilities • Administration of curriculum • Plan organize and install the facilities for implementation of the curriculum • Master rotation • Clinical rotation • Teaching system • Clinical facilities • Affiliation • Evaluation • • Student evaluation • Teacher evaluation • Course evaluation 				
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	<p>Placement, guidance and supervision</p> <p>-Performance appraisal</p> <p>-Institutional reports and records</p> <ul style="list-style-type: none"> • Administration of students • Selection and admission, Orientation, • Students Health Programme • Students Welfare Guidance and Counseling • Co-curricular and Professional activities • Records and Reports • Transcript/C.V • Cumulative Record 				
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	<p>Nursing</p> <p>College of Nursing</p> <ul style="list-style-type: none"> • Management of faculty -Selection and recruitment -Orientation programme -Organization chart -Job description -Job specification • Staff development Continuing education In service education Work shops • Staff welfare, leave, salary - Promotion, 				
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	methods & evaluation of staff education program				
6	Management of Nursing Educational Institutions <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 <ul style="list-style-type: none"> -Physical facilities -Staff pattern School of 	Describe management of nursing educational institutions	<p>To cover the norms and guidelines of INC to establish the school or college of nursing.</p> <p>To cover the philosophy, objectives, affiliation and accreditation by regulatory bodies</p>	Lecture Discussion Visits to INC, TNAI. Discussion about INC syllabus.	15


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	<p>manuals</p> <ul style="list-style-type: none"> • Performance appraisal of all categories of staff, Nursing audit • Anecdotal records, Evaluation of Patient care. • Quality assurance 				
5	<p>In Service education</p> <ul style="list-style-type: none"> • Nature & scope of in-service education program • Organization of in-service education • Principles of adult learning. • Planning for in-service education program, techniques, 	Participate in planning and organizing in-service education program	<p>To cover the organization of in service education its nature and scope.</p> <p>To cover the principles of adult learnin</p> <p>To cover the evaluation of in service education</p>	<p>Lecture Discussion</p> <p>Visits to INC, TNAI.</p> <p>Discussion about INC syllabus</p>	5


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	(Human) Resource management Importance <ul style="list-style-type: none"> • Selection & recruitment • Manpower planning • Man power recruitment Staff Patient Ratio • Job description Job analysis • Job specification • Maintenance of supplies and equipment in nursing service units • Role of the Head Nurse • Role of administrator • Evaluation • Nursing rounds, Nursing protocols, 				
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	<ul style="list-style-type: none"> • 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 		<p>dynamics</p> <p>Techniques of</p> <p>Communication and</p> <p>Inter personal relationships</p> <p>To cover the human relations and Public relations in context of nursing</p>		
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			<p>procedures and practices</p> <p>To cover the staff development programmes like induction and orientation programme, inservice and continuing education.</p>		
4	<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 		<p>To cover the Concepts and theories of organizational behaviors</p> <p>Review of channels of communication</p> <p>Leadership styles.</p> <p>To cover the motivation, Concepts and Theories</p> <p>Group</p>	<p>Didactic</p> <p>Lecture through Power point projector</p> <p>Student seminar</p> <p>Group Discussion</p>	30


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	function, Leadership styles <ul style="list-style-type: none"> • Qualities of a leader Leadership in management of nursing service <ul style="list-style-type: none"> • 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		.deployment, retaining of staff, promotion and superannuation of nursing staff. To cover the budgeting process in nursing college and hospital. To cover the management of material supply and equipment To cover the Procurement, inventory control, auditing and maintenance of mate To cover the supervision and guidance. To cover the Implement standards, policies,		
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	<ul style="list-style-type: none"> • 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>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>		
3	<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, 	Describe the management of nursing services in the hospital and Community	<p>To cover the management of nursing services in hospital and patient care unit during emergency and disaster condition.</p> <p>To cover the recruitment, selection</p>	<p>Lecture Discussion</p> <p>Demonstration</p> <p>Simulated exercises</p> <p>Case studies</p>	6


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	mission, philosophy, objectives, <ul style="list-style-type: none"> • 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, • Quality Management Programme 		operational and strategic planning. To cover the staffing its pattern, norms and philosophy in nursing and Nurse patient ratio. To cover the recruitment, selection deployment, retaining of staff, promotion and superannuation of nursing staff. To cover the budgeting process in nursing college and hospital. To cover the management of material supply and		
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	<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>Nice to know</p> <p>Must know</p> <p>Must to know</p> <p>Must know</p>	
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S.No	Topic	Learning objective	Teaching Guidelines	Methodology	HRS
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	Explain the principles and functions of management	<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>	Didactic Lecture through Power point projector.	4
2	Management Process  Planning-meaning Dean nature, principles, Faculty of Nursing SGT University Budhera, Gurugram	Describe the elements and process of management	<p>To cover the management process as whole i.e. planning,</p>	Lecture Discussion Teacher seminar	5


7.	Nursing as a Profession <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 • Penalties and punishments • Malpractice & Negligence 	Must to know Must know Nice to know Must know Must to know Must know Must to know Must know Nice to know Must know Must to know Must know	5
8.	Professional advancement	Must to know	5


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	<ul style="list-style-type: none"> • Teaching system • Clinical facilities • Affiliation • 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>Nice 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>Nice to know</p> <p>Must know</p> <p>Must to know</p> <p>Must know</p>	
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	<p>Work shops</p> <ul style="list-style-type: none"> • Staff welfare. leave, salary - Promotion, Placement, guidance and supervision -Performance appraisal -Institutional reports and records • Administration of students • Selection and admission, Orientation, • Students Health Programme • Students Welfare Guidance and Counseling • Co-curricular and Professional activities • Records and Reports • Transcript/C.V • Cumulative Record • Admission Register • Student accommodation • Hostel facilities – I.N.C • Transportation facilities • Administration of curriculum • Plan organize and install the facilities for implementation of the curriculum • Master rotation • Clinical rotation 	<p>Must know</p> <p>Must to know</p> <p>Must know</p> <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> <p>Nice 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 to know</p>	
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6.	Management of Nursing Educational Institutions <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 <ul style="list-style-type: none"> -Physical facilities -Staff pattern <ul style="list-style-type: none"> School of Nursing College of Nursing Management of faculty <ul style="list-style-type: none"> -Selection and recruitment -Orientation programme -Organization chart -Job description -Job specification Staff development <ul style="list-style-type: none"> Continuing education In service education 	Must know Must know Must know Must to know Must know Must know Must know Must to know Must know Must to know Must know Nice to know Must know Must know Must to know Must know Nice to know	15
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	Job analysis <ul style="list-style-type: none"> • Job specification • Maintenance of supplies and equipment in nursing service units • Role of the Head Nurse • 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 Must know	
5.	In Service education <ul style="list-style-type: none"> • Nature & scope of in-service education program • Organization of in-service education • Principles of adult learning. • Planning for in-service education program, techniques, methods & evaluation of staff education program 	Must know Must know Must know Must know	5


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	<ul style="list-style-type: none"> • Philosophy and objectives. 	Must know	
	<ul style="list-style-type: none"> • Organization of the hospital, nursing service department 	Must to know	
	<ul style="list-style-type: none"> • The Nursing Service Unit, Planning-Physical facilities, floor space 	Must know	
	<ul style="list-style-type: none"> • Time planning weekly/Daily plan 	Must know	
	<ul style="list-style-type: none"> • Hospital and Patient Care Unit 	Must to know	
	<ul style="list-style-type: none"> • Factors affecting ward management 	Must to know	
	<ul style="list-style-type: none"> • Patient Classification System 	Must know	
	<ul style="list-style-type: none"> • Assignment of patients 		
	<ul style="list-style-type: none"> • Role of Head Nurse in training of students Ward Teaching, 	Must know	
	<ul style="list-style-type: none"> • Nursing rounds, Nursing care conference 	Must to know	
	<ul style="list-style-type: none"> • Setting standards for nursing care 	Must know	
	<ul style="list-style-type: none"> • Procedure manual 		
	<ul style="list-style-type: none"> • Duties & responsibilities and Job description of various categories of staff 	Must know	
	<ul style="list-style-type: none"> • Delegation 	Desirable to know	
	<ul style="list-style-type: none"> • Participatory management 	Desirable to know	
	<ul style="list-style-type: none"> • Personnel (Human) Resource management Importance 	Desirable to know	
	<ul style="list-style-type: none"> • Selection & recruitment 		
	<ul style="list-style-type: none"> • Manpower planning 		
	<ul style="list-style-type: none"> • Man power recruitment Staff Patient Ratio 	Desirable to know	
	<ul style="list-style-type: none"> • Job description 	Desirable to know	


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	<p>Chart</p> <ul style="list-style-type: none"> • Budgeting concept, principles, types, cost • Benefit analysis, audit. • Material management equipment and supplies 		
3.	<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 <p>Leadership in management of nursing service</p> <ul style="list-style-type: none"> • Assertiveness • Motivation, concepts & theories • Group dynamics • Human relations • Public relations in context of nursing <p>Relations with professional association and employee union's collective bargaining work culture</p>	<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>	6
4.	Management of nursing service department		30


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S. No	TOPIC	DOMAIN	HRS
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, Quality Management Programme Evaluation and Review Technique (PERT) Bench Marking Activity Plan Gantt 	Must know Must know Must to know Must know Desirable to know Desirable to know Must know Must to know	5


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- ✓ 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

Rs 85,000 / 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

RESEARCH TRAINING

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


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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.

DURATION

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

ELIGIBILITY


1. Minimum eligibility criteria for Post Basic B.sc Nursing
Courses will be GNM pass from a recognized board/University.
 - ✓ Candidates shall be medically fit.
 - ✓ Students shall be admitted once in a year.

INTAKE CAPACITY

50 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.


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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.

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:



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	<ul style="list-style-type: none"> Patterns of future trends. 		<p>education and training programmes in India.</p> <p>Non-university and</p> <p>University programmes:</p> <p>ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc.</p> <p>(N) programs, M. Phil. and Ph.D.) in Nursing, post basic diploma programs, Nurse practitioner programs.</p>		
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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


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7.	Standardized Tools <ul style="list-style-type: none"> Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities 	Evaluate various tools for assessment of knowledge, skill, and attitude	To cover the concept Standardized Tools <ul style="list-style-type: none"> Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities 	Teacher seminar on Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities	12hrs
S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
8.	Nursing Educational programs <ul style="list-style-type: none"> Perspectives of Nursing education: Global and national 	Critically analyze the existing Nursing educational programs, their problems, issues and	To cover the concept of Nursing Educational programs <ul style="list-style-type: none"> Perspectives of Nursing education: Global and national Patterns of Nursing 	Student interactive session on Patterns of Nursing education and training programmes in India.	5hrs


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	moderation by panel, utilization • Developing a system for maintaining confidentiality				
S. No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
6.	Administration, Scoring and Reporting • Administering a test; scoring, grading versus marks • Objective tests, scoring essay test, methods of scoring, Item analysis.	Explain the concept, principles, steps, tools and techniques of evaluation	To cover the concept of Administration, Scoring and Reporting. Administering a test; scoring, grading versus marks • Objective tests, scoring essay test, methods of scoring, Item analysis	Hands on practice on Administering a test; scoring, grading versus marks • Student interactive session on Objective tests, scoring essay test, methods of scoring, Item analysis.	10 hrs
S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time


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<p>usability, norms, construction of tests-</p> <ul style="list-style-type: none"> • Essay. short answers questions and multiple choice questions. • Rating scales, checklist, OSCE/OSPE (Objective structured clinical/practical examination) • Differential scales, and summated scales, Socio-metry, anecdotal record, attitude scale, critical incident technique. • Question bank-preparation, validation, 		<p>tests-Essay, short answers questions and multiple choice questions. Rating scales, checklist, OSCE/OSPE (Objective structured clinical/practical examination) Differential scales, and summated scales, Socio-metry, anecdotal record, attitude scale, critical incident technique. Question bank-preparation, validation, moderation by panel, utilization. Developing a system for maintaining confidentiality</p>	<p>tests-Essay, short answers questions and multiple choice questions.</p> <p>-Student interactive session on Question bank-preparation, validation, moderation by panel, utilization</p> <ul style="list-style-type: none"> • Developing a system for maintaining confidentiality 	
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	<p>meaning, process, purposes, problems in evaluation and measurement.</p> <ul style="list-style-type: none"> Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages. Criterion and norm referenced evaluation 	<p>strategies.</p>	<p>and measurement.</p> <ul style="list-style-type: none"> Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages. Criterion and norm referenced evaluation. 	<p>meaning, process, purposes, problems in evaluation and measurement</p> <p>Student interactive session on Criterion and norm referenced evaluation.</p>	
5.	<p>Standardized and non-standardized tests:</p> <ul style="list-style-type: none"> Meaning, characteristics, objectivity, validity, reliability, 	<p>Describe the various tools for assessment of knowledge, skill, and attitude</p>	<p>To cover the concept of Standardized and non-standardized tests: its</p> <p>Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of</p>	<p>Teacher seminar on Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of</p>	12 hrs


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	<p>learning resource material using different media</p> <ul style="list-style-type: none"> • Instructional aids – types, uses, selection, preparation, utilization. • Teacher's role in procuring and managing instructional Aids – Project and non-projected aids, multimedia, video-tele conferencing etc 		<p>– types, uses, selection, preparation, utilization.</p> <ul style="list-style-type: none"> • Teacher's role in procuring and managing instructional Aids – Project and non-projected aids, multimedia, video-tele conferencing etc 	<p>material using different media.</p> <p>Hand on practice on Instructional aids – types, uses, selection, preparation, utilization.</p>	
S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
4.	<p>Measurement and evaluation:</p> <ul style="list-style-type: none"> • Concept and -nature of measurement and evaluation, 	<p>Demonstrate competency in teaching, using various instructional</p>	<p>To cover the Concept and -nature of measurement and evaluation, meaning, process, purposes, problems in evaluation</p>	<p>Teacher seminar on Concept and nature of measurement and evaluation,</p>	10 HRS


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	roleplay (Socio-drama), clinical teaching methods, programmed instruction, self directed learning(SDL), micro teaching, computer assisted instruction(CAI), computer assisted learning (CAL)				
S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
3	Instructional media and methods <ul style="list-style-type: none"> Key concepts in the selection and use of media in education Developing 	Describe the various instructional media and methods in teaching learning process.	To cover the concept of Instructional media and methods its Key concepts in the selection and use of media in education, Developing learning resource material using different media, Instructional aides	Student interactive session on Key concepts in the selection and use of media in education. Teacher seminar on Developing learning resource	10 HRS


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<ul style="list-style-type: none"> Competency based education (CBE) and outcome based education (OBE) Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, 	<p>plan: meaning, its need and importance, formats.</p> <ul style="list-style-type: none"> Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, roleplay (Socio-drama), clinical teaching methods, programmed instruction, self directed learning(SDL), micro teaching, computer assisted instruction(CAI), computer assisted learning (CAL) 	<p>interactive session on Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats.</p>
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	development of Nursing education in India			Nursing education in India.	
S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
2.	Teaching – Learning Process <ul style="list-style-type: none"> Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. Educational aims and Objectives; types, domains, levels, elements and writing of educational Objectives. 	Describe the teaching and learning process.	To cover the Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. Educational aims and Objectives; types, domains, levels, elements and writing of educational Objectives. <ul style="list-style-type: none"> Competency based education (CBE) and outcome based education (OBE) Instructional design: Planning and designing the lesson, writing lesson 	Teacher seminar on Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. Student seminar on Competency based education (CBE) and outcome based education (OBE) Student	20HRS



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1.	<ul style="list-style-type: none"> Education: Definition, aims, concepts, philosophies & their education implications, Impact of Social, economical, political & technological changes on education: Professional education Current trends and issues in education Educational reforms and National Educational policy, various educational commissions reports Trends in 	<p>Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.</p>	<p>Education: Definition, aims, concepts, philosophies & their education implications, Impact of Social, economical, political & technological changes on education: Professional education</p> <ul style="list-style-type: none"> Current trends and issues in education Educational reforms and National Educational policy, various educational commissions reports Trends in development of Nursing education in India 	<p>seminar on Education: Definition, aims, concepts, philosophies & their education implications</p> <ul style="list-style-type: none"> Student interactive session on Educational reforms and National Educational policy, various educational commissions reports and Trends in development of 	
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	B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc. (N) programs, M. Phil. and Ph.D.) in Nursing, post basic diploma programs, Nurse practitioner programs.	Nice to know Desirable to know	
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S.No	Topic	Learning objective	Teaching Guidelines	Methodology	Time
	Introduction:		To cover the concept of	• Teacher	10HRS


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S. No	Topic	DOMAIN	Time
6.	Administration, Scoring and Reporting <ul style="list-style-type: none"> Administering a test; scoring, grading versus marks Objective tests, scoring essay test, methods of scoring, Item analysis. 	Must to know Desirable to know	10 hrs
7.	Standardized Tools <ul style="list-style-type: none"> Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities 	Must to know	12hrs
S.No	Topic		Time
8.	Nursing Educational programs <ul style="list-style-type: none"> Perspectives of Nursing education: Global and national Patterns of Nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic 	Must to know Desirable to know Nice to know Desirable to know	5hrs


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- Neurological and Neuro surgical Nursing
- Community Health Nursing
- Cancer Nursing
- Orthopedic Nursing
- Candidates shall be medically fit.
- Students shall be admitted once in a year.

INTAKE CAPACITY: 35 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

TEACHING STRATEGIES:-

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

Method of Teaching

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

Methods of Evaluation

- Quiz, Tests (Term)
- Assignments/Term paper



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- 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.
7. Rao (SD), Psychology and Sociology for Para medicals, Jaypee Brothers, New Delhi, 21


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.
- If the chapters have got units, then unit wise description should be given.



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S.no.	Topic	Domain	Hours
1	Introduction Importance of study of sociology in nursing, relationship of anthropology, sociology, etc.	Must know	01
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 Personal disorganization 	Must know Must Know Nice to Know Desirable to know	03
3	Culture <ul style="list-style-type: none"> Nature of culture Evolution of culture Diversity and uniformity of culture Trans cultural society Influence on health and disease 	Must know Nice to Know Desirable to know	03
4	Social organization <ul style="list-style-type: none"> Social groups, crowds and public groups, nations, race. Social institutions: The family marriage, education, religion, arts, economic organization, political organization The urban and rural community in India: Ecology, characteristics of the village, characteristics of the town and city. Social stratification: Class and caste. 	Must know Must know Desirable to know Desirable to know	



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5	Social process Nature and process of social change: Factors influencing cultural change. Cultural lag.	Desirable to know	
6	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 marginalized groups. childlabour, child abuse, delinquency and crime, substance abuse, HIV / AIDS. <ul style="list-style-type: none"> • Social Welfare programs in India • Role of Nurse 	Must know	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 Importance of study of sociology in nursing, relationship of anthropology, sociology, etc.	<ul style="list-style-type: none"> Explain the definition, nature ,scope, importance and application of sociology in nursing 	To cover the introduction and definition of sociology. To cover the nature, scope and former or specialist school of thought To cover the importance/significance/utility of sociology and importance of studying sociology in India	1.student Interactive session with the students regarding Definition, nature, scope 2. Didactic lecture through power point projections on Importance and application of Sociology in Nursing	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 ▪ Personal disorganization 	<p>Discuss in detail about Society and Community, Nature of Society, Difference between Society and Community. Process of Socialization and Individualization, Personal disorganization</p>	<p>To cover meaning of individualization, society, evolution of society, characteristics of society, types of society, Community Process of Socialization and Individualization and Personal disorganization</p>	<ul style="list-style-type: none"> • Didactic lecture through power point projections • Student interactive session 	3hrs
3	Culture <ul style="list-style-type: none"> ▪ Nature of culture ▪ Evolution of culture ▪ Diversity and uniformity of culture ▪ Trans cultural 	<ul style="list-style-type: none"> • Elaborate the meaning of culture • Discuss the evolution of culture • Explain the diversity and uniformity of culture • Discuss the concept of Trans cultural society and its 	<p>To cover definition of culture.</p> <p>To cover the nature and characteristics of culture.</p> <p>To cover the diversity and</p>	<ol style="list-style-type: none"> 1. Group discussion on definition of culture, concept of culture 2. Student interactive session on 	3hrs


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	<p>society</p> <ul style="list-style-type: none"> ▪ Influence on health and disease 	<p>Influence on health and disease</p>	<p>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	<p>Social organization</p> <ul style="list-style-type: none"> • Social groups, crowds and public groups, nations, race. Social institutions: The family marriage, education, religion, arts, economic organization, political organization • The urban and rural community in India: Ecology, characteristic 	<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 Describe the Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction & Social Explain the 	<p>To cover Social groups, crowds and public groups, nations, race. Social institutions: The family marriage, education, religion, arts, economic organization, political organization</p> <p>The urban and rural community in India: Ecology, characteristics of the village, characteristics of the town and city.</p> <p>Social stratification: Class and caste.</p>	<ul style="list-style-type: none"> • Didactic lecture on meaning, definition of social process. • Student interactive session on types of groups 	4hrs


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	<p>s of the village, characteristic s of the town and city.</p> <ul style="list-style-type: none"> • Social stratification: Class and caste. 	<p>Co-operation, Competition, Conflict</p> <ul style="list-style-type: none"> • Explain the Social Stratification 		<ul style="list-style-type: none"> • Student seminar 	
5	<p>Social process</p> <p>Nature and process of social change: Factors influencing cultural change. Cultural lag.</p>	<p>Describe the Nature and process of social change</p> <p>Explain the Factors influencing cultural.</p> <p>Discuss the cultural lag</p>	<p>To cover Nature and process of social change: Factors influencing cultural change. Cultural lag.</p>	<p>Group discussion on Society and population, Population distribution in India- Demographic characteristics.</p> <p>Student seminar</p>	6hrs


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6	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 marginalized groups, childlabour, child abuse, 	<ul style="list-style-type: none"> • Discuss the Social disorganization • Elaborate the various social problems. • Briefly discuss the Social Welfare programs in India & Role of Nurse 	To cover Social disorganization Control & Planning, social & Social Welfare programs in India	Didactic lecture Student interactive session Group discussion	7hrs


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	delinquency and crime, substance abuse, HIV / AIDS. • Social Welfare programs in India • Role of Nurse				
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NURSING EDUCATION

M.Sc. Nursing 1st year

Preamble

Nursing education consists of the theoretical and practical training provided to nurses with the purpose to prepare them for their duties as nurse care professionals. This education is provided to nursing students by experienced nurses and other medical professionals who have qualified or experienced for educational tasks. The aim of nursing education is a



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development of the nursing profession. One way to promote development is to clarify the professional role. The role definition for nursing is mostly transmitted through tacit knowledge. We consider that the professional development of the nursing profession requires a clear and well defined nurse role.

The overall development requires recognition of a professional status together with a clear and well- defined role. We have found a significant change in the distribution of role conceptions which occurred after the nurses had experienced their first year as registered nurse.


Goal

Nursing education is essential to prepare nurses to improve the quality of nursing education and practice in India. It prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society. It encourages accountability and commitment to lifelong learning which fosters improvement of quality care. It builds upon and extends competence acquired at the graduate levels, emphasizes application of relevant theories into nursing practice, education, administration and development of research skills.

Objectives:

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

1. Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.
2. Describe the teaching learning process.


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3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing Nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in Nursing.
9. Demonstrate skill in guidance and counseling.
10. Describe the problems and issues related to Administration of Nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in Nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of evaluation.
15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

Duration : 1 years

Medium of Instruction and Examination : English

Eligibility Criteria for Admission:



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The eligibility criteria for admission shall be as under:

- i. The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.
- ii. 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.
- iii. 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.
- iv. Minimum one year of work experience after Basic B.Sc. Nursing.
- v. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.
- vi. Candidate shall be medically fit.
- vii. 5% relaxation of marks for SC/ST candidates may be given.

Eligibility to Appear in the Examinations:

The following regular students shall be eligible to appear in the examination:

- (i) The student should bear a good moral character.
- (ii) The student must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of the each subject for appearing in the examination.
- (iii) The student must have 100% attendance in each of the practical areas before award of degree.
- (iv) A deficiency in the attendance, both in theory and practical may be condoned by the Principal, Dashmesh College of Nursing up to 5%.
- (v) The student must secure at least 50% marks of the total marks fixed for internal assessment in each subject, separately.
- (vi) The student, who fulfils the conditions laid down under (i) to (iii) above for one or more subjects and not for the other(s), will be allowed to take examination only in such


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subject(s) in which he fulfills the conditions.

INTAKE CAPACITY:

20 Seats per year

CAREER OPPORTUNITIES:

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

CORE DEPARTMENT:

Department of medical surgical nursing, department of paediatric nursing, department of community health nursing and department of psychiatric nursing.

FEE STRUCTURE:

Rs 160000 per year, the examination fees will be decided by the university.

TEACHING STRATEGIES**Activities**

- Critical evaluation of any nursing education program offered by a selected institution.
- Annotated bibliography



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- Report of field visits (5)
- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits
 - Projects
 - Role-plays
 - Clinical methods
 - Demonstration
 - Practice Teaching
 - Audio-visual aids using different media.
 - Develop course plan, unit plans, rotation plans.

TEACHING AND CLINICAL HOURS

Total hours of instructions is 300 hrs out of which theory is 150 hours and practical is 150 hours.

Method of Teaching

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



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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-I	50
Preparation/use of learning resource material	25
Construction of tests/ rotation plan	25


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S.No	Topic	DOMAIN	Time
1.	<p>Introduction:</p> <ul style="list-style-type: none"> • Education: Definition, aims, concepts, philosophies & their education implications, • Impact of Social, economical, political & technological changes on education: • Professional education • Current trends and issues in education • Educational reforms and National Educational policy, various educational commissions reports • Trends in development of Nursing education in India 	<p>Nice to know</p> <p>Must know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Nice to know</p>	10HRS
S.No	Topic	DOMAIN	Time
2.	<p>Teaching – Learning Process</p> <ul style="list-style-type: none"> • Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. • Educational aims and Objectives; types, domains, levels, elements and writing of educational 	<p>Must to know</p> <p>Desirable to know</p>	20HRS


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	<p>Objectives.</p> <ul style="list-style-type: none"> • Competency based education (CBE) and outcome based education (OBE) • Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. • Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, roleplay (Socio-drama), clinical teaching methods, programmed instruction, self directed learning(SDL), micro teaching, computer assisted instruction(CAI), computer assisted learning (CAL) 	<p>Must to know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Desirable to know</p>	
S.NO	TOPIC	DOMAIN	Time
3	<p>Instructional media and methods</p> <ul style="list-style-type: none"> • Key concepts in the selection and use of media in education • Developing learning resource material using 	<p>Nice to know</p>	10 HRS


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	<p>different media</p> <ul style="list-style-type: none"> • Instructional aids – types, uses, selection, preparation, utilization. • Teacher's role in procuring and managing instructional Aids – Project and non-projected aids, multimedia, video-tele conferencing etc 	<p>Desirable to know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Nice to know</p>	
4.	<p>Measurement and evaluation:</p> <ul style="list-style-type: none"> • Concept and -nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement. • Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages. • Criterion and norm referenced evaluation. 	<p>Must to know</p> <p>Nice to know</p> <p>Desirable to know</p> <p>Nice to know</p>	10 HRS


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5.	<p>Standardized and non-standardized tests:</p> <ul style="list-style-type: none"> • Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- • Essay, short answers questions and multiple choice questions. • Rating scales, checklist, OSCE/OSPE (Objective structured clinical/practical examination) • Differential scales, and summated scales. Socio-metry, anecdotal record, attitude scale, critical incident technique. • Question bank-preparation, validation, moderation by panel, utilization • Developing a system for maintaining confidentiality 	<p>Must to know</p> <p>Desirable to know</p> <p>Nice to know</p> <p>Desirable to know</p> <p>Nice to know</p> <p>Desirable to know</p> <p>Desirable to know</p>	12 hrs
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