


MASTER OF SCIENCE IN NURSING

SYLLABUS & CURRICULUM

2017

INDEX

| S.No | Content | Page No. |
|------|--|------------|
| 1. | Preamble | 3 |
| 2. | Subjects | 4 |
| 3. | Aims | 4 |
| 4. | Objective | 4 |
| 5. | Duration | 5 |
| 6. | Eligibility | 5 |
| 7. | Career opportunities | 5 |
| 8. | Teaching strategies | 5 |
| 9. | Revised M.Sc. (Nursing) Programme Scheme Of Examinations | 6-10 |
| | FIRST SEMESTER | 11 |
| 10. | Nursing Education | 12-27 |
| 11. | Nursing Research And Statistics | 28-38 |
| 12. | Clinical Speciality-I Obstetric And Gynaecological Nursing | 39-51 |
| 13. | Clinical Specialty –I Child Health (Paediatric) Nursing | 52-58 |
| 14. | Clinical Speciality – I Mental Health (Psychiatric) Nursing | 59-66 |
| 15. | Clinical Speciality- I Medical Surgical Nursing | 67-73 |
| 16. | Clinical Speciality – I Community Health Nursing | 74-82 |
| | SECOND SEMESTER | 83 |
| 17. | Advance Nursing Practice | 84-95 |
| 18. | Clinical Speciality-I Obstetric And Gynaecological Nursing | 96-110 |
| 19. | Clinical Specialty –I Child Health (Paediatric) Nursing | 111-117 |
| 20. | Clinical Speciality – I Mental Health (Psychiatric) Nursing | 118-126 |
| 21. | Clinical Speciality – I Medical Surgical Nursing | 127-136 |
| 22. | Clinical Speciality- I Community Health Nursing | 137-140 |
| | THIRD SEMESTER | 141 |
| 23. | Clinical Speciality – II Obstetric And Gynaecological Nursing | 142-153 |
| 24. | Nursing Clinical Specialty –II Child Health (Pediatric) Nursing | 154-165 |
| 25. | Clinical Speciality - II Psychiatric (Mental Health) Nursing | 166-183 |
| 26. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties - cardio Vascular and Thoracic Nursing | 184-196 |
| 27. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties- Critical Care Nursing | 197-207 |
| 28. | Clinical Speciality – II Medical Surgical Nursing | 208-220 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | |
|-----|--|---------|
| | Sub Specialties- Oncology | |
| 29. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties- Neuroscience Nursing | 221-233 |
| 30. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties - Nephro-Urology Nursing | 234-244 |
| 31. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties- Orthopedic | 245-256 |
| 32. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties- Gastro Enterology Nursing | 257-269 |
| 33. | Clinical Speciality – II Community Health Nursing | 270-277 |
| | FOURTH SEMSTER | 278 |
| 34. | Nursing Management | 279-293 |
| 32. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties - cardio Vascular and Thoracic Nursing | 294-303 |
| 32. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties- Critical Care Nursing | 304-315 |
| 33. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties- Oncology | 316-322 |
| 34. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties- Neuroscience Nursing | 323-331 |
| 35. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties - Nephro-Urology Nursing | 332-340 |
| 36. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties- Orthopedic | 341-351 |
| 37. | Clinical Speciality – II Medical Surgical Nursing Sub Specialties- Gastro Enterology Nursing | 352-358 |
| 38. | Clinical Speciality – I Mental Health (Psychiatric) Nursing | 359-367 |
| 39. | Nursing Clinical Specialty –II Child Health (Pediatric) Nursing | 368-376 |
| 40. | Clinical Speciality – II Community Health Nursing | 377-384 |
| 41. | Clinical Speciality – II Obstetric And Gynaecological Nursing | 385-391 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

SGT University, Gurugram

Faculty of Nursing

Masters in Nursing

Syllabus

Preamble:

The masters degree program is specifically designed for graduates of any Bachelor of Nursing degree to enable them to extend their nursing knowledge and skills in a specialist setting. The Master of Nursing program offers a flexible, external method of study. Some core courses and those in the Advanced Practice Nursing Field of Study are also delivered internally.

Students are able to select from five fields of specialization or use the generic Advanced Practice Nursing field tailored to suit the specialist practice setting of the student. The Advanced Practice Nursing field of study is offered internally only to domestic students. Students who do not currently hold Bachelor of Nursing, or equivalent, may only apply for the Graduate Certificate. When this is successfully completed students may then apply for entrance into the Graduate Diploma or Master of Nursing or Master of Nurse Practitioner Studies programs. This course is designed to assist students to develop a broad understanding of Fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

Philosophy:

We believe that:

National Health Policy (NHP) 2002 emphasizes the need to prepare nurses to function in super-speciality areas who are required in tertiary care institutions, entrusting some limited public health functions to nurses after providing adequate training, and increase the ratio of degree holding vis-a-vis diploma holding nurses.

It is observed that there is an acute shortage of nursing faculty in under graduate and post graduate nursing programme in India

Indian Nursing Council believes that:

Post Graduate programme is essential to prepare nurses to improve the quality of nursing education and practice in India. .

Post graduate programme in nursing 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.

The programme prepares nurses for leadership position in nursing and health fields who can



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

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.

This programme provides the basis for the post masteral programme in nursing. Further the programme encourages accountability and commitment to life long learning which fosters improvement of quality care

Aim:

The aim of the postgraduate program in nursing is to prepare graduates to assume responsibilities as nurse specialists, consultants, educators, administrators in a wide variety of professional settings

Objectives:

On Completion of the two year M.Sc Nursing programme, the graduate will be able to:-

- (a) Utilize/apply the concepts, theories and principles of nursing science
- (b) Demonstrate advance competence in practice of nursing
- (c) Practice as a nurse specialist.
- (d) Demonstrate leadership qualities and function effectively as nurse educator and manager.
- (e) Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health related research.
- (f) Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
- (g) Establish collaborative relationship with members of other disciplines
- (h) Demonstrate interest in continued learning for personal and professional advancement.

Duration:


Duration of Masters in Nursing is Two Years (4 semester)course

Medium of Instruction and Examination : English

Eligibility Criteria for Admission:

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.


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


- 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.

CAREER OPPURTUNITIES:

- Nurse clinician
- Nurse educators
- Researcher
- Administrator
- Nurse specialist
- Practitioner
- Nurse epidemiologist
- Wound care nurse
- Manager
- Planner
- Policy maker
- Counselor
- Nurse anesthetist
- Forensic nurse
- Hospice nurse
- Travel health nurse

TEACHING STRATEGIES

- Prepare Case studies with Nursing process approach and theoretical basis
- Presentation of comparative picture of theories
- Family case- work using model of prevention
- Annotated bibliography
- Report of field visits (5)
- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visi


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


REVISED M.Sc. (NURSING) PROGRAMMES
SCHEME OF EXAMINATIONS
W.E.F. ACADEMIC SESSION 2017-2018

Note 1: All Question Papers except "Nursing Research & Statistics" will have Two (02) parts.

| S.No. | Type of Question | Part | Total No. of Question | No. of Question to be attempted | Marks for each question | Total marks |
|---------------------|--|------|-----------------------|---------------------------------|-------------------------|-------------|
| 1. | Long Essay type | | 01 | 01 | 10 | 10 |
| 2. | Short Note | | 05 | 03 | 5 | 15 |
| 3. | Definitions | | 05 | 05 | 02 | 10 |
| 4. | Differentiation | A | 03 | 03 | 02 | 6 |
| 5. | Problem Based Question/Interpretation question | | 03 | 02 | 02 | 4 |
| 6. | Single Response Questions | | 10 | 10 | 01 | 10 |
| 7. | True And False | | 05 | 05 | 01 | 05 |
| 8. | Multiple Response Questions/ Assertion-Reasoning | B | 05 | 05 | 01 | 05 |
| 9. | Matching Questions/Text-Numerical Question | | 05 | 05 | 01 | 05 |
| 10. | Sequencing | | 05 | 05 | 01 | 05 |
| Grand totals | | | | | | 75 |

Note 2: Paper "Nursing Research & Statistics" will have two Sections—Section 1 and Section 2. Section 1 "Nursing Research" will be of 50 marks and Section 2 "Statistics" will be of 25 marks.

| S.No. | Type of Question | Part | Total No. of Question | No. of Question to be attempted | Marks for each question | Total marks |
|--|------------------|------|-----------------------|---------------------------------|-------------------------|-------------|
| Section 1 Nursing Research (50 marks) | | | | | | |
| 1. | Long Essay type | | 01 | 01 | 10 | 10 |
| 2. | Short Note | | 04 | 02 | 05 | 10 |
| 3. | Definitions | A | 03 | 03 | 02 | 06 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | | |
|--|--|----------|----|----|----|-----------|
| 4. | Differentiation | | 02 | 02 | 02 | 04 |
| 5. | Single Response Questions | | 05 | 05 | 01 | 05 |
| 6. | True And False | | 05 | 05 | 01 | 05 |
| 7. | Multiple Response Questions/ Assertion-Reasoning | B | 05 | 05 | 01 | 05 |
| 8. | Matching Questions/Text-Numerical Question | | 05 | 05 | 01 | 05 |
| Grand total marks | | | | | | 50 |
| Section 2 Statistics (25 marks) | | | | | | |
| 1 | Long Essay type | | 01 | 01 | 10 | 10 |
| 2 | Definitions | | 03 | 03 | 01 | 03 |
| 3 | Problem Based Question/Interpretation question | A | 02 | 01 | 02 | 02 |
| 4 | Single Response Questions | B | 05 | 05 | 01 | 05 |
| 5 | Multiple Response Questions/ Assertion-Reasoning | | 05 | 05 | 01 | 05 |
| Grand total Marks | | | | | | 25 |

{01 Credit = 15 Hours in Theory}

{01 Credit=30 Hours in Practical}

1st Semester

| Subject | Paper Code | Teaching Scheme | | | Examination Scheme | | | | | |
|---|------------|-----------------|------------------|--------------|--------------------|----------|-----------|----------|-------|-----------------------------------|
| | | Theory / Lab. | Skill/ Practical | Total Credit | Theory | | Practical | | Total | Duration of Paper (TH/PR) (Hours) |
| | | | | | Internal | External | Internal | External | | |
| Nursing Education | | 10 | 5 | 15 | 25 | 75 | 50 | 50 | 200 | 3/4 |
| Nursing Research and Statistics | | 10 | 2 | 12 | 25** | 75* | - | - | 100 | 3 |
| Clinical Speciality-1 first semester # Choose any one of the following specialties | | | | | | | | | | |
| Obstetric & Gynecological Nursing-I (Part-A) | 04120103 | 4 | 10 | 14 | 25 | 75 | - | - | 100 | 3 |
| Child Health (Pediatric) Nursing-I | 04130103 | 4 | 10 | 14 | 25 | 75 | - | - | 100 | 3 |



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | | | | | | |
|--|--------------|-----------|-----------|-----------|------------|------------|-----------|-----------|------------|---|
| (Part-A) | | | | | | | | | | |
| Mental Health (Psychiatric) Nursing-I (Part-A) | 04140103 | 4 | 10 | 14 | 25 | 75 | - | - | 100 | 3 |
| Community Health Nursing -I (Part-A) | 04150103 | 4 | 10 | 14 | 25 | 75 | - | - | 100 | 3 |
| Medical Surgical Nursing-I (Part-A) | 04150104 | 4 | 10 | 14 | 25 | 75 | - | - | 100 | 3 |
| | Total | 24 | 17 | 41 | 125 | 225 | 50 | 50 | 400 | |

Note: * Nursing Research = 50 marks; Statistics = 25 marks

**Nursing Research = 15; Statistics=10

2nd Semester

| Subject | Paper Code | Teaching Scheme | | | Examination Scheme | | | | | |
|---|------------|-----------------|-------------------|--------------|--------------------|----------|-----------|----------|-------|-----------------------------------|
| | | Theory / Lab. | Skill / Practical | Total Credit | Theory | | Practical | | Total | Duration of Paper (TH/PR) (Hours) |
| | | | | | Internal | External | Internal | External | | |
| Advance Nursing Practice | | 10 | 7 | 17 | 25 | 75 | - | - | 100 | 3 |
| Nursing Research and Statistics | | - | 2 | 2 | - | - | - | - | - | |
| Clinical Speciality-1 first semester # Choose any one of the following specialties | | | | | | | | | | |
| Obstetric & Gynecological Nursing-I (Part-B) | | 6 | 12 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| Child Health (Pediatric) Nursing-I (Part-B) | | 6 | 12 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |




Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | | | | | | |
|--|--------------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|-----|
| Mental Health (Psychiatric) Nursing-I (Part-B) | | 6 | 12 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| Community Health Nursing -I (Part-B) | | 6 | 12 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| Medical Surgical Nursing -I (Part-B) | | 6 | 12 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| | Total | 16 | 21 | 37 | 50 | 150 | 100 | 100 | 400 | |

= clinical and practical credits of semester first to be credited with second semester.

3rd Semester


| Subject | Paper Code | Teaching Scheme | | | Examination Scheme | | | | | |
|--|------------|-----------------|------------------|--------------|--------------------|----------|-----------|----------|-------|-----------------------------------|
| | | Theory / Lab. | Skill/ Practical | Total Credit | Theory | | Practical | | Total | Duration of Paper (TH/PR) (Hours) |
| | | | | | Internal | External | Internal | External | | |
| Dissertation & Viva | | - | 8 | 8 | - | - | - | - | - | - |
| Clinical Speciality-II Third semester # Choose any one of the following specialties | | | | | | | | | | |
| Obstetric & Gynecological - II (Part-A) Nursing | | 6 | 18 | 24 | 25 | 75 | - | - | 100 | 3 |
| Child Health (Pediatric) Nursing-II (Part-A) | | 6 | 18 | 24 | 25 | 75 | - | - | 100 | 3 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | | | | | | |
|--|--------------|----------|-----------|-----------|-----------|-----------|----------|----------|------------|---|
| Mental Health (Psychiatric) Nursing-II (Part-A) | | 6 | 18 | 24 | 25 | 75 | - | - | 100 | 3 |
| Community Health Nursing -II (Part-A) | | 6 | 18 | 24 | 25 | 75 | - | - | 100 | 3 |
| Medical Surgical Nursing-II (Part-A)*** | | 6 | 18 | 24 | 25 | 75 | - | - | 100 | 3 |
| *** Choose any one Sub specialties in Medical Surgical Nursing –II (Part-A) | | | | | | | | | | |
| (a) Cardio Vascular & Thoracic Nursing | | 6 | 18 | 24 | 25 | 75 | - | - | 100 | 3 |
| (b) Critical care Nursing | | 6 | 18 | 24 | 25 | 75 | - | - | 100 | 3 |
| (c) Oncology Nursing | | 6 | 18 | 24 | 25 | 75 | - | - | 100 | 3 |
| (d) Neurosciences Nursing | | 6 | 18 | 24 | 25 | 75 | - | - | 100 | 3 |
| (e) Nephro- Urology Nursing | | 6 | 18 | 24 | 25 | 75 | - | - | 100 | 3 |
| (f) Orthopedic Nursing | | 6 | 18 | 24 | 25 | 75 | - | - | 100 | 3 |
| (g) Gastro Enterology Nursing | | 6 | 18 | 24 | 25 | 75 | - | - | 100 | 3 |
| | Total | 6 | 26 | 32 | 25 | 75 | - | - | 100 | |


4th Semester

| Subject | Paper Code | Teaching Scheme | | | Examination Scheme | | | | | |
|--|---------------|------------------|---------------------|-----------------|--------------------|----------|-----------|----------|-------|--|
| | | Theory / Lab. | Skill/ Practical | Total Credit | Theory | | Practical | | Total | Duration of Paper (TH/PR) (Hours) |
| | | | | | Internal | External | Internal | External | | |
| Nursing Management | | 10 | 5 | 15 | 25 | 75 | - | - | 100 | 3 |
| Dissertation & Viva | | - | 2 | 02 | - | - | 100 | 100 | 200 | 4 |
| Library work /Self Study | | 1 | - | 1 | - | - | - | - | - | - |
| Clinical Specialty-II Fourth semester # Choose any one of the following specialties | | | | | | | | | | |
| Obstetric & | | 4 | 14 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | | | | | | |
|--|--|-----------|-----------|-----------|-----------|------------|------------|------------|------------|-----|
| Gynecological Nursing-II (Part-B) | | | | | | | | | | |
| Child Health (Pediatric) Nursing-II (Part-B) | | 4 | 14 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| Mental Health (Psychiatric) Nursing-II (Part-B) | | 4 | 14 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| Community Health Nursing - II (Part-B) | | 4 | 14 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| Medical Surgical Nursing -II (Part-B)*** | | 4 | 14 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| *** Choose any one Sub specialties in Medical Surgical Nursing –II (Part-B) | | | | | | | | | | |
| (a) Cardio Vascular & Thoracic Nursing | | 4 | 14 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| (b) Critical care Nursing | | 4 | 14 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| (c) Oncology Nursing | | 4 | 14 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| (d) Neurosciences Nursing | | 4 | 14 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| (e) Nephro-Urology Nursing | | 4 | 14 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| (f) Orthopedic Nursing | | 4 | 14 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| (g) Gastro Enterology Nursing | | 4 | 14 | 18 | 25 | 75 | 100 | 100 | 300 | 3/4 |
| Total | | 15 | 21 | 36 | 50 | 150 | 200 | 200 | 600 | |

= clinical and practical credits of semester third to be credited with fourth semester


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

FIRST SEMESTER

1stSemester NURSING EDUCATION

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



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

students by experienced nurses and other medical professionals who have qualified or experienced for educational tasks. The aim of nursing education is a development of the nursing profession. One way to promote development is to clarify the professional role. The role definition for nursing is mostly transmitted through tacit knowledge. We consider that the professional development of the nursing profession requires a clear and well defined nurse role.

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.
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.



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

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.




Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

1stSemester
NURSING EDUCATION

HOURS
Theory: (10 credits)150 Hours
Clinical: (5credits)150 Hours

| S.No | Topic | DOMAIN | Time |
|------|--|--|--------|
| 1. | Introduction: <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. | 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. • 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> <p>Must to know</p> <p>Desirable to know</p> | 20HRS |
| 3 | Instructional media and methods <ul style="list-style-type: none"> • Key concepts in the selection and use of media in education • Developing learning resource material using different media | <p>Nice to know</p> <p>Desirable to know</p> | 10 HRS |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|----|---|--|--------|
| | <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 | Desirable to know Must to know Nice to know | |
| 4. | Measurement and evaluation: <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 | Must to know Nice to know Desirable to know Nice to know | 10 HRS |
| 5. | Standardized and non-standardized tests: <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 | Must to know Desirable to know Nice to know Desirable to know Nice to know Desirable to know Desirable to know | 12 hrs |
| 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 | 8hrs |
| 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 |
| 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 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. | Must to know Desirable to know Nice to know Desirable to know Nice to know Desirable to know | 5hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | |
|----|---|--|-------|
| 9. | Continuing Education in Nursing <ul style="list-style-type: none"> • Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. • Program planning, implementation and evaluation of continuing education programs. • Research in continuing education. • Distance education in Nursing. | Must to know Desirable to know Nice to know Desirable to know Nice to know | 12hrs |
| 10 | Curriculum Development <ul style="list-style-type: none"> □ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework. □ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan. □ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders. □ Equivalency of courses: Transcripts, credit system. | Must to know Desirable to know Nice to know Desirable to know Nice to know | 10hrs |
| 11 | Teacher preparation <ul style="list-style-type: none"> • Teacher – roles & responsibilities, functions, characteristics, competencies, qualities. • Preparation of professional teacher • Organizing professional aspects of teacher preparation programs • Evaluation: self and peer • Critical analysis of various programs of teacher education in India. | Must to know Desirable to know Nice to know Desirable to know Nice to know | 8hrs |
| 12 | Guidance and counseling <ul style="list-style-type: none"> • Concept, principles, need, difference between guidance and counseling, trends and issues. • Guidance and counseling services: diagnostic and remedial. • Coordination and organization of services. • Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling. • Professional preparation and training for counseling. | Must to know Desirable to know Nice to know Desirable to know Nice to know | 10hrs |
| 13 | Administration of Nursing Curriculum <ul style="list-style-type: none"> • Role of curriculum coordinator – planning, implementation and evaluation. • Evaluation of educational programs in Nursing course and program. • Factors influencing faculty staff relationship and techniques of working together. | Must to know Desirable to know Nice to know | 15hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | |
|----|--|--|-------|
| | <ul style="list-style-type: none"> • Concept of faculty supervisor (dual) position. • Curriculum research in Nursing. • Different models of collaboration between education and service. | Desirable to know Nice to know | |
| 14 | Management of Nursing Educational Institutions <ul style="list-style-type: none"> • Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel. | Must to know Desirable to know Nice to know Desirable to know | 10hrs |
| 15 | <ul style="list-style-type: none"> • Development and maintenance of standards and accreditation in Nursing education programs. • Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University. • Role of Professional associations and unions | Must to know Desirable to know Nice to know Desirable to know Nice to know | 5hrs |

1stSemester
NURSING EDUCATION

| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|---|---|---|---|-------|
| 1. | Introduction: • 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 | Explain the aims of education, philosophies, trends in education and health: its impact on nursing education. | To cover the concept of 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 | Teacher seminar on Education: Definition, aims, concepts, philosophies & their education implications Student interactive session on Educational reforms and National Educational policy, various educational commissions reports and Trends in development of | 10HRS |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|----|---|---|---|---|-------|
| | <p>Educational policy, various educational commissions reports</p> <ul style="list-style-type: none"> Trends in development of Nursing education in India | | | <p>Nursing education in India.</p> | |
| 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 Objectives. 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, | Describe the teaching and learning process. | <p>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.</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>Teacher seminar on Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning.</p> <p>Student seminar on Competency based education (CBE) and outcome based education (OBE)</p> <p>Student interactive session on Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats.</p> | 20HRS |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|--|--|--------|
| | 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) | | | | |
| 3 | Instructional media and methods <ul style="list-style-type: none"> • Key concepts in the selection and use of media in education • Developing learning resource material using different media • 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 | 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 – types, uses, selection, preparation, utilization. <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 | Student interactive session on Key concepts in the selection and use of media in education. Teacher seminar on Developing learning resource material using different media. Hand on practice on Instructional aids – types, uses, selection, preparation, utilization. | 10 HRS |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|---|--|--|--------|
| 4. | Measurement and evaluation: <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. | Demonstrate competency in teaching, using various instructional strategies. | To cover the Concept and -nature of measurement and evaluation, meaning, process, purposes, problems inevaluation and measurement. <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. | Teacher seminar on Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement Student interactive session on Criterion and norm referenced evaluation. | 10 HRS |
| 5. | Standardized and non-standardized tests: <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 | Describe the various tools for assessment of knowledge, skill, and attitude | To cover the concept of Standardized and non-standardized tests: its 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 | Teacher seminar on Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests-Essay, short answers questions and multiple choice questions. -Student interactive session on Question bank-preparation, validation, moderation by panel, utilization • Developing a system for | 12 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


| | | | | | |
|----|--|---|---|--|--------|
| | <p>scales, and summated scales, Socio-metry, anecdotal record, attitude scale, critical incident technique.</p> <ul style="list-style-type: none"> • Question bank-preparation, validation, moderation by panel, utilization • Developing a system for maintaining confidentiality | | <p>system for maintaining confidentiality</p> | <p>maintaining confidentiality</p> | |
| 6. | <p>Administration, Scoring and Reporting</p> <ul style="list-style-type: none"> • Administering a test; scoring, grading versus marks • Objective tests, scoring essay test, methods of scoring, Item analysis. | <p>Explain the concept, principles, steps, tools and techniques of evaluation</p> | <p>To cover the concept of Administration, Scoring and Reporting. Administering a test; scoring, grading versus marks</p> <ul style="list-style-type: none"> • Objective tests, scoring essay test, methods of scoring, Item analysis | <p>Hands on practice on Administering a test; scoring, grading versus marks</p> <ul style="list-style-type: none"> • Student interactive session on Objective tests, scoring essay test, methods of scoring, Item analysis. | 10 hrs |
| 7. | <p>Standardized Tools</p> <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 | <p>Evaluate various tools for assessment of knowledge, skill, and attitude</p> | <p>To cover the concept Standardized Tools</p> <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 | <p>Teacher seminar on Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities</p> | 12hrs |
| 8. | <p>Nursing Educational</p> | <p>Critically analyze the</p> | <p>To cover the concept of Nursing Educational</p> | <p>Student interactive</p> | 5hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|--|---|---|--|--|
| <p>programs</p> <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 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 | <p>existing Nursing educational programs, their problems, issues and future trends.</p> | <p>programs</p> <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 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. | <p>session on</p> <p>Patterns of Nursing education and training programmes in India.</p> | |
|--|---|---|--|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|---|---|---|--|--------|
| 9. | Continuing Education in Nursing <ul style="list-style-type: none"> Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. Program planning, implementation and evaluation of continuing education programs. Research in continuing education. Distance education in Nursing. | Plan and conduct continuing nursing education programs. | To cover the Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. <ul style="list-style-type: none"> Program planning, implementation and evaluation of continuing education programs. Research in continuing education. Distance education in Nursing. | Teacher seminar on Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. Student interactive session on Research in continuing education. Student seminar on Distance education in Nursing. | 12 hrs |
| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
| 10. | Curriculum Development <ul style="list-style-type: none"> Definition, curriculum | Describe the process of curriculum development, and | To cover the concept of Curriculum Development its Definition, curriculum | Teacher seminar on Definition, curriculum | 10 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|--|--|---|--|--|--|
| | <p>determinants, process and steps of curriculum development, Curriculum models, Types and framework.</p> <ul style="list-style-type: none"> • Formulation of philosophy, Objectives: selection and organization of learning experiences; master plan, course plan, unit plan. • Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders. • Equivalency of courses: Transcripts, credit | <p>the need and methodology of curriculum change, innovation and integration.</p> | <p>determinants, process and steps of curriculum development, Curriculum models, Types and framework.</p> <ul style="list-style-type: none"> • Formulation of philosophy, Objectives: selection and organization of learning experiences; master plan, course plan, unit plan. • Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders. • Equivalency of courses: Transcripts, credit system. | <p>determinants, process and steps of curriculum development, Curriculum models, Types and framework.</p> <p>Student interactive session on Formulation of philosophy, Objectives: selection and organization of learning experiences.</p> <p>Hands on practice on master plan, course plan, unit plan</p> | |
|--|--|---|--|--|--|



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----|--|---|---|---|--------|
| | system. | | | | |
| 11. | Teacher preparation <ul style="list-style-type: none"> Teacher – roles & responsibilities, functions, characteristics, competencies, qualities. Preparation of professional teacher Organizing professional aspects of teacher preparation programs Evaluation: self and peer Critical analysis of various programs of teacher education in India. | Analyze the existing teacher preparation programs in Nursing. | To cover the concept of • Teacher – roles & responsibilities, functions, characteristics, competencies, qualities. <ul style="list-style-type: none"> Preparation of professional teacher Organizing professional aspects of teacher preparation programs Evaluation: self and peer Critical analysis of various programs of teacher education in India. | Student seminar on teacher roles & responsibilities, functions, characteristics, competencies, qualities. <ul style="list-style-type: none"> Preparation of professional teacher Student interactive session on Critical analysis of various programs of teacher education in India. | 7HRS |
| 12. | Guidance and counseling <ul style="list-style-type: none"> Concept, principles, need, difference | Demonstrate skill in guidance and counselling. | To cover the Concept, principles, need, difference between guidance and counseling, trends and | Teacher seminar on Concept, principles, need, difference between guidance | 10 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|--|---|--|--|--|--|
| | <p>between guidance and counseling, trends and issues.</p> <ul style="list-style-type: none"> • Guidance and counseling services: diagnostic and remedial. • Coordination and organization of services. • Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling. • Professional preparation and training for counseling. | | <p>issues.</p> <ul style="list-style-type: none"> • Guidance and counseling services: diagnostic and remedial. • Coordination and organization of services. Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling. Professional preparation and training for counseling. | <p>and counseling, trends and issues.</p> <ul style="list-style-type: none"> • Guidance and counseling services: diagnostic and remedial. <p>Student seminar on Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling.</p> | |
|--|---|--|--|--|--|

| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|--------------------------------------|---------------------------|---------------------------|-------------------------|--------|
| 13. | Administration of Nursing Curriculum | Describe the problems and | Administration of Nursing | Teacher seminar on Role | 12 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----|---|--|--|---|------|
| | <ul style="list-style-type: none"> • Role of curriculum coordinator – planning, implementation and evaluation. • Evaluation of educational programs in Nursing course and program. • Factors influencing faculty staff relationship and techniques of working together. • Concept of faculty supervisor (dual) position. • Curriculum research in Nursing. • Different models of collaboration between education and service. | <p>issues related to Administration of Nursing curriculum including selection and organization of clinical experience.</p> | <p>Curriculum</p> <ul style="list-style-type: none"> • Role of curriculum coordinator – planning, implementation and evaluation. • Evaluation of educational programs in Nursing course and program. • Factors influencing faculty staff relationship and techniques of working together. • Concept of faculty supervisor (dual) position. • Curriculum research in Nursing. • Different models of collaboration between education and service. | <p>of curriculum coordinator – planning, implementation and evaluation.</p> <ul style="list-style-type: none"> • student interactive session on Evaluation of educational programs in Nursing course and program. <p>Student seminar on Factors influencing faculty staff relationship and techniques of working together.</p> | |
| 14. | <p>Management of Nursing Educational Institutions</p> <ul style="list-style-type: none"> • Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel. | <p>Discuss various models of collaboration in Nursing education and services.</p> | <p>To cover the concept of Management of Nursing Educational Institution its Planning, organizing, staffing, budgeting, recruitment,</p> | <p>Integrated teaching on Planning, organizing, staffing, budgeting, recruitment.</p> <p>Student interactive session on discipline, public relation, performance appraisal, welfare services, library services, hostel.</p> | 5hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|--|--|---|--|--|
| | | | discipline, public relation, performance appraisal, welfare services, library services, hostel. | | |
|--|--|--|---|--|--|

| | | | | | |
|-----|---|---|---|--|------|
| 15. | <ul style="list-style-type: none"> Development and maintenance of standards and accreditation in Nursing education programs. Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University. Role of Professional associations and unions. | Explain the development of standards and accreditation process in nursing education programs. | <p>To cover the concept of Development and maintenance of standards and accreditation in Nursing education programs.</p> <ul style="list-style-type: none"> Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University. Role of Professional associations and unions. | <p>Student interactive session on Development and maintenance of standards and accreditation in Nursing education programs.</p> <p>Teacher seminar on Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University</p> | 5hrs |
|-----|---|---|---|--|------|

Reference Books

- Aggarwal J.C, Principles, Methods & Techniques of Teaching, Vikas Publishing House Basavanthappa B.T, Nursing Education, Jaypee Brothers, 2005, New Delhi.
- Bevis, Em Olivia, Curriculum Building in Nursing a Process, C.V Mosby Co., St. Louis. George Kurian Aleyamma, Principles of Curriculum Development and Evaluation, Vivekanandha Press, 2002.
- Bhatia B.D, Principles and Methods of Teaching, Doabra House, New Delhi.
- Billing, Diane M & Halstead, Judith A, Teaching in Nursing: A Guide for Faculty, W.B.Saunders.
- Bloom, Benjamin S Ed, Taxonomy of Educational Objectives: Cognitive Domain, David McKay CO., Inc, 1956, New York.
- Fuszard, Barbara, Innovating Teaching Strategies in Nursing, Aspen Publishers Inc, 1989, Maryland.


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

7. Gay L.R., Educational Evaluation and Measurement Competencies for Analysis and Application, Ion, Charles E. Merill Publishers Co., 1985, Columbus.
8. Guilbert. J J., Educational Handbook for Health Personnel, World Health Organization, 1982, Geneva.
9. Guinee. Kathleen k, Teaching and Learning in Nursing, Macmillan, 1978, New York.
10. Joyce.B, Models of Teaching, Prentice Hall Inc, Englewood Cliffs, 1986, New Jersey.
11. Keay F.E., A History of Education in India and Pakistan, Oxford University Press, 1964, London.
12. Modley Doris M, Advancing Nursing Education World Wide, Springer Publishing Co., 1995, New York.
13. Neeraja K.P, Text Book of Nursing Education, Jaypee Brothers, New Delhi.

1stSemester
NURSING RESEARCH AND STATISTICS
Paper Code :-04120102

Part-A : Nursing Research

PREMAMBLE:-


The term nursing research is defined as the systematic, objective process of analyzing phenomena of importance to nursing. Using this definition, nursing research includes all studies concerning nursing practice, nursing education, and nursing administration. Also, studies concerning nurses themselves are included in the broad category of nursing research. The term clinical nursing research is used here to indicate nursing research involving clients or studies that have the potential for affecting the care of clients, such as studies with animals or with so-called normal subjects.

In the past, nursing was frequently thought of as a vocation rather than a profession. In fact, the struggle to gain professional status has been long and difficult. One of the criteria for a profession is the existence of a body of knowledge that is distinct from that of other disciplines. Nursing has traditionally borrowed knowledge from the natural and social sciences, and only in recent years have nurses concentrated on establishing a unique body of knowledge that would allow nursing to be clearly identified as a distinct profession

. Through research, nurses can determine what it is that they do and how they do it that distinguishes them from other groups in the health care field. Nurses must demonstrate to the general public that nursing makes a difference in the health status of people. At the time this material is being written (August 2005), Americans have ranked nurses highest in honesty and ethical standards when comparing them to other professionals, except for 2001, when firefighters scored higher following the terrorist attack that fall. Nurses must build on this ranking and admiration by the general public and continue to show what it is that is unique about our services

GOALS :-.

The goals for conducting nursing research are to promote evidence-based nursing practice, ensure credibility of the nursing profession, provide accountability for nursing practice and document the cost effectiveness of nursing care


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

OBJECTIVES :


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

1. Define basic research terms and concepts.
2. Review literature utilizing various sources
3. Describe research methodology
4. Develop a research proposal.
5. Conduct a research study.
6. Communicate research findings
7. Utilize research findings
8. Critically evaluate nursing research studies.
9. Write scientific paper for publication.

Hours of Instruction

Theory: (10 credits) 100 Hours
Practical: 2 credits

| S.NO | TOPIC | DOMAIN | HRS |
|------|--|---|--------|
| 1. | Introduction- <ul style="list-style-type: none">• Method of acquiring knowledge-problem solving and scientific method, Research – Definition, characteristics, purposes, kinds of research• Historical Evolution of research in nursing, Ethics in research, Basic research terms• Scope of nursing research: areas, problems in nursing, health and social research, Concept of evidence based practice, Overview of Research process theory | Must to know Method of acquiring knowledge-problem solving and scientific method, Research – Definition, characteristics, purposes, kinds of research Historical Evolution of research in nursing, Ethics in research, Basic research terms Desirable to know Scope of nursing research: areas, problems in nursing, health and social research, Concept of evidence based practice, Overview of Research process theory | 10 hrs |
| 2. | Review of Literature Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature. | Must know Review of Literature: Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature. | 5hrs |
| 3. | Research Approaches and designs:- Type: Quantitative and Qualitative | Must know Quantitative and Qualitative Historical, survey | 12hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | |
|----|--|---|-------|
| | <p>Historical, survey and experimental</p> <ul style="list-style-type: none"> Characteristics, types advantages and disadvantages, Qualitative: phenomenology, grounded theory, ethnography | <p>and experimental</p> <p>Desirable to know Characteristics, types advantages and disadvantages, Qualitative: phenomenology, grounded theory, ethnography</p> | |
| 4. | <p>Research Problem</p> <ul style="list-style-type: none"> Identification of research problem , Formulation of problem statement and research objectives Definition of terms Assumptions and delimitation Identification of variables Hypothesis – definition, formulation and types | <p>Desirable to know Identification of research problem , Formulation of problem statement and research objectives, Definition of terms Assumptions and delimitation</p> <p>Nice to know Identification of variables Hypothesis – definition, formulation and types</p> | 10hrs |
| 5 | <p>Developing theoretical/conceptual framework.</p> <ul style="list-style-type: none"> Theories: Nature, characteristics, Purpose and uses Using, testing and developing conceptual framework, models and theories. | <p>Desirable to know about developing theoretical/conceptual framework. Theories: Nature, characteristics, Purpose and uses Using, testing and developing conceptual framework, models and theories.</p> | 5hrs |
| 6. | <p>Sampling</p> <ul style="list-style-type: none"> Population and sample, Factors influencing sampling Sampling techniques, Sample size, Probability and sampling error Problems of sampling | <p>Nice to know Population and sample,</p> <p>Must to know about Sampling techniques, Sample size, Probability and sampling error</p> <p>Nice to know about problems of sampling</p> | 6hrs |
| 7. | <p>Tools and methods of Data collection:</p> <ul style="list-style-type: none"> Concepts of data collection, Data sources, methods/techniques quantitative and qualitative. | <p>Desirable to know Concepts of data collection, Data sources, methods/techniques quantitative and qualitative.</p> | 20hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|-----|--|---|-------|
| | <ul style="list-style-type: none"> Tools for data collection – types, characteristics and their development Validity and reliability of tools Procedure for data collection | <p>Desirable to know Tools for data collection – types, characteristics and their development</p> <p>Nice to know Validity and reliability of tools, Procedure for data collection</p> | |
| 8. | Implementing research plan <ul style="list-style-type: none"> Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data | <p>Desirable to know Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data</p> | 5hrs |
| 9. | Analysis and interpretation of data <ul style="list-style-type: none"> Plan for data analysis: quantitative and qualitative Preparing data for computer analysis and presentation Statistical analysis Interpretation of data Conclusion and generalizations, Summary and discussion | <p>Desirable to know Plan for data analysis: quantitative and qualitative Preparing data for computer analysis and presentation</p> <p>Nice to know Statistical analysis Interpretation of data Conclusion and generalizations, Summary and discussion</p> | 10hrs |
| 10. | Reporting and utilizing research findings: <ul style="list-style-type: none"> Communication of research results; oral and written Writing research report purposes, methods and style- vancouver, American Psychological Association(APA), Campbell etc Writing scientific articles for publication: purposes & style | <p>Must to know Communication of research results; oral and written Writing research report purposes, methods and style- vancouver, American Psychological Association(APA), Campbell etc</p> <p>Nice to know Writing scientific articles for publication: purposes & style</p> | 10hrs |
| 11. | Critical analysis of research reports and articles | <p>Must to know Critical analysis of research reports and articles</p> | 3hrs |
| 12. | Developing and presenting a research proposal | <p>Must to know Developing and presenting a research proposal</p> | 4hrs |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

1stSemester
NURSING RESEARCH AND STATISTICS

Part-A : Nursing Research

| S. No | Contents Of The Topics | Learning Objectives (At The End Of The Session The Student Should Be Able To) | Teaching Objectives | Methodology | Time |
|--------------|---|---|--|---|-------------|
| 1 | Introduction- <ul style="list-style-type: none"> Method of acquiring knowledge-problem solving and scientific method, | <ul style="list-style-type: none"> Explain the Method of acquiring knowledge-problem solving and scientific method, Research | To cover the definition of research terms, steps of problem solving, scientific methods, definition of | 1.student Interactive session with the students regarding , Research – Definition, characteristics, | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | <p>Research – Definition, characteristics, purposes, kinds of research</p> <ul style="list-style-type: none"> Historical Evolution of research in nursing, Ethics in research, Basic research terms Scope of nursing research: areas, problems in nursing, health and social research, Concept of evidence based practice, Overview of Research process theory, | <p>Definition, characteristics, purposes and types of research</p> <ul style="list-style-type: none"> Describe the Historical Evolution of research in nursing, Ethics in research, Basic research terms Explain the Scope of nursing research: areas, problems in nursing, health and social research, Concept of evidence based practice, Overview of Research process theory | <p>research terms, nursing research, difference between problem solving and scientific methods.</p> <p>To cover the historical Evolution of research in nursing in worldwide, Ethics in research, various ethical principles and benefits of ethics in nursing research.</p> <p>To cover the Scope of nursing research: areas, problems in nursing, health and social research, Concept of evidence based practice, Overview of Research process theory,</p> | <p>purposes, kinds of research</p> <p>2. Essay writing on Historical Evolution of research in nursing</p> <p>3. Essay writing on Scope of nursing research</p> | |
|-------|---|---|--|--|------|
| S. No | Contents Of The Topics | Learning Objectives (At The End Of The Session The Student Should Be Able To) | Teaching Objectives | Methodology | Time |
| 2 | <p>Review of Literature</p> <p>Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature.</p> | <ul style="list-style-type: none"> Discuss in detail about Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature. | <p>To cover meaning of literature review, importance, purposes, sources, steps, preparing the literature review and points to be considered for literature</p> | <p>1. Didactic lecture through power point projections</p> | 5hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--------------|--|--|---|--|-------------|
| | | | review | | |
| 3 | Research Approaches and designs:- Type: Quantitative and Qualitative Historical, survey and experimental <ul style="list-style-type: none"> Characteristics , types advantages and disadvantages, Qualitative: phenomenology, grounded theory, ethnography | <ul style="list-style-type: none"> Elaborate the various types of research approaches and designs and Characteristics, types advantages and disadvantages, Qualitative: phenomenology, grounded theory, ethnography | To cover definition of research approaches, selection o research designs, factors affecting research design, validity of research designs, types: experimental and non experimental, their advantages and disadvantages, qualitative and quantitative research designs. | 1. Students seminar on Research Approaches and designs:- | 12hrs |
| 4 | Research Problem -Identification of research problem , Formulation of problem statement and research objectives -Definition of terms Assumptions and delimitation -Identification of variables Hypothesis – definition, formulation and types | -Explain the Identification of research problem , Formulation of problem statement and research objectives -Enumerate the various research terms, assumptions and delimitations -Describe the Identification of variables Hypothesis – definition, formulation and types | To cover various research terms, research problem, identification and sources of research problem, criteria of selecting a good research problem, steps of formulation a research problem, identification research variables To cover writing research objectives | 1.Problem based learning on identification of research problem , Formulation of problem statement and research objectives 2.Student interactive session on Identification of variables Hypothesis – definition, formulation and types | 10hrs |
| S. No | Contents Of The Topics | Learning Objectives (At The End Of The Session The Student | Teaching Objectives | Methodology | Time |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | Should Be Able To) | | | |
|---|--|--|--|---|-------|
| 5 | Developing theoretical/conceptual framework. <ul style="list-style-type: none"> Theories: Nature, characteristics, Purpose and uses Using, testing and developing conceptual framework, models and theories. | <ul style="list-style-type: none"> Describe the Theories: Nature, characteristics, Purpose and uses Using, testing and developing conceptual framework, models and theories | To cover meaning of theory meaning of conceptual model, theoretical and conceptual framework, purposes, uses, models, Historical Evolution of research in nursing, Ethics in research, theories, and frameworks,, nature and characteristics | Group discussion on Developing theoretical/conceptual framework. | 5hrs |
| 6 | Sampling <ul style="list-style-type: none"> Population and sample, Factors influencing sampling Sampling techniques, Sample size, Probability and sampling error Problems of sampling | <ul style="list-style-type: none"> Discuss the Population and sample, Factors influencing sampling Explain the Sampling techniques, Sample size, Probability and sampling error Problems of sampling | To cover terminology used in sampling, purposes, characteristics of good sample, sampling process, factors influencing process, types of sampling techniques, sample size, factors affecting sample size, sampling errors and problems of sampling | Didactic lecture through PowerPoint presentations Group discussion on Sampling techniques, Sample size, Probability and sampling error | 6hrs |
| 7 | Tools and methods of Data collection: <ul style="list-style-type: none"> Concepts of data collection ,Data sources, methods/techniques quantitative and qualitative. Tools for data collection – | <ul style="list-style-type: none"> Describe the concepts of data collection ,Data sources, methods/techniques quantitative and qualitative. Explain tools for data collection – types, characteristics and their | To cover concept of data collection, data sources, methods and tools of data collection, selection of methods of data collection To cover criteria of evaluation of data collection methods: | Students Seminar on tools and methods of data collection Problem based learning on Validity and reliability of tool Essay writing on procedure of | 20hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|--|---|-------|
| | <p>types, characteristics and their development</p> <ul style="list-style-type: none"> • Validity and reliability of tools • Procedure for data collection | <p>development, Validity and reliability of tools</p> <ul style="list-style-type: none"> • Briefly describe the procedure for data collection | <p>interview method, questionnaire, likert scale, visual analogue scale, observations, rating scale, checklists, biophysical methods, projective technique, Q sorts, vignettes, validity and reliability of research tools, pilot study.</p> | data collection | |
| 8 | <p>Implementing research plan</p> <ul style="list-style-type: none"> • Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data | <ul style="list-style-type: none"> • Explain the Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data | <p>To cover Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data</p> | Student interactive session on Implementing research plan | 5hrs |
| 9 | <p>Analysis and interpretation of data</p> <ul style="list-style-type: none"> • Plan for data analysis: quantitative and qualitative Preparing data for computer analysis and presentation • Statistical analysis Interpretation of data Conclusion | <ul style="list-style-type: none"> • Discuss the plan for data analysis: quantitative and qualitative Preparing data for computer analysis and presentation • Discuss the Statistical analysis Interpretation of data Conclusion and generalizations, Summary and | <p>To cover definition of various terms, analysis of quantitative data, descriptive statistics, measures to condense data, measures of central tendency, correlation coefficient, inferential statistics, t-test, Z-test, ANOVA, chi-</p> | <p>Integrated learning on Plan for data analysis: quantitative and qualitative Preparing data for computer analysis and presentation</p> <p>Group discussion on Statistical analysis Interpretation</p> | 10hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|--|--|---|-------|
| | and generalizations, Summary and discussion | discussion | square test, computer analysis of quantitative data, analysis of qualitative data. | of data Conclusion and generalizations, Summary and discussion | |
| 10 | Reporting and utilizing research findings: Communication of research results; oral and written Writing research report purposes, methods and style- vancouver, American Psychological Association(APA), Campbell etc <ul style="list-style-type: none"> Writing scientific articles for publication: purposes & style | <ul style="list-style-type: none"> To explain various methods of communication of research results; oral and written Writing research report purposes, methods and style- vancouver, American Psychological Association(APA), Campbell etc Briefly discuss about writing scientific articles for publication: purposes & style | To cover criteria of communicating research, methods of communicating research, writing a research report: format of research report, steps of writing report,, utilization of research findings, , | Didactic lecture through PowerPoint presentation on Reporting and utilizing research findings. | 10hrs |
| 11 | Critical analysis of research reports and articles | <ul style="list-style-type: none"> Elaborate the purposes, steps, methods, benefits, and point to be kept on mind while doing the critical analysis of research report | To cover critical analysis of research report, format of a thesis or dissertation, writing the references/Bibliography,: Vancouver style of references, writing research article, critical review of research work | Teachers seminar on statistical packages and Critical analysis of research reports and articles | 3hrs |
| 12 | Developing and presenting a research proposal | <ul style="list-style-type: none"> Discuss the methods of Developing and presenting a research proposal | To cover developing and presenting a research proposal, uses of computer. | Student interactive session on Developing and presenting a research proposal | 4hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

Part –B : Statistics

Course Description:

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing.


General Objectives:

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

1. Explain the basic concepts related to statistics
2. Describe the scope of statistics in health and nursing
3. Organize, tabulate and present data meaningfully.
4. Use descriptive and inferential statistics to predict results.
5. Draw conclusions of the study and predict statistical significance of the results.
6. Describe vital health statistics and their use in health related research.
7. Use statistical packages for data analysis

Course Outline

| Unit | Hours | | Course Content |
|------|--------|-----------|---|
| | Theory | Practical | |
| I | 7 | 4 | Introduction: Concepts, types, significance and scope of statistics, meaning of data, sample, parameter type and levels of data and their measurement Organization and presentation of data – Tabulation of data; Frequency distribution Graphical and tabular presentations. |
| II | 4 | 4 | Measures of central tendency: Mean, Median, Mode |
| III | 4 | 5 | Measures of variability; Range, Percentiles, average deviation, quartile deviation, standard deviation |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

Probability, characteristics and application of normal probability curve; sampling error.

| Unit | Hours | | Course Content |
|------|--------|-----------|--|
| | Theory | Practical | |
| V | 6 | 8 | Measures of relationship: Correlation – need and meaning, Rank order correlation; Scatter diagram method, Product moment correlation, Simple linear regression analysis and prediction |
| VI | 5 | 2 | Designs and meaning: Experimental designs, Comparison in pairs, randomized block design, Latin squares. |
| VII | 8 | 10 | Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis) Non parametric test – Chi-square test, Sign, median test, Mann Whitney test. Parametric test – ‘t’ test, ANOVA, MANOVA, ANCOVA |
| VIII | 5 | 5 | Use of statistical methods in psychology and education: Scaling – Z Score, Z Scaling Standard Score and T Score Reliability of test Scores: test-retest method, parallel forms, split half method. |
| IX | 4 | 2 | Application of statistics in health: Ratios, Rates, Trends Vital health statistics – Birth and death rates. Measures related to fertility, morbidity and mortality |
| X | 4 | 8 | Use of Computers for data analysis Use of statistical package. |



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

Activities

- Exercises on organization and tabulation of data,
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics(chi square, t-test, correlation)
- Practice in using statistical package
- Computing vital health statistics

Methods of Teaching:

- Lecture-cum-discussion
- Demonstration – on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data,
- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package

M.Sc. Nursing First Semester
CLINICAL SPECIALITY-I
OBSTETRIC AND GYNAECOLOGICAL NURSING
Paper Code: 04120103

Placement: FIRST SEMESTER**Hours of Instruction**

Theory & Practical Credit: 04 Credits (60hrs)

Clinical: 10 Credits (300 hrs)


Total Credit: 14 Credits

PREAMBLE:

Obstetrical nursing, also called Perinatal nursing, is a nursing specialty that works with patients who are attempting to become pregnant, are currently pregnant, or have recently delivered. Obstetrical nurses help provide prenatal care and testing, care of patients experiencing pregnancy complications, care during labour and delivery, and care of patients following delivery. Obstetrical nurses work closely with obstetrician and midwives. They give necessary supervision, care and advice to women during pregnancy labour and post partum period.

Obstetrical nurses conducts deliveries and responsible to render care to the new born and the infant and perform postoperative care on a surgical unit, stress test evaluations, cardiac monitoring, vascular monitoring, and health assessments, besides sexual and reproductive health of women throughout their lives. Obstetrical nurses are required to possess specialized skills such as electronic foetal monitoring, nonstress test, neonatal resuscitation, and medication administration by continuous intravenous drip.

Obstetrical nurses work in many different environments such as medical offices, prenatal clinics, labour & delivery units, ante partum units, postpartum units, operation theatre and clinical research.


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

Gynaecology nursing is the medical practice dealing with the health of the female reproductive systems (vagina, uterus, and ovaries) and the breast. Literally, outside medicine, the term means "the science of women". Its counterpart is andrology which deals with medical issues specific to the male reproductive system. A professional in midwifery is known as a midwife.

Goal :


To assist students in developing expertise and in depth understanding in the field of Obstetric and Gynecological Nursing so that they appreciate the client as a holistic individual and develop skill to function as an independent midwifery practitioner (to function as educator, manager, and researcher in the field of Obstetric and Gynecological nursing).

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

OBJECTIVES:

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

1. Appreciate the trends in the field of midwifery, obstetrics and gynecology as a specialty.
2. Describe the population dynamics and indicators of maternal and child health
3. Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labor and puerperium.
4. Provide comprehensive nursing care to women during reproductive period and newborns.
1. Appreciate the trends in the field of midwifery, obstetrics and gynecology as a specialty.
2. Describe the population dynamics and indicators of maternal and child health
3. Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labor and puerperium.
4. Provide comprehensive nursing care to women during reproductive period and newborns.
5. Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynecological nursing.
6. Identify and analyze the deviations from normal birth process and refer appropriately.


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

7. Describe the pharmacological agents, their effects during pregnancy, Counsel adolescents, women and families on issues pertaining to pregnancy, child birth and lactation

DURATION:

Six month course (full time in First Semester)

MEDIUM OF INSTRUCTION AND EXAMINATION : English

ELIGIBILITY CRITERIA FOR ADMISSION:

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.

INTAKE CAPACITY:

5 Seats per year

CAREER OPPURTUNITIES:

- Nurse clinician
- Nurse educators
- Researcher
- Administrator
- Nurse specialist
- Practitioner
- Nurse epidemiologist
- Wound care nurse
- Manager
- Planner


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

- Policy maker
- Counselor
- Nurse anesthetist
- Forensic nurse
- Hospice nurse
- Travel health nurse

CORE DEPARTMENT:

Department of obstetrics and gynecological nursing, department of pediatric nursing, department of community health nursing

FEE STRUCTURE:

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

TEACHING STRATEGIES

Procedures performed


- Antenatal assessment-20
- Postnatal assessment-20
- Assessment during labour : use of partograph - 20
- Per vaginal examination-20
- Conduct of normal delivery-20
- Episiotomy and suturing-10
- Setting up of delivery areas
- Insertion of intra uterine devices(copper T)
- Prepare Case studies with Nursing process approach and theoretical basis
- Presentation of comparative picture of theories
- Annotated bibliography
- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits

Procedures observed

- Diagnostic investigations : amniocentesis, chorionic villi sampling
- Infertility management: artificial reproduction : artificial insemination, invitro fertilization, and related procedures

Procedures assisted

Medical termination of pregnancy,


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

CLINICAL TRAINING

Clinical posting in the following areas:

| S.No. | Deptt./Unit | No. of Week | Total credit |
|-------|-------------------------|-------------|--------------|
| 1 | Anetenatal Wards & OPDs | 5 | 5 |
| 2 | Ante Natal Ward | 5 | 5 |
| | Total Credit | | 10 |

TEACHING AND CLINICAL HOURS

Total credit of instructions is 14 out of which theory is 3 credit is theory and practical is 10 Credit


Assessment

The M.Sc. course is assessed through essay type and objective type a written multiple choice test and a practical test.

Grade Points:

A 10- point grading system with corresponding letter grades and percentage of marks, as given below, is followed Letter Grade Point Percentage of marks:

| | Grade | Percentage of marks |
|-----------------|-------|--------------------------------------|
| O (Outstanding) | 10 | Marks \geq 80 and Marks \leq 100 |
| A+ (Excellent) | 9 | Marks \geq 70 and Marks $<$ 80 |
| A (Very Good) | 8 | Marks \geq 60 and Marks $<$ 70 |
| B+ (Good) | 7 | Marks \geq 55 and Marks $<$ 60 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | |
|------------------|---|----------------------------|
| B(Above Average) | 6 | Marks >= 50 and Marks < 55 |
| C (Average) | 5 | Marks >= 45 and Marks < 50 |
| P (Pass) | 4 | Marks >= 40 and Marks < 45 |
| F (Fail) | 0 | Marks < 40 |
| Ab (Absent) | 0 | |

Domains

| S.N O | TOPIC | DOMAIN | Cognitive domain, | Affective domain | psychomot or domain |
|----------|--|------------------|---|---------------------|------------------------|
| 1 | Introduction Historical and contemporary | Must know | Describes the historical prospective of obstetrical | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|--|--------------------------|--|---|---|
| perspectives | | development | | |
| Epidemiological aspects of maternal and child health | Must know | | | |
| Magnitude of maternal and child health problems | Must know | | | |
| Issues of maternal and child health : Age, Gender, Sexuality, psycho Socio cultural factors | Must know | Discuss the issues of maternal and child health related to Age, Gender, Sexuality, psycho Socio cultural factors | Reviews National health and family welfare programme related to maternal and child health | Utilize and Prevents maternal and child health complications. |
| Preventive obstetrics | Desirable to know | | | Practice preventive obstetrics |
| National health and family welfare programmes related to maternal and child health: health care delivery system- | | | | |
| National Rural health mission, Role of NGO's | | | | |
| Theories, models and approaches applied to midwifery practice | | Applies Theories, models and to midwifery practice | Follows Legal, Code of ethics and standards of midwifery practice, | Acts as Independent Nurse midwifery |
| Role and scope of midwifery practice: Independent Nurse | | | | |
| midwifery practitioner | | | | |
| Legal and Ethical issues: | | | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|---|--|--|---|--|--|
| | Code of ethics and standards of midwifery practice, standing order Evidence based midwifery practice Research priorities in obstetric and gynecological nursing. | | | | practitioner Set Research priorities in obstetric and gynecological nursing |
| 2 | Human reproduction Review of anatomy and physiology of human reproductive system: male and female Hormonal cycles Embryology Genetics, teratology and counseling Clinical implications | Must know Desirable to know Desirable to know Desirable to know | Describe the structure and functions of internal female Review Embryology | | Recognizes the importance of hormonal cycle to receive fertilized ovum Appreciates importance the menstrual or endometrial cycle related to pregnancy |
| 3 | Pregnancy Maternal adaptation : Physiological, psychosocial • Assessment – | Desirable to know | | Identifies the of high risk cases and refers them to CHC for further | Obtains antenatal history to assess the base line |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|------------------------------|---|-------------------|--|--|--|
| Maternal and foetal measures | Maternal measures: History taking , examination-General, physical and obstetrical measure, identification of high risk, Foetal measure- clinical parameters, biochemical- human estriol, Maternal Serum Alfa Feto Protein, Acetyl Choline esterase (AchE), Triple Test Aminocentesis, Cordocentesis, • chorionic villus sampling (CVS)), Biophysical- (US IMAGING, Foetal movement count, Ultra Sonography, Cardiotocography, cardiotomography, Non Stress Test(NST), Contraction stress test(CST), amnioscopy, •foetoscopy, Radiologic al examination, Interpretation of | Desirable to know | Enumerate the invasive and non-invasive methods of foetal diagnosis | needful | data. |
| | | Desirable to know | Differentiate between contraction stress test and non stress test in fetal assessment. | | Examine the client from head to toe (physical examination .) |
| | | Desirable to know | Detects foetal compromise for appropriate and timely intervention. | | Screens and assesses high risk mothers |
| | | Desirable to know | Prepares the pregnant client for child birth and parenthood, | Advices nursing measures for minor disorders of pregnancy as per the need. | Arranges and Prepares client and family for ultra sound as ordered for foetal growth |
| | | | Encourages for | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|---------------------------------|--|---|--|
| | <p>diagnostic tests and nursing implications</p> <p>Nursing management of the pregnant women, minor disorders of pregnancy and management,</p> <p>Preparation for child birth and parenthood, importance of institutional delivery , choice of birth setting, importance and mobilizing of transportation, prenatal counseling, role of nurse and crisis intervention, identification of high risk pregnancy and refer</p> <p>Alternative/complementary therapies</p> | | <p>advices for institutional deliveries .</p> | <p>Identifies the of high risk cases and refers them to CHC for further needful</p> | |
| 4 | <p>Normal Labour and nursing management:</p> <p>Essential factors of labour</p> <p>Stages and onset</p> | <p>Desirable to know</p> | <p>1.Describe the Essential factors of labour Stages</p> | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|---|---|---|----|
| | <p>approaches applied to midwifery practice</p> <p>Role and scope of midwifery practice:</p> <p>Independent Nurse midwifery practitioner</p> <p>Legal and Ethical issues: Code of ethics and standards of midwifery practice, standing orders</p> <p>Evidence based midwifery practice</p> <p>Research priorities in obstetric and gynecological nursing.</p> | <p>National health and family welfare programmes related to maternal and child health</p> <p>3. Explain the Role and scope of midwifery practice: Independent Nurse midwifery practitioner</p> <p>Legal and Ethical issues: Code of ethics and standards of midwifery practice, standing orders</p> <p>4. Discuss the Evidence based midwifery practice</p> <p>Research priorities in obstetric and gynecological nursing</p> | <p>National Rural health mission, Role of NGO's</p> <p>Theories, models and approaches applied to midwifery practice</p> <p>Role and scope of midwifery practice: Independent Nurse midwifery practitioner</p> <p>Legal and Ethical issues: Code of ethics and standards of midwifery practice, standing orders</p> <p>Evidence based midwifery practice</p> <p>Research priorities in obstetric and gynecological nursing.</p> | <p>3. Students seminar on Role and scope of midwifery practice: Independent Nurse midwifery practitioner</p> <p>Legal and Ethical issues: Code of ethics and standards of midwifery practice, standing orders</p> <p>4. Integrated vertical teaching on Evidence based midwifery practice</p> | |
| II | <p>Human reproduction</p> <p>Review of anatomy and physiology of human reproductive system: male and female</p> <p>Hormonal cycles</p> <p>Embryology</p> <p>Genetics, teratology and counseling</p> <p>Clinical implications</p> | <p>1. Discuss in detail Review of anatomy and physiology of human reproductive system: male and female</p> <p>2. Enumerate the Hormonal cycles</p> <p>Embryology</p> <p>3. Describe the Genetics,</p> | <p>To cover the Review of anatomy and physiology of human reproductive system: male and female</p> <p>Hormonal cycles</p> <p>Embryology</p> <p>Genetics, teratology and counseling</p> <p>Clinical implications</p> | <p>1 Didactic lecture through power point projections</p> <p>2. Group discussion on Hormonal cycles</p> <p>Embryology</p> <p>3. Group discussion on Genetics,</p> | 15 |


 Déan
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----|---|--|--|--|----|
| | | teratology and counseling Clinical implications | | teratology and counseling Clinical implications | |
| III | Pregnancy Maternal adaptation : Physiological, psychosocial Assessment – Maternal and foetal measures Maternal measures History taking , examination- General, physical and obstetrical measure, identification of high risk, Foetal measure- clinical parameters, biochemical- human estriol, Maternal Serum Alfa Feto Protein, Acetyl Choline esterase (AChE), Triple Test Aminocentesis, Cordocentesis, chorionic villus sampling (CVS)), Biophysical- (US IMAGING, Foetal movement count, Ultra Sonography, Cardiotocography, cardiotomography, Non Stress Test(NST), Contraction stress test(CST), amnioscopy, foetoscopy, Radiological examination, Interpretation of diagnostic tests and nursing implications | 1.Elaborate the Maternal adaptation : Physiological, psychosocial Assessment – Maternal and foetal measures Maternal measures History taking , examination- General, physical and obstetrical measure, identification of high risk, 2.Enumerate the list of foetal measures 3.Explain the Interpretation of diagnostic tests and nursing implications Nursing management of the pregnant women, minor disorders of pregnancy and management, preparation for child birth and | To cover the Maternal adaptation : Physiological, psychosocial • Assessment – Maternal and foetal measures Maternal measures:History taking , examination- General, physical and obstetrical measure, identification of high risk, Foetal measure- clinical parameters, biochemical- human estriol, Maternal Serum Alfa Feto Protein, Acetyl Choline esterase (AChE), Triple Test Aminocentesis, Cordocentesis, • chorionic villus sampling (CVS)), Biophysical- (US IMAGING, Foetal movement count, Ultra Sonography, Cardiotocography, cardiotomography, Non Stress Test(NST), | 1.Teachers seminar on Maternal adaptation : Physiological, psychosocial Assessment – Maternal and foetal measures Maternal measures History taking , examination - General, physical and obstetrical measure, identification of high risk, 2. Students Seminar on foetal measures 3.Visit to antenatal clinics | 25 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|----|--|---|---|---|----|
| | <p>Nursing management of the pregnant women, minor disorders of pregnancy and management, preparation for child birth and parenthood, importance of institutional delivery , choice of birth setting, importance and mobilizing of transportation, prenatal counseling, role of nurse and crisis intervention, identification of high risk pregnancy and refer Alternative/complementary therapies</p> | <p>parenthood, importance of institutional delivery , choice of birth setting, importance and mobilizing of transportation, prenatal counseling, role of nurse and crisis intervention, identification of high risk pregnancy and refer Alternative/complementary therapies</p> | <p>Contraction stress test(CST), amnioscopy, •foetoscopy, Radiological examination, Interpretation of diagnostic tests and nursing implications Nursing management of the pregnant women, minor disorders of pregnancy and management, preparation for child birth and parenthood, importance of institutional delivery , choice of birth setting, importance and mobilizing of transportation, prenatal counseling, role of nurse and crisis intervention, identification of high risk pregnancy and refer Alternative/complementary therapies</p> | | |
| IV | <p>Normal Labour and nursing management: Essential factors of labour Stages and onset First stage: Physiology of normal labour Use of partograph: Principles, use and critical analysis, evidence based studies • Analgesia and anaesthesia in labour</p> | <p>1.Describe the Essential factors of labour Stages and onset 2.Discuss about first stage of labour 3. Discuss about use of partograph and Various child birth practice: water birth, position change etc</p> | <p>To cover the Essential factors of labour Stages and onset First stage: Physiology of normal labour Use of partograph: Principles, use and critical analysis, evidence based studies • Analgesia and anaesthesia in labour</p> | <p>1.Essay writing on Essential factors of labour Stages and onset 2. Problem based learning on first stage of labour</p> | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


**M.SC. NURSING (FIRST SEMESTER)
CLINICAL SPECIALITY-I
CHILD HEALTH NURSING**

Placement: FIRST SEMESTER

Theory : 60 hours(4 credits)
Practical : 300hours(10 credits)

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


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

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

This course is aimed at developing an understanding of the modern approach to childcare, the common health problems of children and neonates in health and sickness.

OBJECTIVES:

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

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

DURATION:

Six month course (full time in First Semester)

MEDIUM OF INSTRUCTION AND EXAMINATION : English

ELIGIBILITY CRITERIA FOR ADMISSION:

The eligibility criteria for admission shall be as under:


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

- viii. The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.
- ix. 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.
- x. 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.
- xi. Minimum one year of work experience after Basic B.Sc. Nursing.
- xii. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.
- xiii. Candidate shall be medically fit.
- xiv. 5% relaxation of marks for SC/ST candidates may be given.

INTAKE CAPACITY:

5 Seats per year

CAREER OPPURTUNITIES:

- Nurse clinician
- Nurse educators
- Researcher
- Administrator
- Nurse specialist
- Practitioner
- Nurse epidemiologist
- Wound care nurse
- Manager
- Planner
- Policy maker
- Counselor
- Nurse anesthetist
- Forensic nurse
- Hospice nurse
- Travel health nurse

CORE DEPARTMENT:

Department of pediatric nursing ,Department of obstetrics and gynecological nursing, department of community health nursing

FEE STRUCTURE:


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

TEACHING STRATEGIES

Procedures performed

Prepare Case studies with Nursing process approach and theoretical basis

- Presentation of comparative picture of theories
- Annotated bibliography
- Clinical presentations


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

- Growth & developmental assessment
- Assessment & prescription of nursing interventions for sick children
- Health education related to disease conditions
- Nutritional assessment
- Project work
- Field visits
- Exposure to scientific conferences

Procedures observed

- Diagnostic investigations : amniocentesis, chorionic villus sampling
- Umbilical catheterisation

CLINICAL TRAINING

Clinical posting in the following areas:

| S.No. | Deptt./Unit | No. of Week | Total credit |
|-------|---------------------------|-------------|--------------|
| 1 | Pediatric Medicine Ward | 2 | 60 Hours |
| 2 | Pediatric Surgery Ward | 2 | 60 Hours |
| 3 | Labor Room/Maternity Ward | 2 | 60 Hours |
| 5 | NICU | 4 | 90 Hours |
| 6 | Creche | 1 | 30Hours |
| | TOTAL | 11 weeks | 300 hours |

TEACHING AND CLINICAL HOURS


Total credit of instructions is 14 out of which theory is 3 credit is theory and practical is 10 Credit

Assessment

The M.Sc. course is assessed through essay type and objective type a written multiple choice test and a practical test.

Grade Points:

A 10- point grading system with corresponding letter grades and percentage of marks, as given below, is followed Letter Grade Point Percentage of marks:


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | Grade | Percentage of marks |
|------------------|-------|--------------------------------------|
| O (Outstanding) | 10 | Marks ≥ 80 and Marks ≤ 100 |
| A+ (Excellent) | 9 | Marks ≥ 70 and Marks < 80 |
| A (Very Good) | 8 | Marks ≥ 60 and Marks < 70 |
| B+ (Good) | 7 | Marks ≥ 55 and Marks < 60 |
| B(Above Average) | 6 | Marks ≥ 50 and Marks < 55 |
| C (Average) | 5 | Marks ≥ 45 and Marks < 50 |
| P (Pass) | 4 | Marks ≥ 40 and Marks < 45 |
| F (Fail) | 0 | Marks < 40 |
| Ab (Absent) | 0 | |


| S.No | Topic | Domain | Time |
|------|-------|--------|------|
|------|-------|--------|------|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | |
|-----|---|--|--------|
| I | <u>Introduction</u> <ul style="list-style-type: none"> • 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. | Nice to know Must to know Must to know Desirable to know Must to know Desirable to know Must to know Must to know Must to know | 10 Hrs |
| II | <u>History taking</u> <ul style="list-style-type: none"> • Developmental assessment • Physical assessment • Nutritional assessment • Family assessment | Must to know Must to know Must to know Must to know | 10 Hrs |
| III | <u>Pre-natal Pediatrics</u> <ul style="list-style-type: none"> • 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, • Importance of prenatal care and role of pediatric nurse. | Desirable to know Must to know Desirable to know Must to know Must to know | 15 Hrs |
| IV | <u>Growth and Development of children</u> <ul style="list-style-type: none"> • 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, • Factors affecting growth and development. | Need to know Need to know Must to know Must to know Need to know | 15Hrs |
| V | <u>Neonatal Nursing</u> <ul style="list-style-type: none"> • New born baby- profile and characteristics of the new born • Assessment of the new born • Nursing care of the new born at birth, care of the new born and family. • High risk newborn- pre term and term neonate and growth retarded babies, | Must to know Desirable to know Must to know Desirable to know | 30Hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|---|--|--|--|--------|
| I. | <u>Introduction</u> <ul style="list-style-type: none"> 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. | <p>Explain the historical development of pediatric, modern concept of child care and current status of child in India.</p> <p>Understand the concept of the child health care, trends & emerging challenges for pediatric nurses</p> <p>Describe national policy programmes and ethical and cultural issues in relation to child health and welfare.</p> | <p>To Cover Historical development of Pediatrics and Pediatric Nursing in India, Current status of child health in India, Trends in Pediatrics and Pediatric Nursing, 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.</p> | <p>Teaching seminar Students seminar Project on collection of vital statistics related to child health. Teaching seminar Interactive seminar</p> | 10 Hrs |
| II. | <u>History taking</u> <p>Developmental assessment Physical assessment Nutritional assessment Family assessment</p> | <p>Discuss physical, developmental, and nutritional assessment of pediatric clients.</p> | <p>To cover Developmental assessment Physical assessment Nutritional assessment , Family assessment.</p> | <p>Conventional method Demonstration</p> | 10 Hrs |
| III. | <u>Pre-natal Pediatrics</u> <ul style="list-style-type: none"> Embryological and fetal development, Prenatal factors influencing growth and development of fetus, Genetic patterns of | <p>Describe prenatal pediatrics.</p> | <p>To cover Embryological and fetal development, Prenatal factors influencing growth and development of fetus, Genetic patterns of common pediatric disorders, chromosomal</p> | <p>Unconventional method Horizontal teaching Teaching seminar</p> | 15 Hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----|--|--|---|---|--------|
| | <p>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> <ul style="list-style-type: none"> Importance of prenatal care and role of pediatric nurse. | | <p>aberrations, genetic assessment and counseling legal and ethical aspects of genetic, screening and counseling role of nurse in genetic counseling, Importance of prenatal care and role of pediatric nurse.</p> | | |
| IV. | <p><u>Growth and Development of children</u></p> <ul style="list-style-type: none"> 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, Factors affecting growth and development. | Describe the normal growth & development of children | <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>Role play Videos Plotting of growth chart</p> <p>Conventional method</p> <p>Teaching seminar Demonstration</p> | 15 Hrs |
| V. | <p><u>Neonatal Nursing</u></p> <ul style="list-style-type: none"> New born baby-profile and characteristics of the new born, Assessment of the new born, Nursing care of the new born at birth, care of the new born and family. High risk newborn- pre term and term neonate and growth retarded babies, | <p>Provide care to normal & high risk neonates</p> <p>Perform neonatal resuscitation.</p> <p>Recognize and manage Common neonatal problems</p> | <p>To cover nursing care of the new born at birth, care of the new born and family. High risk newborn- pre term and term neonate and growth retarded babies,</p> | <p>Demonstration Conventional method</p> <p>Student seminar</p> <p>Teaching seminar</p> | 10 Hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

1st Semester
CLINICAL SPECIALITY – I
MENTAL HEALTH (PSYCHIATRIC) NURSING
Paper Code :

Theory: 60 hrs (4 credits)

Practical: 300hrs (10 credits)


PREMAMBLE:-

The Mental Health Nurse provides a critical role in the delivery of health care services related to Mental Health. As experts in the assessment of patients in order to diagnose and treat mental and emotional health disorders, the Mental Health Nurse acts as one of the primary care givers for Mental Health patients. There are two distinct levels of Mental Health nursing basic and advanced. As you gain more experience and education as a Mental Health nurse, your job expectations will also change and grow. For many who are undergoing a Mental Health crisis the establishment of patient rapport is absolutely key and the sooner this happens as they enter into the Healthcare system the better.

The Mental Health Nurse is often the first point of contact by a care provider with the client and so they have an opportunity to establish a relationship with the client right away so the client can begin to feel safe and comfortable as they grow through the incredibly vulnerable process of healing during a Mental Health crisis. emphasize work on mental health promotion. Psychiatric mental health nurses also work in rehabilitation settings where people are recovering from a crisis episode and where the aim is social inclusion and a return to living independently in society. These nurses are sometimes referred to as community psychiatric nurses Psychiatric mental health nurses also work in forensic psychiatry with people who have mental health problems and have committed crimes. Forensic mental health nurses work in adult prisons, young offenders' institutions, medium secure hospitals and high secure hospitals. In addition forensic mental health nurses work with people in the community who have been released from prison or hospital and require on-going mental health service support. Psychiatric mental health nurses may also specialize in areas such as drug and alcohol rehabilitation, or child and adolescent mental health

People generally require an admission to hospital, voluntarily or involuntarily if they are experiencing a crisis- that means they are dangerous to themselves or others in some immediate way. However, people may gain admission for a concentrated period of therapy or for respite. Despite changes in mental health policy in many countries that have closed psychiatric hospitals, many nurses continue work in hospitals though patient length of stay has decreased significantly.

GOALS :-


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

The basic goal of Mental Health or Psychiatric nursing involves working with communities, groups, families and individuals in the assessment of emotional and mental health needs, the diagnoses of disorders and the planning and implementation of health interventions. Once a plan has been implemented the Mental Health nurse will periodically review the success of any interventions or other healthcare plans to ensure efficacy. The goal of Mental Health nursing is to restore, promote and maintain optimal mental and emotional health.

OBJECTIVES :


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

- Define basic research terms and concepts.
- Review literature utilizing various sources
- Describe research methodology
- Develop a research proposal.
- Conduct a research study.
- Communicate research findings
- Utilize research findings
- Critically evaluate nursing research studies.
- Write scientific paper for publication.

| S.No. | Area of Posting | No. of Week | Total Hours |
|--------------|---|--------------------|--------------------|
| 1 | Acute Psychiatric Ward | 2 | 90 |
| 2 | Chronic Psychiatric ward | 2 | 60 |
| 3 | Psychiatric Emergency Unit | 1 | 30 |
| 4 | O.P.D | 2 | 60 |
| 5 | Rehabilitation / Occupational Therapy Unit/Half way home/ Day care centre | 2 | 60 |
| | Total | 9 | 300 |

Student Activities

- History taking
- Mental health assessment
- Psychometric assessment
- Personality assessment
- Process recording
- Therapies- Group Therapy
- Family Therapy
- Psychotherapy
- Milieu Therapy
- The Therapeutic Community
- Occupational therapy
- Recreational therapy
- Play therapy
- music therapy
- Pet therapy
- Counselling


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

- Assisted ECT
- Assisted EEG
- Case studies
- Case presentation
- Project work
- Socio and psycho drama
- Field visits

| Domain | | | |
|--------|--|---|-----|
| S.NO | TOPIC | DOMAIN | HRS |
| 1. | Introduction <ul style="list-style-type: none"> • Mental Health and Mental Illness, Historical perspectives , Trends, issues and magnitude Contemporary practices , Mental health laws/Acts • National mental health program -National mental health authority, state mental health authority • Human rights of mentally ill • Mental Health/ Mental Illness Continuum • Classification of mental illnesses-ICD, DSM • Challenges and Scope of psychiatric nursing • Standards of Psychiatric nursing • Multi-disciplinary team and role of nurse <p>Role of psychiatric nurse- extended and expanded</p> | <p>Must to know Mental Health and Mental Illness, Historical perspectives Trends, issues and magnitude, Contemporary practices , Mental health laws/Acts</p> <p>Desirable to know National mental health program -National mental health authority, state mental health authority ,Human rights of mentally ill</p> <p>Nice to know Challenges and Scope of psychiatric nursingStandards of Psychiatric nursingMulti-disciplinary team and role of nurse</p> <p>Nice to know Role of psychiatric nurse- extended and expanded</p> | 15 |
| 2. | Concepts of Psychobiology <ul style="list-style-type: none"> • The Nervous System An | <p>Desirable to know The Nervous System An Anatomical Review</p> | 10 |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|----|--|---|----|
| | <p>Anatomical Review The Brain and limbic system Nerve Tissue Autonomic Nervous system Neurotransmitters, Neuroendocrinology :Pituitary, Thyroid Gland ,Circadian Rhythms ,Genetics</p> <ul style="list-style-type: none"> • Neuro psychiatric disorders Psychoimmunology Normal Immune response • Implications for psychiatric Illness | <p>The Brain and limbic system Nerve Tissue Autonomic Nervous system Neurotransmitters, Neuroendocrinology :Pituitary, Thyroid Gland ,Circadian Rhythms ,Genetics</p> <p>Nice to know Neuro psychiatric disorders Psychoimmunology Normal Immune response</p> <p>Desirable to know Implications for psychiatric Illness</p> | |
| 3. | <p>Theories of Personality Development and relevance to nursing practice</p> <ul style="list-style-type: none"> • Psychoanalytic Theory- Freud's • Interpersonal Theory-Sullivan's • Theory of Psychosocial Development-Erikson's • Theory of object relations • Cognitive Development Theory • Theory of Moral Development • A Nursing Model-Hildegard E.Peplau | <p>Desirable to know Psychoanalytic Theory- Freud's Interpersonal Theory-Sullivan's Theory of Psychosocial Development-Erikson's Theory of object relations Cognitive Development Theory Theory of Moral Development A Nursing Model-Hildegard E.Peplau</p> | 10 |
| 4. | <p>Stress and its management</p> <ul style="list-style-type: none"> • An introduction to the concepts of stress , Psychological Adaptation to stress • Stress as a Biological Response, Stress as an Environmental Event.,Stress as Transaction between the Individual and the Environment. • Stress management | <p>Desirable to know An introduction to the concepts of stress , Psychological Adaptation to stress</p> <p>Nice to know Stress as a Biological Response., Stress as an Environmental Event., Stress as Transaction between the Individual and the Environment.</p> <p>Must to know stress management</p> | 5 |
| 5. | <p>Therapeutic communication and interpersonal relationship</p> <ul style="list-style-type: none"> • Review communication process, factors affecting communication, Communication with | <p>Desirable to know Review communication process, factors affecting communication, Communication with individuals and in groups</p> | 10 |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|----|---|---|----|
| | <p>individuals and in groups</p> <ul style="list-style-type: none"> Techniques of therapeutic communication-touch therapy Barrier of communication with specific reference to psychopathology Therapeutic attitudes, Dynamics of a therapeutic Nurse-client relationship;Therapeutic use of self Gaining self-awareness Therapeutic nurse-patient relationship its phases ; Conditions essential to development of a therapeutic relationship Therapeutic impasse and its management | <p>Nice to know Techniques of therapeutic communication-touch therapy</p> <p>Nice to know Barrier of communication with specific reference to psychopathology</p> <p>Desirable to know Therapeutic attitudes, Dynamics of a therapeutic Nurse-client relationship;Therapeutic use of self Gaining self-awareness</p> <p>Desirable to know Therapeutic nurse-patient relationship its phases ; Conditions essential to development of a therapeutic relationship</p> <p>Desirable to know Therapeutic impasse and its management</p> | |
| 6. | <p>Assertive Training</p> <ul style="list-style-type: none"> Assertive Communication Basic human rights Response Patterns (Nonassertive Behavior <p>Assertive Behavior,Aggressive Behavior, Passive-Aggressive Behavior)</p> <ul style="list-style-type: none"> Behavioral Components of Assertive Behavior Techniques that Promote Assertive Behavior Thought-Stopping Techniques Method Role of nurse | <p>Nice to know Assertive Communication</p> <p>Nice to know Basic human rights</p> <p>Nice to know Response Patterns</p> <p>Desirable to know (Nonassertive Behavior</p> <p>Assertive Behavior,Aggressive Behavior, Passive-Aggressive Behavior)</p> <ul style="list-style-type: none"> Behavioral Components of Assertive Behavior Techniques that Promote Assertive Behavior Thought-Stopping Techniques Method <p>Nice to know Role of nurse</p> | 10 |

| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|-------|--------------------|---------------------|-------------|------|
|------|-------|--------------------|---------------------|-------------|------|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| 1. | Introduction -Mental Health and Mental Illness, Historical perspectives, Trends, issues and magnitude Contemporary practices, Mental health laws/Acts -National mental health program - National mental health authority, state mental health authority -Human rights of mentally ill -Mental Health/ Mental Illness Continuum -Classification of mental illnesses- ICD, DSM -Challenges and Scope of psychiatric nursing -Standards of Psychiatric nursing -Multi-disciplinary team and role of nurse Role of psychiatric nurse- extended and expanded | Apply Mental Health and Mental Illness, Historical perspectives, Trends, issues and magnitude Contemporary practices, Mental health laws/Acts -National mental health program - National mental health authority, state mental health authority -Human rights of mentally ill -Mental Health/ Mental Illness Continuum -Classification of mental illnesses- ICD, DSM -Challenges and Scope of psychiatric nursing -Standards of Psychiatric nursing -Multi-disciplinary team and role of nurse Role of psychiatric nurse- extended and expanded | To cover Mental Health and Mental Illness, Historical perspectives, Trends, issues and magnitude Contemporary practices, Mental health laws/Acts -National mental health program - National mental health authority, state mental health authority -Human rights of mentally ill -Mental Health/ Mental Illness Continuum -Classification of mental illnesses- ICD, DSM -Challenges and Scope of psychiatric nursing -Standards of Psychiatric nursing -Multi-disciplinary team and role of nurse Role of psychiatric nurse- extended and expanded | -Teacher seminar -SIS -PBL -SIS SIS SIS | 15HRS |
|------|--|--|---|--|--------|
| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
| 2. | Concepts of Psychobiology □The Nervous System: • An Anatomical Review • The Brain and limbic system • Nerve Tissue | To identify and manage Concepts of Psychobiology □The Nervous System: • An Anatomical Review • The Brain and | To cover Concepts of Psychobiology □The Nervous System: • An Anatomical Review • The Brain and limbic system | Teacher seminar Student seminar student | 10 HRS |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | <ul style="list-style-type: none"> • Autonomic Nervous system • Neurotransmitters □ Neuroendocrinology • Pituitary, Thyroid Gland • Circadian Rhythms □ Genetics □ Neuro psychiatric disorders □ Psychoimmunology • Normal Immune response • Implications for psychiatric Illness □ Implications for Nursing | limbic system <ul style="list-style-type: none"> • Nerve Tissue • Autonomic Nervous system • Neurotransmitters □ Neuroendocrinology • Pituitary, Thyroid Gland • Circadian Rhythms □ Genetics □ Neuro psychiatric disorders □ Psychoimmunology • Normal Immune response • Implications for psychiatric Illness □ Implications for Nursing. | <ul style="list-style-type: none"> • Nerve Tissue • Autonomic Nervous system • Neurotransmitters □ Neuroendocrinology • Pituitary, Thyroid Gland • Circadian Rhythms □ Genetics □ Neuro psychiatric disorders □ Psychoimmunology • Normal Immune response • Implications for psychiatric Illness □ Implications for Nursing | interactive session Teacher seminar Student seminar | |
|------|---|---|---|--|-------|
| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
| 3 | Theories of Personality Development and relevance to nursing practice □ Psychoanalytic Theory- Freud's □ Interpersonal Theory-Sullivan's □ Theory of Psychosocial Development-Erikson's □ Theory of object relations □ Cognitive Development Theory □ Theory of Moral Development □ A Nursing Model- Hildegard E. Peplau | Describe Theories of Personality Development and relevance to nursing practice □ Psychoanalytic Theory- Freud's □ Interpersonal Theory-Sullivan's □ Theory of Psychosocial Development-Erikson's □ Theory of object relations □ Cognitive Development Theory □ Theory of Moral Development □ A Nursing Model- Hildegard E. Peplau | To cover Theories of Personality Development and relevance to nursing practice □ Psychoanalytic Theory- Freud's □ Interpersonal Theory-Sullivan's □ Theory of Psychosocial Development-Erikson's □ Theory of object relations □ Cognitive Development Theory □ Theory of Moral Development □ A Nursing Model- Hildegard E. Peplau | Student interactive session on Anger and Aggression, Teacher seminar on Types, Predisposing Factors, Management • Role of the Nurse | 10HRS |
| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|---|--|--|--------|
| 4. | Stress and its management <ul style="list-style-type: none"> □ An introduction to the concepts of stress □ Psychological Adaptation to stress □ Stress as a Biological Response. □ Stress as an Environmental Event. □ Stress as Transaction between the Individual and the Environment. □ Stress management. | Describe Stress and its management <ul style="list-style-type: none"> □ An introduction to the concepts of stress □ Psychological Adaptation to stress □ Stress as a Biological Response. □ Stress as an Environmental Event. □ Stress as Transaction between the Individual and the Environment. □ Stress management. | To cover the Stress and its management <ul style="list-style-type: none"> □ An introduction to the concepts of stress □ Psychological Adaptation to stress □ Stress as a Biological Response. □ Stress as an Environmental Event. □ Stress as Transaction between the Individual and the Environment. □ Stress management. | Teacher seminar Problem Based Learning SIS SIS SIS SIS | 5 HRS |
| 5. | Therapeutic communication and interpersonal relationship <ul style="list-style-type: none"> □ Review communication process, factors affecting communication □ Communication with individuals and in groups □ Techniques of therapeutic communication-touch therapy □ Barrier of communication with specific reference to psychopathology □ Therapeutic attitudes □ Dynamics of a therapeutic Nurse-client relationship; Therapeutic use of self Gaining self-awareness | Describe Therapeutic communication and interpersonal relationship <ul style="list-style-type: none"> □ Review communication process, factors affecting communication □ Communication with individuals and in groups □ Techniques of therapeutic communication-touch therapy □ Barrier of communication with specific reference to psychopathology □ Therapeutic attitudes □ Dynamics of a therapeutic Nurse-client relationship; Therapeutic use of self Gaining self-awareness □ Therapeutic nurse- | To cover Therapeutic communication and interpersonal relationship <ul style="list-style-type: none"> □ Review communication process, factors affecting communication □ Communication with individuals and in groups □ Techniques of therapeutic communication-touch therapy □ Barrier of communication with specific reference to psychopathology □ Therapeutic attitudes □ Dynamics of a therapeutic Nurse-client relationship; Therapeutic use of self Gaining self-awareness □ Therapeutic nurse- | Teacher seminar Student interactive session Student seminar Teacher seminar | 10 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | <input type="checkbox"/> Therapeutic nurse-patient relationship its phases ; Conditions essential to development of a therapeutic relationship <input type="checkbox"/> Therapeutic impasse and its management | patient relationship its phases ; Conditions essential to development of a therapeutic relationship <input type="checkbox"/> Therapeutic impasse and its management | patient relationship its phases ; Conditions essential to development of a therapeutic relationship <input type="checkbox"/> Therapeutic impasse and its management | PBL | |
|------|--|---|--|---|-------|
| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
| 6. | Assertive Training <input type="checkbox"/> Assertive Communication <input type="checkbox"/> Basic Human Rights <input type="checkbox"/> Response Patterns • (Nonassertive Behavior • Assertive Behavior • Aggressive Behavior • Passive-Aggressive Behavior) <input type="checkbox"/> Behavioral Components of Assertive Behavior <input type="checkbox"/> Techniques that Promote Assertive Behavior <input type="checkbox"/> Thought-Stopping Techniques Method Role of The Nurse | Explain Assertive Training <input type="checkbox"/> Assertive Communication <input type="checkbox"/> Basic Human Rights <input type="checkbox"/> Response Patterns • (Nonassertive Behavior • Assertive Behavior • Aggressive Behavior • Passive-Aggressive Behavior) <input type="checkbox"/> Behavioral Components of Assertive Behavior <input type="checkbox"/> Techniques that Promote Assertive Behavior <input type="checkbox"/> Thought-Stopping Techniques Method Role of The Nurse | To cover Assertive Training <input type="checkbox"/> Assertive Communication <input type="checkbox"/> Basic Human Rights <input type="checkbox"/> Response Patterns • (Nonassertive Behavior • Assertive Behavior • Aggressive Behavior • Passive-Aggressive Behavior) <input type="checkbox"/> Behavioral Components of Assertive Behavior <input type="checkbox"/> Techniques that Promote Assertive Behavior <input type="checkbox"/> Thought-Stopping Techniques Method Role of The Nurse | Teacher seminar PBL PBL SIS SIS Panel Discussion | 10hrs |

CLINICAL SPECIALITY – I
MEDICAL SURGICAL NURSING
Paper Code :

Placement: 1st Semester

Hours of Instruction
Theory: 60 Hours (4credits)


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

PREAMBLE:

This course is common for the students undergoing clinical speciality-II in neuro science nursing/cardiovascular & thoracic nursing/critical care nursing/oncology nursing/orthopaedic and rehabilitation nursing/nephro& urology nursing, gastroenterology nursing/ geriatric nursing.

It is designed to assist students in developing expertise and in depth knowledge in the field of medical Surgical Nursing. It will help students to appreciate the patient as a holistic individual and develop skill to function as a specialized Medical-Surgical Nurse. It will further enable the student to function as educator, manager and researcher in the field of Medical – Surgical Nursing.

Objectives:

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

1. Appreciate the trends & issues in the field of Medical – Surgical Nursing as a speciality.
2. Apply concepts & theories related to health promotion.
3. Appreciate the client as a holistic individual.
4. Perform physical, psychosocial assessment of Medical – Surgical patients.
5. Apply Nursing process in providing care to patients.
6. Integrate the concept of family centered nursing care with associated disorder such as genetic, congenital and long-term illness.
7. Recognize and manage emergencies with Medical- Surgical patients.
8. Describe various recent technologies & treatment modalities in the management of critically ill patients.
9. Appreciate the legal & ethical issues relevant to Medical – Surgical Nursing.
10. Prepare a design for layout and management of Medical – Surgical Units.
11. Appreciate the role of alternative systems of Medicine in care of patients.
12. Incorporate evidence based Nursing practice and identify the areas of research in the field of Medical – Surgical Nursing.
13. Recognize the role of Nurse practitioner as a member of the Medical – Surgical health team.
14. Teach Medical – Surgical Nursing to undergraduate nursing students & in-service nurses.

| S.No. | Dept/Unit | No. of Week | Total Hours |
|-------|----------------------|-------------|-------------|
| | General Medical Ward | 3 | 90 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | |
|--|-----------------------|----|-----|
| | General Surgical Ward | 2 | 60 |
| | ICUs | 2 | 60 |
| | Emergency Department | 2 | 60 |
| | Cardio | 1 | 30 |
| | Total | 10 | 300 |

Student Activities:

- Clinical presentations
- History taking
- Health Assessment
- Nutritional Assessment
- Health Education related to disease conditions
- Case studies
- Project work
- Field visits




Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

1st Semester
CLINICAL SPECIALITY – I
MEDICAL SURGICAL NURSING

| S. No | Content | Domains | Cognitive | psychomotor | Affective |
|-------|---|---|--|--|---|
| 1 | Introduction: <ul style="list-style-type: none"> <input type="checkbox"/> Historical development of Medical- Surgical Nursing in India. <input type="checkbox"/> Current status of health and disease burden in India. <input type="checkbox"/> Current concept of health. <input type="checkbox"/> Trends & issues in Medical – Surgical Nursing. <input type="checkbox"/> Ethical & cultural issues in Medical – Surgical Nursing. <input type="checkbox"/> Rights of patients. <input type="checkbox"/> National health policy, special laws & ordinances relating to older people. <input type="checkbox"/> National goals. <input type="checkbox"/> Five year plans. <input type="checkbox"/> National health programs related to adult health. | <p>Good to know</p> <p>Essential to perform</p> <p>Desirable to perform</p> | <p>Discuss</p> <p>Historical development of Medical- Surgical Nursing in India.</p> | <p>Describe the rights of patient.</p> | <p>Develops understanding Trends & issues in Medical – Surgical Nursing</p> |
| 2 | Health Assessment of patients <ul style="list-style-type: none"> <input type="checkbox"/> History taking. <input type="checkbox"/> Physical examination of various systems. <input type="checkbox"/> Nutritional assessment. <input type="checkbox"/> Related investigations and diagnostic assessment. | <p>Good to know</p> <p>Essential to perform</p> <p>Desirable to perform</p> | <p>Analyze Health Assessment of patients.</p> | <p>Perform health Assessment of patients.</p> | <p>Develops understanding about Physical examination of various systems.</p> |
| 3 | Care in hospital settings: <ul style="list-style-type: none"> <input type="checkbox"/> Ambulatory care. <input type="checkbox"/> Acute and Critical care. <input type="checkbox"/> Long term care. <input type="checkbox"/> Home Health Care. <input type="checkbox"/> Characteristics, care models, practice settings, interdisciplinary team. <input type="checkbox"/> Hospitalization- effects of hospitalization on the patient & family. <input type="checkbox"/> Stressors & reactions related to disease process. | <p>Essential to perform</p> <p>Desirable to perform</p> <p>Good to know</p> | <p>Describe Care in hospital settings</p> | <p>Participate for Care in hospital settings</p> | <p>Appreciates Care in hospital settings</p> |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|--|--|--|---|
| | <input type="checkbox"/> Nursing care using Nursing process approach. | | | | |
| 4 | Management of patients with disorders of Gastro intestinal tract <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment- History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. | Desirable to perform | | Evaluate the patients with disorders of Gastro intestinal tract | |
| 5 | Management of patients with disorders of nervous system <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. | Essential to perform | | | Write the Management of patients with disorders of nervous system |
| 6 | Management of patients with disorders of respiratory system <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, | Good to know Desirable to perform | Aware about the Common Disorders of respiratory system . | Participate in the Management of patients with disorders of respiratory system | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|--|--|--|--|--|
| | investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. | | | | |
|--|--|--|--|--|--|

CURRICULUM


| S. NO | CONTENT OF TOPICS | LEARNING OBJECTIVES (at the end of the session the student should be able to) | TEACHING OBJECTIVES | METHODOLOGY | TIME |
|-------|--|--|---|--|--------|
| 1 | Introduction: <ul style="list-style-type: none"> • Historical development of Medical- Surgical Nursing in India. • Current status of health and disease burden in India. • Current concept of health. • Trends & issues in Medical – Surgical Nursing. • Ethical & cultural issues in Medical – Surgical Nursing. • Rights of patients. • National health policy, special laws & ordinances relating to older people. • National goals. • Five year plans. • National health programs related to adult health. | Discuss the historical development, concept , trends and issues in medical surgical nursing. | To teach and discuss about historical development, concept , trends and issues in medical surgical nursing. | Interactive session with the students regarding historical development, concept , trends and issues in medical surgical nursing. | 5 hrs |
| 2 | Health Assessment of patients <ul style="list-style-type: none"> • History taking. | Discuss the investigations and | To teach and discuss about | Simulation on investigations | 20 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|---|---|--------|
| | <ul style="list-style-type: none"> Physical examination of various systems. Nutritional assessment. Related investigations and diagnostic assessment. | physical and nutritional assessment | investigations and physical and nutritional assessment | and physical and nutritional assessment | |
| 3 | <p>Care in hospital settings:</p> <ul style="list-style-type: none"> Ambulatory care. Acute and Critical care. Long term care. Home Health Care. Characteristics, care models, practice settings, interdisciplinary team. Hospitalization-effects of hospitalization on the patient & family. Stressors & reactions related to disease process. Nursing care using Nursing process approach. | Elaborate the nursing process in providing care to the patient | To teach and discuss about nursing process in providing care to the patient | Student seminar on nursing process in providing care to the patient | 5 hrs |
| 4 | <p>Management of patients with disorders of Gastro intestinal tract</p> <ul style="list-style-type: none"> Review of anatomy and physiology. Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. Health assessment-History taking, physical examination, investigation and | Describe the Management of patients with disorders of Gastro intestinal tract | To teach and discuss about Management of patients with disorders of Gastro intestinal tract | Seminar on Management of patients with disorders of Gastro intestinal tract | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|---|--|--|--------|
| | <p>diagnostic assessment.</p> <ul style="list-style-type: none"> • Treatment modalities and trends. • Nursing management. • Related research studies. • Evidence based nursing practice. • Rehabilitation and follow-up. | | | | |
| 5 | <p>Management of patients with disorders of nervous system</p> <p>-Review of anatomy and physiology.</p> <p>-Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.</p> <p>-Health assessment- History taking, physical examination, investigation and diagnostic assessment.</p> <p>-Treatment modalities and trends.</p> <p>-Nursing management.</p> <p>-Related research studies.</p> <p>-Evidence based nursing practice.</p> <p>-Rehabilitation and follow-up.</p> | Discuss the Management of patients with disorders of nervous system | To teach and discuss about Management of patients with disorders of nervous system | Seminar on Management of patients with disorders of nervous system | 10 hrs |
| 6 | <p>Management of patients with disorders of respiratory system</p> <p>-Review of anatomy and physiology.</p> <p>-Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.</p> <p>-Health assessment- History taking, physical examination, investigation and diagnostic assessment.</p> | Elaborate the Management of patients with disorders of respiratory system | To teach and discuss about Management of patients with disorders of respiratory system | Student seminar on Management of patients with disorders of respiratory system | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|--|--|--|--|--|
| | -Treatment modalities and trends. -Nursing management. -Related research studies. -Evidence based nursing practice. -Rehabilitation and follow-up. | | | | |
|--|--|--|--|--|--|

**CLINICAL SPECIALITY- I
COMMUNITY HEALTH NURSING**

PLACEMENT : FIRST YEAR

THEORY -10 credit (150 hours)


PRACTICAL -22 credit (660 hours)

TOTAL -32 credit (810 hours)

PREAMBLE

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

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


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

community health nurse will probably continue to care for individuals and families, particularly high-risk clients and those with communicable diseases


GOALS

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

OBJECTIVES

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

1. Appreciate the history and development in the field of Community Health and Community Health Nursing.
2. Appreciate role of individuals and families in promoting health of the Community.
3. Perform physical, developmental and nutritional assessment of individuals, families and groups.
4. Apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the people.
5. Apply nursing process approach while providing care to individuals, families, groups and community.
6. Integrate the concepts of family centered nursing approach while providing care to the community.
7. Recognize and participate in the management of emergencies, epidemics and disasters.
8. Apply recent technologies and care modalities while delivering community health nursing care.
9. Appreciate legal and ethical issues pertaining to community health nursing care.
10. Conduct community health nursing care projects.
11. Participate in planning, implementation and evaluation of various national health and family welfare programmes at local, state and the national level.
12. Incorporate evidence based nursing practice and identify the areas of research in the community settings.
13. Participate effectively as a member of Community Health team.
14. Coordinate and collaborate with various agencies operating in the community by using inter-sectoral approach.
15. Teach community health nursing to undergraduates, in-service nurses and the community health workers.
16. Demonstrate leadership and managerial abilities in community health nursing practice



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

MSc(N) 1ST YEAR
CLINICAL SPECIALITY -1
COMMUNITY HEALTH NURSING

PLACEMENT : FIRST SEMESTER

THEORY -04 credit (60 hours)

PRACTICAL -10credit (300 hours)


TOTAL -14 credit (360 hours)

COURSE DESCRIPTION

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

PRACTICAL 1ST SEMESTER

| S.N. | DEPARTMENT /UNIT | NO OF WEEKS | TOTAL CREDIT |
|------|--------------------|-------------|----------------------|
| 1. | SUB-CENTER,PHC,CHC | 7 | 7 CREDIT (210 HOURS) |
| 2. | URBAN CENTERS | 2 | 2 CREDIT (60 HOURS) |
| 3. | FIELD VISIT | 1 | 1 CREDIT (30 HOURS) |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| S. NO | TOPIC | DOMAIN | HRS |
|-------|--|--|-----|
| 1 | Introduction <ul style="list-style-type: none"> <input type="checkbox"/> Historical development of Community Health and Community health Nursing- World and India, various health and family welfare committees <input type="checkbox"/> Current status, trends and challenges of Community Health Nursing <input type="checkbox"/> Health status of the Community-community diagnosis <input type="checkbox"/> Scope of Community health Nursing practice <input type="checkbox"/> Ethical and legal issues <input type="checkbox"/> Socio-cultural issues in Community health Nursing <input type="checkbox"/> National Policies, plans and programmes <ul style="list-style-type: none"> • National health policy • National Population policy • National Health and welfare Programmes • National Health goals/ indicators/ Millennium developmental goals(MDG)/ Strategies • Planning process: Five year plans • National Rural Health Mission • Panchayat raj institutions | Nice to know Must know Must know Must know Must know Desirable to know Must know Must know Must know | 10 |
| 2 | Health <ul style="list-style-type: none"> <input type="checkbox"/> Concepts, issues <input type="checkbox"/> Determinants <input type="checkbox"/> Measurements <input type="checkbox"/> Alternate systems for health promotion and management of health problems <input type="checkbox"/> Health economics | Must know Must know Must know Must know Nice to know Must know Must know | 10 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


| | | | |
|---|---|--|----|
| | <input type="checkbox"/> Health technology <input type="checkbox"/> Genetics and health <input type="checkbox"/> Waste disposal <input type="checkbox"/> Eco system | Must know Desirable to know | |
| 3 | Community health Nursing <input type="checkbox"/> Philosophy, Aims, Objectives, Concepts, Scope, Principles, Functions <input type="checkbox"/> Community health Nursing theories and models <input type="checkbox"/> Quality assurance: Community health Nursing standards, competencies, Monitoring community health nursing, nursing audits <input type="checkbox"/> Family nursing and Family centered nursing approach <input type="checkbox"/> Family health nursing process <ul style="list-style-type: none"> o Family health assessment o Diagnosis o Planning o Intervention o Evaluation <input type="checkbox"/> Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged- Urban and rural population at large <input type="checkbox"/> Community nutrition <input type="checkbox"/> Concept, role and responsibilities of community health Nurse practitioners/nurse midwifery practitioners- decision making skills, professionalism, legal issues | Must know Nice to know Must know Desirable to know Desirable to know Must know Must know | 30 |
| 4 | Information, education and communication <input type="checkbox"/> IEC/BCC: Principles and strategies <input type="checkbox"/> Communication Skills | Must know Must know Must know | 10 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | |
|--|--|---|--|
| | <input type="checkbox"/> Management information and evaluation system: Records and reports <input type="checkbox"/> Information technology <input type="checkbox"/> Tele-medicine and tele-nursing <input type="checkbox"/> Journalism <input type="checkbox"/> Mass media <input type="checkbox"/> Folk media | Must know Must know Must know Must know Must know | |
|--|--|---|--|

1st semester
CLINICAL SPECIALITY- I
COMMUNITY HEALTH NURSING

| S. No | Topic | Learning Objectives (At the end of the session, the students should be able to :) | Teaching Guidelines | Methodology | Time |
|-------|--|--|------------------------------------|------------------------|----------|
| 1 | Introduction <input type="checkbox"/> Historical development of Community Health and | Discuss the historical development of | To cover historical development of | Lecture cum discussion | 10 hours |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | |
|--|--|--|--|--|
| <p>Community health Nursing- World and India, various health and family welfare committees</p> <p>□ Current status, trends and challenges of Community Health Nursing</p> <p>□ Health status of the Community-community diagnosis</p> <p>□ Scope of Community health Nursing practice</p> <p>□ Ethical and legal issues</p> <p>□ Socio-cultural issues in Community health Nursing</p> <p>□ National Policies, plans and programmes</p> <ul style="list-style-type: none"> • National health policy • National Population policy • National Health and welfare Programmes • National Health goals/ indicators/ Millennium developmental goals(MDG)/ Strategies • Planning process: Five year plans • National Rural Health Mission • Panchayat raj institutions | <p>Community Health and Community health Nursing- World and India, various health and family welfare committees</p> <p>Discuss the current status, trends and challenges of Community Health Nursing</p> <p>Describe the health status of the Community-community diagnosis</p> <p>Elaborate the scope of Community health Nursing practice</p> <p>Explain the ethical , legal issues and socio-cultural issues in Community health Nursing</p> <p>discuss National Policies, plans and programmes</p> | <p>Community Health and Community health Nursing, various health and family welfare committees, current status, trends and challenges of community health nursing, health status of the community-community diagnosis; scope of community health nursing practice, ethical and legal issues, socio-cultural issues in community health nursing, National policies, plans and programmes, National health policy, National Population policy, National Health and welfare Programmes, National Health</p> | <p>onhistorical development of Community Health and Community health Nursing</p> <p>Interactive session on ethical, legal issues and socio-cultural issues in</p> <p>Didactic lecture on national policies, plans and programmes</p> | |
|--|--|--|--|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|--|---|--------|
| | | | goals/ indicators/ Millennium developmental goals(MDG)/ Strategies, Planning process: Five year plans, National Rural Health Mission and Panchayat raj institutions | | |
| 2 | Health <input type="checkbox"/> Concepts, issues <input type="checkbox"/> Determinants <input type="checkbox"/> Measurements <input type="checkbox"/> Alternate systems for health promotion and management of health problems <input type="checkbox"/> Health economics <input type="checkbox"/> Health technology <input type="checkbox"/> Genetics and health <input type="checkbox"/> Waste disposal <input type="checkbox"/> Eco system | Discuss Concepts, issues, determinants and measurements Explain alternate systems for health promotion and management of health problems. Describe health economics and health technology Discuss genetics and health Discuss waste disposal Discuss eco system | To cover the concepts, issues, determinants, measurements, Alternate systems for health promotion and management of health problems, Health economics, Health technology, Genetics and health, Waste disposal and Eco system | Teaching seminar Interactive session Didactic lecture Field visits to water supply, sewage disposal, Clinical Postings in AYUSH Department in CHC | 10 hrs |
| 3 | Community health Nursing <input type="checkbox"/> Philosophy, Aims, | Discuss philosophy, aims, objectives, | To cover philosophy, aims, | Lecture cum discussion Didactic | 30 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | |
|--|---|--|---|--|
| <p>Objectives, Concepts, Scope, Principles, Functions</p> <p><input type="checkbox"/> Community health Nursing theories and models</p> <p><input type="checkbox"/> Quality assurance: Community health Nursing standards, competencies, Monitoring community health nursing, nursing audits</p> <p><input type="checkbox"/> Family nursing and Family centered nursing approach</p> <p><input type="checkbox"/> Family health nursing process</p> <p>o Family health assessment</p> <p>o Diagnosis</p> <p>o Planning</p> <p>o Intervention</p> <p>o Evaluation</p> <p><input type="checkbox"/> Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged- Urban and rural population at large</p> <p><input type="checkbox"/> Community nutrition</p> <p><input type="checkbox"/> Concept, role and responsibilities of community health Nurse</p> <p>practitioners/nurse midwifery</p> | <p>concepts, scope, principles and functions.</p> <p>Explain community health nursing theories and models.</p> <p>Elaborate quality assurance, standards, competencies, monitoring community health nursing and nursing audits</p> <p>Discuss family nursing and family centered nursing approach</p> <p>Explain family health nursing process</p> <p>Discuss nursing care for special groups</p> <p>Discuss community nutrition</p> <p>Explain the concept, role and responsibilities of community health nurse</p> <p>practitioners/nurse midwifery</p> <p>practitioners-decision</p> | <p>objectives, concepts, scope, principles, functions, community health nursing theories and models, Quality assurance, Community health Nursing standards, competencies, Monitoring community health nursing, nursing audits, family nursing and family centered nursing approach, family health nursing process, nursing care for special groups, community nutrition; concept, role and responsibilities of community health Nurse</p> <p>practitioners/nurse midwifery</p> <p>practitioners-</p> | <p>lecture</p> <p>visit to family planning camp</p> <p>Clinical Postings in CHC, PHC</p> <p>Didactic lecture</p> <p>Demonstration on family health assessment</p> <p>Family visits</p> <p>Clinical Postings in CHC, PHC</p> | |
|--|---|--|---|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|---|---|--------|
| 4 | <p>practitioners-decision making skills, professionalism, legal issues</p> <p>Information, education and communication</p> <p><input type="checkbox"/> IEC/BCC: Principles and strategies</p> <p><input type="checkbox"/> Communication Skills</p> <p><input type="checkbox"/> Management information and evaluation system: Records and reports</p> <p><input type="checkbox"/> Information technology</p> <p><input type="checkbox"/> Tele-medicine and tele-nursing</p> <p><input type="checkbox"/> Journalism</p> <p><input type="checkbox"/> Mass media</p> <p><input type="checkbox"/> Folk media</p> | <p>making skills, professionalism, legal issues</p> <p>Explain</p> <p>Explain the Principles and strategies of IEC</p> <p>Discuss communication skills</p> <p>Describe the management information and evaluation system:</p> <p>Describe information technology, tele-medicine and tele-nursing</p> <p>Discuss journalism, mass media and folk media</p> | <p>decision making skills, professionalism and legal issues</p> <p>strategies of IEC, communication Skills, management information and evaluation system, information technology, tele-medicine and tele-nursing, journalism, mass media and folk media</p> | <p>Teaching seminar</p> <p>Interactive session</p> <p>Field visits</p> <p>Clinical postings</p> <p>postings</p> <p>Group projects</p> <p>Role plays</p> | 10 hrs |
|---|--|--|---|---|--------|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

SECOND SEMESTER



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

ADVANCE NURSING PRACTICE

Placement: Second Semester

PREAMBLE:


Advanced practice is a level of practice, rather than a type or specialty of practice. Advanced practitioners are educated at masters' level in advanced practice and are assessed as competent in practice, using expert knowledge and skills. They have the freedom and authority to act, making autonomous decisions in the assessment, diagnosis and treatment of patients. Use this guide to find information resources relating to advanced nursing practice including books, reports and journal articles. An **advanced practice registered nurse (APRN)** is a nurse with post-graduate education in nursing. APRNs are prepared with advanced didactic and clinical education, knowledge, skills, and scope of practice in nursing.^[1]

Advance nursing practice defines a level of nursing practice that utilizes extended and expanded skills, experience and knowledge in assessment, planning, implementation, diagnosis and evaluation of the care required. Nurses practicing at this level are educationally prepared at the post-graduate level and may work in either a specialist or generalist capacity. However, the basis of advanced practice is the high degree of knowledge, skill and experience that is applied within the nurse-patient/client relationship to achieve optimal outcomes through critical analysis, problem solving and evidence-based decision making.

Advance nursing practice demonstrates effective integration of theory, practice and experiences along with increasing degrees of autonomy in judgments and interventions. Intensive post-graduate education is designed to teach an APRN to use multiple approaches to decision-making, manage the care of individuals and groups, engage in collaborative practices with the patient or client to achieve best outcomes; provide a supportive environment for colleagues; manage the utilization of staff and physical resources; engage in ethically justifiable nursing practice; protect the rights of individuals and groups; engage in activities to improve nursing practice; develop therapeutic and caring relationships; fulfil the conduct requirements of the profession; act to enhance the professional development of self; and function in accordance with legislation and common law affecting nursing practice.^[2]

Advance practice registered nurse education forms the basis of four recognized general areas of specialization:

- Nurse anaesthetists (in the United States, certified registered nurse anaesthetists or CRNAs)



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

- Nurse midwives (in the United States, certified nurse midwives or CNMs)
- Clinical nurse specialists (CNSs)
- Nurse practitioners (NPs in India)

GOALS

An advanced nursing student will learn from leading researchers in nursing practice and the study of clinical environments. This course will solidify the theoretical foundations of nursing practice and develop the confidence to use the latest research based evidence to inform your clinical decision making.


During this one year degree, the student will build on the knowledge they have gained through clinical practice, with an emphasis on the provision of high quality care and patient safety. It will cover core units in the foundations of clinical practice and assessment before taking a range of elective units which allow the student to further advance their knowledge in clinical areas of particular interest. A work-based project or research thesis will comprise the capstone experience of this degree, providing the opportunity for the student to apply expertise as they develop a nuanced understanding of nursing practice and clinical environments.

Upon completion of this course, students will have the knowledge, skills and attributes required to develop initiatives in healthcare and make a substantial contribution to healthcare policy and development. Completion of this degree can also be a pathway into the Master of Nursing (Nurse Practitioner).

OBJECTIVES:

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

1. Appreciate and analyze the development of Nursing as a Profession.
2. Describe ethical, legal, political and economic aspects of health care delivery and Nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system.
4. Discuss concepts, principles, theories, models, approaches relevant to Nursing and their application.
5. Describe scope of Nursing Practice.
6. Provide holistic and competent Nursing care following Nursing process approach.
7. Identify latest trends in Nursing and the basis of advance Nursing Practice.
8. Perform extended and expanded role of Nurse.
9. Describe alternative modalities of Nursing Care.
10. Describe the concept of quality control in Nursing.
11. Identify the scope of Nursing Research.
12. Use computer in patient care delivery system and Nursing practice.


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

ADVANCE NURSING PRACTICE

Placement :Second Semester

Hours of Instruction
Theory: 150 Hours (10 credits)
Practical: 200 Hours(7 credits)

| S.NO | TOPIC | DOMAIN | HRS |
|------|--|---|-----|
| 1 | Nursing as a Profession <ul style="list-style-type: none"> History of development of Nursing profession, Characteristics criteria of the profession perspective of Nursing profession-national, global Code of ethics (INC) Code of professional conduct (INC), Autonomy and accountability Assertiveness Visibility of Nurses legal considerations Role of regulatory bodies Professional organizations and unions-self defence, individual and collective bargaining. Educational preparations, continuing education, career opportunities, <ul style="list-style-type: none"> Professional Advancement & role and scope of Nursing Education. Role of research, leadership and management. Quality assurance in Nursing (INC). | <ul style="list-style-type: none"> ➤ 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 | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|---|---|---|----|
| | <ul style="list-style-type: none"> • Futuristic Nursing | <ul style="list-style-type: none"> ➤ Must know | |
| 2 | Health care delivery <ul style="list-style-type: none"> • Health care environment, <ul style="list-style-type: none"> • economics, • constraints, • planning process, • policies, political process vis a Nursing profession. • Health care delivery system- national, state, district and local level. • Major stakeholders in the health care system- Government, non-govt., Industry and other professionals. • Patterns of Nursing care delivery in India. • Health care delivery concerns, national health and family welfare programs, <ul style="list-style-type: none"> • inter sectoral coordination, • role of nongovernmental agencies. • Information, education and communication (IEC). • Tele-medicine. | <ul style="list-style-type: none"> ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Desirable to know | 5 |
| 3 | Genetics <ul style="list-style-type: none"> • Review of cellular division, mutation and law of inheritance human genome project The Genomic era. • Basic concepts of Genes Chromosomes & DNA. • Approaches to common genetic disorders. • Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing Prenatal diagnosis & screening, Ethical, legal & psychosocial issues in genetic testing. • Genetic counseling. • Practical application of genetics in Nursing. | <ul style="list-style-type: none"> ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Desirable to know ➤ Desirable to know | 10 |
| 4 | Epidemiology <ul style="list-style-type: none"> • Scope, epidemiological approach and methods Morbidity, mortality, Concepts of causation of diseases and their screening, • Application of epidemiology in health care delivery, Health surveillance and health informatics | <ul style="list-style-type: none"> ➤ Must know ➤ Must know ➤ Must know | 10 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | |
|---|---|---|----|
| | <ul style="list-style-type: none"> • Role of Nurse | ➤ Must know | |
| 5 | Bio-Psycho social pathology <ul style="list-style-type: none"> • Path physiology and Psychodynamics of disease causation. • Life processes, <ul style="list-style-type: none"> • homeostatic mechanism, • biological and psycho-social dynamics in causation of disease, life style. • Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional Problems, haemorrhage and shock <ul style="list-style-type: none"> • altered body temperature, unconsciousness • sleep pattern and its disturbances • Pain and sensory deprivation. • Treatment aspects: pharmacological and pre- post operative care aspects, • Cardio pulmonary resuscitation. • End of life Care • Infection prevention (including HIV) and standard safety measures, bio-medical waste Management. • Role of Nurse- Evidence based Nursing practice; Best practices • Innovations in Nursing. | <ul style="list-style-type: none"> ➤ Must know ➤ Desirable to know ➤ Must know ➤ Desirable to know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know | 20 |
| 6 | Philosophy and Theories of Nursing <ul style="list-style-type: none"> • Values, Conceptual Models and Approaches. • Nursing theories: Nightingale's, Henderson's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Neuman's, Roy's, Watson Parsce, etc and their applications, • Health belief models, communication and management, etc • Concept of Self health. • Evidence based practice model. | <ul style="list-style-type: none"> ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Must know ➤ Desirable to know | 20 |
| 7 | Nursing process approach <ul style="list-style-type: none"> • Health Assessment- illness status of patients/clients (Individuals, family, community), <ul style="list-style-type: none"> • Identification of health illness problems, health behaviours • signs and symptoms of clients. • Methods of collection, analysis and utilization of data relevant to Nursing Process. <ul style="list-style-type: none"> • Formulation of nursing care plans health goals, implementation, modification and evaluation of care. | <p>Must know</p> <p>Desirable to know</p> <p>Desirable to know</p> <p>Must know</p> <p>Must know</p> | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|----|---|---|----|
| | | | |
| 8 | Psychological aspects and Human relations <ul style="list-style-type: none"> • Human behaviour, Life processes & growth and development, personality development, defence mechanisms, • Communication, interpersonal relationships, individual and group, group dynamics, and organizational behaviour, • Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young & middle adult, and Older adult) • Sexuality and sexual health. • Stress and adaptation, crisis and its intervention, Coping with loss, death and grieving, • Principles and techniques of Counselling. | Must know Must know Must know Desirable to know Must know Must know | 30 |
| 9 | Nursing practice <ul style="list-style-type: none"> • Framework, scope and trends. • Alternative modalities of care, alternative systems of health and complimentary therapies. • Extended and expanded role of the Nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions. • Health promotion and primary health care. • Independent practice issues: - Independent Nurse-midwifery practitioner. • Collaboration issues and models-within and outside Nursing. • Models of Prevention, • Family Nursing, Home Nursing, • Gender sensitive issues and women empowerment. • Disaster Nursing. • Geriatric considerations in Nursing. • Evidence based Nursing practice- best practices • Trans-cultural Nursing. | Must know Desirable to know Must know Must know Must know Must know Must know Must know Desirable to know Must know Must know | 10 |
| 10 | Computer applications for patient care delivery system and Nursing Practice <ul style="list-style-type: none"> • Use of computers in teaching, learning, research and Nursing practice. • Windows, MS office: Word, Excel, Power Point, • Internet, literature search, • Statistical packages, • Hospital management information system: software. | ➤ Must know ➤ Must know ➤ Desirable to know ➤ Must know | 25 |



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

Curriculum

| 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 | Nursing as a Profession <ul style="list-style-type: none"> History of development of Nursing profession, characteristics, criteria of the profession, perspective of Nursing profession-national, global Code of ethics (INC), code of professional conduct (INC), autonomy and accountability, assertiveness, visibility of Nurses, legal considerations, Role of regulatory bodies Professional organizations and unions-self defence, individual and collective bargaining. Educational preparations, continuing education, career opportunities, professional Advancement & role and scope of Nursing Education. Role of research, leadership and management. Quality assurance in Nursing (INC). Futuristic Nursing | 1. Describe the History of development of Nursing profession, characteristics and criteria of the profession, 2. Enumerate the Code of ethics (INC), code of professional conduct (INC), autonomy and accountability, Assertiveness, visibility of Nurses, legal considerations. 3. Explain the role of regulatory bodies 4. Discuss the Role of research, leadership and management | To cover the various history History of development of Nursing profession, characteristics, criteria of the profession, perspective of Nursing profession-national, global, Code of ethics (INC), code of professional conduct (INC), autonomy and accountability, assertiveness, visibility of Nurses, legal considerations, Role of regulatory bodies, Professional organizations and unions-self defence, individual and collective bargaining., Educational preparations, continuing education, career opportunities, professional advancement & role and scope of Nursing Education, Role of research, leadership and management, Quality assurance in Nursing (INC) and Futuristic Nursing | 1. Interactive session with the students regarding history of nursing profession 2. Essay writing on code of ethics 3. Students seminar on collective bargaining 4. Integrated vertical teaching on futuristic nursing | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|---|---|---|----|
| 2 | Health care delivery <ul style="list-style-type: none"> • Health care environment, economics, constraints, planning process, policies, political process vis a Nursing profession. • Health care delivery system- national, state, district and local level. • Major stakeholders in the health care system- Government, non-govt., Industry and other professionals. • Patterns of Nursing care delivery in India. • Health care delivery concerns, national health and family welfare programs, inter sectoral coordination, role of nongovernmental agencies. <ul style="list-style-type: none"> • Information, education and communication (IEC). • Tele-medicine. | 1. Discuss in detail health care delivery system- national, state, district and local level. 2. Enumerate the various patterns of nursing care delivery in India 3. Describe the importance of information, education and communication | To cover the various health care delivery system which includes Health care environment, economics, constraints, planning process, policies, political process vis a Nursing profession, Health care delivery system- national, state, district and local level, Major stakeholders in the health care system- Government, non-govt., Industry and other professionals., Patterns of Nursing care delivery in India., Health care delivery concerns, national health and family welfare programs, inter sectoral coordination, role of nongovernmental agencies, Information, education and communication (IEC). And Tele-medicine. | 1 Didactic lecture through power point projections 2. Group discussion on patterns of nursing care delivery in India 3. Group discussion on tele medicine | 5 |
| 3 | Genetics <ul style="list-style-type: none"> • Review of cellular division, mutation and law of inheritance, human genome project, The Genomic era. • Basic concepts of Genes, Chromosomes & DNA. • Approaches to common genetic disorders. • Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition | 1. Elaborate the process of cellular division, mutation and law of inheritance 2. Enumerate the basis of genetic diagnosis | To cover the various topics in genetics which include Review of cellular division, mutation and law of inheritance, human genome project, The Genomic era, Basic concepts of Genes, Chromosomes & DNA., Approaches to common genetic disorders, Genetic testing – basis of | 1. Teachers seminar on cellular division, mutation and law of inheritance 2. Students Seminar on prenatal | 10 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|---|--|---|--|---|----|
| | testing, Prenatal diagnosis & screening, Ethical, legal & psychosocial issues in genetic testing. <ul style="list-style-type: none"> • Genetic counselling. • Practical application of genetics in Nursing | 3.Explain the process of genetic counselling | genetic diagnosis, Pre symptomatic and predisposition testing ,Prenatal diagnosis & screening, Ethical, legal & psychosocial issues in genetic testing, Genetic counselling and Practical application of genetics in Nursing | diagnosis and screening in pregnancy 3. Visit to the genetic counselling centre | |
| 4 | Epidemiology <ul style="list-style-type: none"> • Scope, epidemiological approach and methods, Morbidity, mortality, Concepts of causation of diseases and their screening, • Application of epidemiology in health care delivery, Health surveillance and health informatics • Role of Nurse | 1.Describe the scope of epidemiology 2.Discuss The application of epidemiology in health care delivery system | To cover the various topics In epidemiology which includes Scope, epidemiological approach and methods, Morbidity, mortality, Concepts of causation of diseases and their screening, ,Application of epidemiology in health care delivery, Health surveillance and health Informatics and Role of Nurse | 1.Essay writing on scope of epidemiology 2. Problem based learning on concepts of causation of diseases and their screening | 10 |
| 5 | Bio-Psycho social pathology <ul style="list-style-type: none"> • Path physiology and Psychodynamics of disease causation. • Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style. • Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, | 1.Explain the path physiology and psychodynamics of disease causation 2.Discuss the various sleep pattern and its disturbances 3.Enlist the steps of cardio pulmonary resuscitation | To cover the various bio psycho social pathology which includes Path physiology and Psychodynamics of disease causation, Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style, Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, haemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its | 1.Students seminar on path physiology and psychodynamics of disease causation 2. Group Discussion on common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, haemorrhage | 20 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|--|---|----|
| | <p>(Individuals, family, community), Identification of health illness problems, health behaviors, signs and symptoms of clients.</p> <ul style="list-style-type: none"> • Methods of collection, analysis and utilization of data relevant to Nursing Process. <p>Formulation of nursing care plans, health goals, implementation, modification and evaluation of care.</p> | <p>2.Enlist the various methods of collection, analysis and utilization of data relevant to nursing process</p> <p>3.Describe the process of formulation of nursing care plans</p> | <p>patients/clients (Individuals, family, community),Identification of health illness problems, health behaviours, signs and symptoms of clients, Methods of collection, analysis and utilization of data relevant to Nursing Process, Formulation of nursing care plans, health goals, implementation, modification and evaluation of care.</p> | <p>2.Teachers seminar on methods of collection , analysis and utilization of data relevant to nursing process</p> <p>3.Students seminar on formulation of nursing care plans</p> | |
| 8 | <p>Psychological aspects and Human relations</p> <ul style="list-style-type: none"> • Human behavior, Life processes & growth and development, personality development, defense mechanisms, • Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior, • Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young & middle adult, and Older adult) • Sexuality and sexual health. • Stress and adaptation, crisis and its intervention, Coping with loss, death | <p>1.Explain the various defence mechanism</p> <p>2.Discuss the process of communication and interpersonal relationship</p> <p>3.Enumerate the process of growth and development from conception till death</p> <p>4.Describe the principles and techniques of counselling</p> | <p>To cover the psychological aspects and human relations which comprises of Human behaviour, Life processes & growth and development, personality development, defence mechanisms, Communication, interpersonal relationships, individual and group, group dynamics, and organizational behaviour, Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young & middle adult, and Older adult), Sexuality and sexual health.</p> <p>, Stress and adaptation,</p> | <p>1.Students interactive session on personality development</p> <p>2.Group discussion on communication</p> <p>3.Integrated teaching on basic human needs</p> <p>4.Visit to guidance and counselling centre</p> | 30 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|--|---|----|
| | and grieving, • Principles and techniques of Counselling. | | crisis and its intervention, Coping with loss, death and grieving, Principles and techniques of Counselling. | | |
| 9 | Nursing practice • Framework, scope and trends. • Alternative modalities of care, alternative systems of health and complimentary therapies. • Extended and expanded role of the Nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions. • Health promotion and primary health care. • Independent practice issues: - Independent Nurse-midwifery practitioner. • Collaboration issues and models-within and outside Nursing. • Models of Prevention, • Family Nursing, Home Nursing, • Gender sensitive issues and women empowerment. • Disaster Nursing. • Geriatric considerations in Nursing. • Evidence based Nursing practice- best practices • Trans-cultural Nursing. | 1. Discuss the framework, Scope and trends of nursing practice 2. Explain the extended and expanded role of the nurse 3. Describe disaster nursing in detail | To cover the Framework, scope and trends, Alternative modalities of care, alternative systems of health and complimentary therapies. Extended and expanded role of the Nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions, Health promotion and primary health care, Independent practice issues: - Independent Nurse-midwifery practitioner, Collaboration issues and models-within and outside Nursing, Models of Prevention, Family Nursing, Home Nursing, Gender sensitive issues and women empowerment., Disaster Nursing, Geriatric considerations in Nursing, Evidence based Nursing practice- best practices And Trans-cultural Nursing. | 1. Didactic lecture through power point projections 2. Group discussion on alternative modalities of care 3. Students seminar on models of prevention 4. Visit to old age home | 10 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|----|--|---|--|---|----|
| 10 | Computer applications for patient care delivery system and Nursing Practice <ul style="list-style-type: none"> • Use of computers in teaching, learning, research and Nursing practice. • Windows, MS office: Word, Excel, Power Point, • Internet, literature search, • Statistical packages, • Hospital management information system: software. | 1.Explain the use of computers in teaching, learning , research and nursing practice 2.Describe hospital management information system | To cover the Use of computers in teaching, learning, research and Nursing practice, Windows, MS office: Word, Excel, Power Point, Internet, literature search, Statistical packages, Hospital management information system: software. | 1. Didactic lecture through power point projections 2.Teachers seminar on statistical packages | 25 |
|----|--|---|--|---|----|

Assessment techniques for Theory

- Monthly test (objective type)
- Sessional Examination Objective structured clinical examination (OSCE)
- Pre University Examination (OSCE)
- Assignment
- Project work
- Practice teaching
- Annotated references from journals

Assessment techniques for practical

- Sessional Examination =Objective structured practical examination (OSPE)
- Pre University Examination (OSPE)
- Clinical conference
- Nursing Rounds
- Clinical assignments
- Clinical evaluation

Clinical Training

Clinical posting in the following areas:


- Specialty area- in-patient unit - 2 weeks
- Community health center/PHC - 2 weeks
- Emergency/ICU - 2 weeks

Teaching and Clinical Hours

Total Hours of Instructions is 350 Hrs Out of which theory is 150 hours and practical is 200 hours

Research Responsibilities:

- Identified and implement research based innovations for improving client care, organizations and systems
- Identify, conduct and support research as primary investigator or collaborator
- Evaluate current practice at individual and system levels in light of research findings


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

- Collect data on and evaluate the outcome of, advanced nursing practice for clients, the nursing profession and health care system
- Critique , interpret, apply and disseminate evidence based findings

Obstetric and gynecological Nursing

Placement: Second Semester

Hours of Instruction

Theory & Practical Credit: 6 Credits (90hrs)

Clinical: 12 Credits (360hrs)


PREAMBLE:

Obstetrical nursing, also called **Perinatal nursing**, is a nursing specialty that works with patients who are attempting to become pregnant, are currently pregnant, or have recently delivered. Obstetrical nurses help provide prenatal care and testing, care of patients experiencing pregnancy complications, care during labour and delivery, and care of patients following delivery. Obstetrical nurses work closely with obstetrician and midwives. They give necessary supervision, care and advice to women during pregnancy labour and post partum period.

Obstetrical nurses conducts deliveries and responsible to render care to the new born and the infant and perform postoperative care on a surgical unit, stress test evaluations, cardiac monitoring, vascular monitoring, and health assessments, besides sexual and reproductive health of women throughout their lives. Obstetrical nurses are required to possess specialized skills such as electronic foetal monitoring, nonstress test, neonatal resuscitation, and medication administration by continuous intravenous drip.

Obstetrical nurses work in many different environments such as medical offices, prenatal clinics, labour & delivery units, ante partum units, postpartum units, operation theatre and clinical research.

Gynaecology nursing is the medical practice dealing with the health of the female reproductive systems (vagina, uterus, and ovaries) and the breast. Literally, outside medicine, the term means "the science of women". Its counterpart is andrology which deals


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

with medical issues specific to the male reproductive system. A professional in midwifery is known as a midwife.

Goal :

To assist students in developing expertise and in depth understanding in the field of Obstetric and Gynecological Nursing so that they appreciate the client as a holistic individual and develop skill to function as an independent midwifery practitioner (to function as educator, manager, and researcher in the field of Obstetric and Gynecological nursing).

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

OBJECTIVES:

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

- Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labor and puerperium.
- Provide comprehensive nursing care to women during reproductive period and newborns.
- Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynecological nursing.
- Identify and analyze the deviations from normal birth process and refer appropriately.
- Describe the pharmacological agents, their effects during pregnancy, Counsel adolescents, women and families on issues pertaining to pregnancy, child birth and lactation

DURATION:

Six month course (full time in First Semester)

MEDIUM OF INSTRUCTION AND EXAMINATION : English

ELIGIBILITY CRITERIA FOR ADMISSION:



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

The eligibility criteria for admission shall be as under:

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

INTAKE CAPACITY:

5 Seats per year


CAREER OPPURTUNITIES:

- Nurse clinician
- Nurse educators
- Researcher
- Administrator
- Nurse specialist
- Practitioner
- Nurse epidemiologist
- Wound care nurse
- Manager
- Planner
- Policy maker
- Counselor
- Nurse anesthetist
- Forensic nurse
- Hospice nurse
- Travel health nurse

CORE DEPARTMENT:

Department of obstetrics and gynecological nursing, department of pediatric nursing, department of community health nursing

FEE STRUCTURE:


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

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

TEACHING STRATEGIES

Procedures performed


- Antenatal assessment-20
- Postnatal assessment-20
- Assessment during labour : use of partograph - 20
- Per vaginal examination-20
- Conduct of normal delivery-20
- Episiotomy and suturing-10
- Setting up of delivery areas
- Insertion of intra uterine devices(copper T)

Prepare Case studies with Nursing process approach and theoretical basis

- Presentation of comparative picture of theories
- Annotated bibliography
- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits

Procedures observed

- Diagnostic investigations : amniocentesis, chorionic villi sampling


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

- Infertility management: artificial reproduction : artificial insemination, invitro fertilization, and related procedures

Procedures assisted

Medical termination of pregnancy,

CLINICAL TRAINING

Clinical posting in the following areas:


| S.No. | Deptt./Unit | No. of Week |
|--------------|-------------------------|--------------------|
| 1 | Maternity OT | 1 |
| 2 | Family Planning Clinics | 1 |
| 3 | Labour room | 4 |
| 4 | Postnatal Ward | 3 |
| 5 | NICU & PICU | 2 |
| 4 | Community Health Centre | 1 |
| | Total Credit | 12 |

TEACHING AND CLINICAL HOURS

Total credit of instructions is 18 out of which theory is 2 credit is theory / practical and clinical is 16 Credit

ASSESSMENT


- Assessment during labour : use of partograph - 20
- Per vaginal examination-20
- Conduct of normal delivery-20


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

•Episiotomy and suturing-10

Domain


| S.No | Topic | Domain | Cognitive | Affective | Psychomotor |
|------|---|---------------------|---|------------------------------|-------------|
| 4 | Normal Labour and nursing management Second stage Physiology , intrapartum monitoring and nursing | Must to know | Describe the role hormones in causation of labour Explain the physiology of labour | Monitors the Second stage of | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|---|--------|---|
| | <p>management.</p> <p>Resuscitation , immediate newborn care and initiate breast feeding (Guidelines of National neonatology forum of India)</p> <p>Third stage</p> <ul style="list-style-type: none"> • Physiology and nursing management <p>Fourth stage – Observation, critical analysis and Nursing management.</p> <p>Various child birth practice: water birth, position change etc</p> <ul style="list-style-type: none"> • Evidence based practice in relation to labour intervention <p>Role of nurse midwifery practitioner• Alternative/complementary therapies</p> | <p>Must to know</p> <p>Must to know</p> | <p>Critically analysis the plotted partograph for early detection of abnormal progress of labour.</p> <p>Discusses the importance analgesia and anesthesia in obstetric</p> <p>Monitors maternal and fetal well being during the child birth process</p> <p>Keeps the resuscitation equipment ready for emergency</p> <p>Explain the Physiology changes during third stage of labour</p> <p>Explain the various child birth practices</p> <p>Describe the role of nurse practioner.</p> | labour | <p>Records the progress of labour and condition of mother and fetus on partograph</p> <p>Conduct the delivery of foetus</p> <p>Provide immediate nursing care to newborn</p> <p>Observe maternal condition for postpartum haemorrhage</p> |
| 5 | <p>Normal puerperium and nursing management</p> <p>Physiology of puerperium</p> <p>Physiology of lactation, lactation management,</p> | <p>Must to know</p> | <p>Identifies the physiological changes during puerperium</p> | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|---|---|--|--|---|--|
| | <p>exclusive breast feeding ,Baby friendly hospital intitative(BFHI)</p> <p>Assessment of postnatal women .</p> <p>Minor discomforts and complications of puerperium</p> <p>Management of mothers during puerperium: Postnatal exercises Rooming in, bonding, warm chain</p> <p>Evidence based studies</p> <p>Role of nurse midwifery practitioner</p> <p>Alternative/complementary therapies</p> | | <p>Describes the common discomfort of a postnatal mother</p> | <p>Advices nursing measure for discomfort in postnatal period</p> | <p>Makes post natal assessment risk factors</p> <p>Assume the Role of nurse midwifery practitioner</p> |
| 6 | <p>Normal Newborn</p> <p>Physiology and characteristics of normal newborn</p> <p>Physical and Behavioural assessment of newborn</p> <p>Needs of newborn</p> <p>Essential newborn care: Exclusive breast feeding,</p> <p>Immunization, Hygiene</p> | <p>Desirable to know</p> <p>Desirable to know</p> <p>Desirable</p> | <p>Makes the Physical and behavior assessment of newborn</p> | | <p>Render essential newborn care.</p> |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|---|--|--|--|
| | <p>measures, Newborn nutrition</p> <p>Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU Observation and care of newborn</p> <p>Parenting process</p> | <p>e to know</p> <p>Desirable to know</p> <p>Must to know</p> | | <p>Participates in organization neonatal intensive care unit</p> | |
| 7 | <p>Pharmacodynamics in obstetrics</p> <ul style="list-style-type: none"> • Drugs used in pregnancy, labour, post partum and newborn • Calculation of drug dose and administration • Effects of drugs used • Anaesthesia and analgesia in obstetrics • Roles and responsibilities of midwifery nurse practitioner • Standing orders and protocols and use of selected life saving • drugs and interventions of obstetric emergencies approved by the MOHFW | <p>Must to know</p> | <p>Classify the drugs used in obstetrics</p> <p>Describes the role of nurse in administration of medication in pregnancy and labour,</p> | <p>Discusses the drugs affecting pregnancy, developing embryo and foetus</p> | <p>Follows the Standing orders and protocols for use of selected life saving</p> <p>Intervenes of obstetric emergencies as approved by the</p> |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|---------------------|---|--|-------|
| | | | | | MOHFW |
| 10 | Menopause Physiological, psychological and social aspects Hormone Replacement Therapy Surgical menopause Counseling and guidance Role of midwifery nurse practitioner. | Must know | Describe the Physiological, psychological and social aspects of menopause | | |
| 11 | Abortion Types, causes Legislations, Clinical rights and professional responsibility Abortion procedures Complications Nursing management Role of midwifery nurse practitioner | Must to know | Identifies the common causes of bleeding in early pregnancy Explains the Legislations, Clinical rights and professional responsibility | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

Second Semester CURRICULUM

| S.No | Contents Of The Topics | Learning Objectives (At The End Of The Session The Student Should Be Able To) | Teaching Objectives | Methodology | Time |
|------|--|--|---|--|--------|
| 4 | Normal Labour and nursing management Second stage Physiology , intrapartum monitoring and nursing management. Resuscitation , immediate newborn care and initiate breast feeding (Guidelines of National neonatology forum of India) Third stage • Physiology and nursing management Fourth stage – Observation, critical analysis and Nursing management. Various child birth practice: water birth, position change etc • Evidence based practice in relation to labour intervention Role of nurse midwifery practitioner• Alternative/complementary therapies | Describe the role hormones in causation of labour Explain the physiology of labour Critically analysis the plotted partograpgh for early detection of abnormal progress of labour. Discusses the importance analgesia and anesthesia in obstetric Monitors maternal and fetal well being during the child birth process Keeps the resuscitation equipment ready for emergency Explain the Physiology changes during third stage of labour Explain the various child birth practices Describe the role of nurse practioner. | To cover Second stage Physiology , intrapartum monitoring and nursing management. Resuscitation , immediate newborn care and initiate breast feeding (Guidelines of National neonatology forum of India) Third stage • Physiology and nursing management Fourth stage – Observation, critical analysis and Nursing management. Various child birth practice: water birth, position change etc • Evidence based practice in relation to labour intervention Role of nurse midwifery practitioner• Alternative/compl ementary therapies | SIS SIS PBL Demonstrati on FGD SIS SIS SIS SIS | 15 hrs |
| V | Normal puerperium and nursing management | 1.Explain the Normal puerperium | To cover Physiology of | 1.Students seminar on | 20 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----------|---|--|---|---|----|
| | <p>Physiology of puerperium Physiology of lactation, lactation management, exclusive breast feeding ,Baby friendly hospital initiative(BFHI) Assessment of postnatal women . Minor discomforts and complications of puerperium Management of mothers during puerperium: Postnatal exercises Rooming in, bonding, warm chain Evidence based studies Role of nurse midwifery practitioner Alternative/complementary therapies</p> | <p>2.Discuss the Assessment of postnatal women .</p> <p>3.Enlist the steps of Postnatal exercises Rooming in, bonding, warm chain</p> <p>4. Enlist the role of nurse in evidence based nursing practice.</p> | <p>puerperium Physiology of lactation, lactation management, exclusive breast feeding ,Baby friendly hospital initiative(BFHI) Assessment of postnatal women . Minor discomforts and complications of puerperium Management of mothers during puerperium: Postnatal exercises Rooming in, bonding, warm chain Evidence based studies Role of nurse midwifery practitioner Alternative/complementary therapies</p> | <p>Physiology of puerperium Physiology of lactation, lactation management , exclusive breast feeding ,Baby friendly hospital initiative(BFHI)</p> <p>2. Group Discussion on Assessment of postnatal women . Minor discomforts and complications of puerperium Management of mothers during puerperium: Postnatal exercises Rooming in, bonding, warm chain</p> <p>3.Simulation learning on evidence based nursing practice.</p> | |
| VI | Normal Newborn | 1.Enumerate the | To cover | 1. Didactic | 20 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|------------|--|---|--|---|----|
| | Physiology and characteristics of normal newborn Physical and Behavioural assessment of newborn Needs of newborn Essential newborn care: Exclusive breast feeding, Immunization, Hygiene measures, Newborn nutrition Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU Observation and care of newborn Parenting process | Physiology and characteristics of normal newborn Physical and Behavioural assessment of newborn Needs of newborn Essential newborn care: Exclusive breast feeding, Immunization, Hygiene measures, Newborn nutrition | Physiology and characteristics of normal newborn Physical and Behavioural assessment of newborn Needs of newborn Essential newborn care: Exclusive breast feeding, Immunization, Hygiene measures, Newborn nutrition Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU Observation and care of newborn Parenting process | lecture through power point projections 2.Students seminar on Parenting process 3. visit to N ICU | |
| VII | Pharmacodynamics in obstetrics Drugs used in pregnancy, labour, post partum and newborn Calculation of drug dose and administration Effects of drugs used Anaesthesia and analgesia in obstetrics Roles and responsibilities | 1.Describe the Drugs used in pregnancy, labour, post partum and newborn 2.Enlist the various methods of Calculation of drug | To cover Drugs used in pregnancy, labour, post partum and newborn Calculation of drug dose and administration Effects of drugs used | 1. . Didactic lecture through power point projections 2.Teachers seminar on | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-------------|--|--|--|--|----|
| | <p>of midwifery nurse practitioner</p> <p>Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW</p> | <p>dose and administration</p> <p>Effects of drugs used</p> <p>Anaesthesia and analgesia in obstetrics</p> <p>3. Describe the Roles and responsibilities of midwifery nurse practitioner</p> <p>Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW</p> | <p>Anaesthesia and analgesia in obstetrics</p> <p>Roles and responsibilities of midwifery nurse practitioner</p> <p>Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW</p> | <p>methods of Calculation of drug dose and administration</p> <p>Effects of drugs used</p> <p>Anaesthesia and analgesia in obstetrics</p> <p>3. Students seminar on Roles and responsibilities of midwifery nurse practitioner</p> <p>Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW</p> | |
| VIII | <p>Family welfare services</p> <p>Population dynamics</p> <p>Demography trends: vital statistics, calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems</p> <p>Recent advancement in contraceptive technology</p> <p>Role of nurses in family</p> | <p>1. Explain the Roles and responsibilities of midwifery nurse practitioner</p> <p>Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW</p> | <p>To cover</p> <p>Population dynamics</p> <p>Demography trends: vital statistics, calculation of indicators especially maternal and neonatal mortality rates and problems</p> | <p>1. Group discussion on Population dynamics</p> <p>Demography trends: vital statistics, calculation of indicators especially maternal and</p> | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----------|--|---|--|---|---|
| | <p>welfare programmes in all settings</p> <p>Role of independent nurse midwifery practitioner</p> <p>Family life education</p> <p>Evidence based studies</p> <p>Information, Education and Communication(IEC)</p> <p>Management information and evaluation system(MIES)</p> <p>Teaching and supervision of health team members</p> | <p>2.Discuss the Role of nurses in family welfare programmes in all settings</p> <p>Role of independent nurse midwifery practitioner</p> <p>3.Enumerate the Family life education</p> <p>Evidence based studies</p> <p>Information, Education and Communication(IEC)</p> <p>Management information and evaluation system(MIES)</p> <p>Teaching and supervision of health team members</p> | <p>and other health problems</p> <p>Recent advancement in contraceptive technology</p> <p>Role of nurses in family welfare programmes in all settings</p> <p>Role of independent nurse midwifery practitioner</p> <p>Family life education</p> <p>Evidence based studies</p> <p>Information, Education and Communication(IEC)</p> <p>Management information and evaluation system(MIES)</p> <p>Teaching and supervision of health team members</p> | <p>neonatal mortality rates and problems and other health problems</p> <p>2.Teacher seminar on Role of nurses in family welfare programmes in all settings</p> <p>Role of independent nurse midwifery practitioner</p> <p>3.Integrated teaching on Family life education</p> <p>Evidence based studies</p> <p>Information, Education and Communication(IEC)</p> <p>Management information and evaluation system(MIES)</p> | |
| IX | <p>Infertility</p> <p>Primary and secondary causes</p> <p>Diagnostic procedures</p> <p>Counseling: ethical and</p> | <p>1.Discuss the Primary and secondary causes of infertility</p> <p>Diagnostic procedures</p> | <p>To cover the Primary and secondary causes</p> <p>Diagnostic</p> | <p>1. Didactic lecture through power point projections</p> | 5 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----------|--|--|---|--|---|
| | <p>legal aspects of assisted reproductive technology(ART)</p> <p>Recent advancement in infertility management.</p> <p>Adoption procedures</p> <p>Role of nurses in infertility management.</p> | <p>Counseling: ethical and legal aspects of assisted reproductive technology(ART)</p> <p>2.Explain the Recent advancement in infertility management.</p> <p>Adoption procedures</p> <p>Role of nurses in infertility management.</p> | <p>procedures</p> <p>Counseling: ethical and legal aspects of assisted reproductive technology(ART)</p> <p>Recent advancement in infertility management.</p> <p>Adoption procedures</p> <p>Role of nurses in infertility management.</p> <p>best practices</p> <p>And Trans-cultural Nursing.</p> | <p>2. Group discussion on Recent advancement in infertility management</p> <p>.</p> <p>Adoption procedures</p> <p>Role of nurses in infertility management</p> <p>.</p> <p>4. Visit to infertility clinic</p> | |
| X | <p>Menopause</p> <p>Physiological, psychological and social aspects</p> <p>Hormone Replacement Therapy</p> <p>Surgical menopause</p> <p>Counseling and guidance</p> <p>Role of midwifery nurse practitioner</p> | <p>1.Explain the Physiological, psychological and social aspects</p> <p>2.Describe Hormone Replacement Therapy</p> <p>Surgical menopause</p> <p>Counseling and guidance</p> <p>Role of midwifery nurse practitioner</p> | <p>To cover</p> <p>Physiological, psychological and social aspects</p> <p>Hormone Replacement Therapy</p> <p>Surgical menopause</p> <p>Counseling and guidance</p> <p>Role of midwifery nurse practitioner</p> | <p>1. Didactic lecture through power point projections</p> <p>2.Teachers seminar on Hormone Replacement Therapy</p> <p>Surgical menopause</p> <p>Counseling and guidance</p> <p>Role of midwifery nurse practitioner</p> | 5 |
| XI | <p>Abortion</p> <p>Types, causes</p> <p>Legislations, Clinical rights and professional responsibility</p> | <p>1.Explain the Types, causes Legislations, Clinical rights and professional responsibility</p> | <p>To cover</p> <p>Abortion</p> <p>Types, causes</p> <p>Legislations, Clinical rights</p> | <p>1.Teachers seminar on Types, causes Legislations, Clinical rights</p> | 5 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|--|--|---|---|--|
| | Abortion procedures Complications Nursing management Role of midwifery nurse practitioner | 2. Describe Abortion procedures Complications Nursing management Role of midwifery nurse practitioner | and professional responsibility Abortion procedures Complications Nursing management Role of midwifery nurse practitioner | and professional responsibility Abortion procedures Complications 2. group discussion on Complications Nursing management Role of midwifery nurse practitioner | |
|--|--|--|---|---|--|

FACULTY OF NURSING, SGT UNIVERSITY
M.SC. NURSING (SECOND SEMESTER)
CHILD HEALTH NURSING
Paper Code:

Placement: Second Semester

Theory : 90 hours(6credits)
 Practical : 360 hours(12credits)

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


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

and implementing strategies to help children and family members cope are all part of the work.

GOALS

This course is aimed at developing an understanding of the modern approach to childcare, the common health problems of children and neonates in health and sickness.

OBJECTIVES:

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

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

DURATION:


Six month course (full time in First Semester)

MEDIUM OF INSTRUCTION AND EXAMINATION : English

ELIGIBILITY CRITERIA FOR ADMISSION:

The eligibility criteria for admission shall be as under:

- The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

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

INTAKE CAPACITY:

5 Seats per year

CAREER OPPURTUNITIES:

- Nurse clinician
- Nurse educators
- Researcher
- Administrator
- Nurse specialist
- Practitioner
- Nurse epidemiologist
- Wound care nurse
- Manager
- Planner
- Policy maker
- Counselor
- Nurse anesthetist
- Forensic nurse
- Hospice nurse
- Travel health nurse

CORE DEPARTMENT:

Department of pediatric nursing ,Department of obstetrics and gynecological nursing, department of community health nursing

FEE STRUCTURE:


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

TEACHING STRATEGIES

Procedures performed

Prepare Case studies with Nursing process approach and theoretical basis

- Presentation of comparative picture of theories
- Annotated bibliography


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

- Clinical presentations
- Growth & developmental assessment
- Assessment & prescription of nursing interventions for sick children
- Health education related to disease conditions
- Nutritional assessment
- Project work
- Field visits
- Exposure to scientific conferences

Procedures observed

- Diagnostic investigations : amniocentesis, chorionic villus sampling
- Umbilical catheterisation

CLINICAL TRAINING

Clinical posting in the following areas:

| S.No. | Deptt./Unit | No. of Week | Total credit |
|-------|-------------------------|-------------|--------------|
| 1 | Pediatric Medicine Ward | 2 | 60 Hours |
| 2 | Pediatric Surgery Ward | 2 | 60 Hours |
| 3 | Pediatric OPD | 2 | 60 Hours |
| 4 | Creche | 1 | 30 Hours |
| 5 | Community | 4 | 120 Hours |
| | TOTAL | 11 weeks | 330hours |


TEACHING AND CLINICAL HOURS

Total credit of instructions is 14 out of which theory is 3 credit is theory and practical is 10 Credit

Assessment

The M.Sc. course is assessed through essay type and objective type a written multiple choice test and a practical test.


Grade Points:


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

A 10- point grading system with corresponding letter grades and percentage of marks, as given below, is followed Letter Grade Point Percentage of marks:

| | Grade | Percentage of marks |
|------------------|-------|--------------------------------------|
| O (Outstanding) | 10 | Marks ≥ 80 and Marks ≤ 100 |
| A+ (Excellent) | 9 | Marks ≥ 70 and Marks < 80 |
| A (Very Good) | 8 | Marks ≥ 60 and Marks < 70 |
| B+ (Good) | 7 | Marks ≥ 55 and Marks < 60 |
| B(Above Average) | 6 | Marks ≥ 50 and Marks < 55 |
| C (Average) | 5 | Marks ≥ 45 and Marks < 50 |
| P (Pass) | 4 | Marks ≥ 40 and Marks < 45 |
| F (Fail) | 0 | Marks < 40 |
| Ab (Absent) | 0 | |

| S.No | Topic | Teaching Guidelines | Time |
|------|--|---|-------|
| I. | Neonatal Nursing -Identification and classification of neonates with infections, -HIV & AIDS, Ophthalmia neonatorum, congenital syphilis. -High risk new born- Identification, classification and nursing management Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, | Nice to know Must to Know Desirable to know Nice to know | 20hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | |
|------|--|--|--------|
| | organization and management of nursing services in NICU. | | |
| II. | <u>Hospitalized child</u> <ul style="list-style-type: none"> • Meaning of hospitalization of the child, 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 | Desirable to know Must to know Must to know Nice to know Must to know | 10 Hrs |
| III. | <u>Behavioral Pediatrics and Pediatric Nursing</u> <ul style="list-style-type: none"> • Parent child relationship, • Basic behavioral pediatric principles and specific behavioral problems • Pediatric concepts/disorders- maternal deprivation, failure to thrive, child abuse, the battered child, • Common behavioral problems and their management, • Child guidance clinic. | Desirable to know Must to know Must to know Need to know Need to know | 15 Hrs |
| IV. | <u>Preventive Pediatrics and Pediatric Nursing</u> <ul style="list-style-type: none"> • Concept, aims and scope of preventive pediatrics, • Maternal health and its influence on child health antenatal aspects of preventive pediatrics, Immunization, expanded program on immunization/ universal immunization program and cold chain, • Nutrition and nutritional requirements of children, changing patterns of feeding • Baby- friendly hospital initiative and exclusive breast feeding, • Health education, nutritional education for children • Nutritional programs • National and international organizations related to child health, • Role of pediatric nurse in the hospital and community. | Desirable to know Must to know Must to know Must to know Must to know Must to know Must to know Desirable to know Nice to know Nice to know Nice to know Need to know | 15Hrs |
| V. | <u>IMNCI</u> (Integrated management of neonatal and childhood illnesses) | Must to know | 30 Hrs |

Curriculum

| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|-------|--------------------|---------------------|-------------|------|
|------|-------|--------------------|---------------------|-------------|------|


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|-----|---|---|---|--|-------|
| I | Neonatal Nursing -Identification and classification of neonates with infections, -HIV & AIDS, Ophthalmia neonatorum, congenital syphilis. High risk new born- Identification, classification and nursing management Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU. | Describe identification and classification of neonates with infections Describe HIV & AIDS, Ophthalmia neonatorum, congenital syphilis Describe High risk new born- Identification, classification and nursing management Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU. | To Cover Identification and classification of neonates with infections, -HIV & AIDS, Ophthalmia neonatorum, congenital syphilis. High risk new born- Identification, classification and nursing management Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU. | SIS PBL Teacher Seminar FGD SIS | 20hrs |
| II | <u>Hospitalized child</u> <ul style="list-style-type: none"> Meaning of hospitalization of the child, 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 | Describe the major functions and role of the paediatric nurse in caring for a hospitalized child. Describe the principles of child health nursing. | To cover Meaning of hospitalization of the child, 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 | Conventional method Teaching seminar Problem based learning | 10 |
| III | <u>Behavioral Pediatrics and Pediatric Nursing</u> <ul style="list-style-type: none"> Parent child relationship, Basic behavioral pediatric principles and specific behavioral problems pediatric concepts/disorders-maternal deprivation, failure to thrive, child abuse, the battered child, | Describe the management of behavioral disorders and common health problems of children, Demonstrate skills in the prevention & implementation of medical & nursing management of behavioral disorders& | To cover Parent child relationship, Basic behavioral pediatric principles and specific behavioral pediatric concepts/disorders-maternal deprivation, failure to thrive, child | Student seminar Teaching seminar Interactive seminar Unconventio | 15 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--|---|--|----------|
| | <ul style="list-style-type: none"> Common behavioral problems and their management, Child guidance clinic. | common health problems. | abuse, the battered child, Common behavioral problems and their management, Child guidance clinic | nal method | |
| IV | <p><u>Preventive Pediatrics and Pediatric Nursing</u></p> <ul style="list-style-type: none"> Concept, aims and scope of preventive pediatrics, Maternal health and its influence on child health antenatal aspects of preventive pediatrics, Immunization, expanded program on immunization/ universal immunization program and cold chain, Nutrition and nutritional requirements of children, changing patterns of feeding, baby- friendly hospital initiative and exclusive breast feeding, Health education, nutritional education for children Nutritional programs National and international organizations related to child health, Role of pediatric nurse in the hospital and community. | <p>Discuss concept of preventive pediatrics.</p> <p>Appreciate the preventive measures and strategies for children</p> <p>Identify the nutritional needs of children at different ages and ways of meeting the needs</p> | <p>To cover maternal health and its influence on child health antenatal aspects of preventive pediatrics, Immunization, baby-friendly hospital initiative, breast feeding</p> <p>Health education, nutritional education for children Nutritional programs</p> <p>National and international organizations related to child health,</p> <p>Role of pediatric nurse in the hospital and community.</p> | <p>Demonstration Simulation.</p> <p>Visit to anganwadi schools, remand homes & adoption centers</p> <p>Teaching seminar</p> <p>Student seminar</p> | 15 Hours |
| V | <p>IMNCI (Integrated management of neonatal and childhood illnesses)</p> | Discuss the management of neonatal illness, | To cover Integrated management of neonatal and childhood illnesses | Student seminar Interactive seminar | 30Hrs |

FACULTY OF NURSING, SGT UNIVERSITY


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

M.SC. NURSING (SECOND SEMESTER)
MENTAL HEALTH NURSING

Placement: Second Semester

Theory : 90 hours
Practical : 360 hours
Credit hours : 6 (Theory)
Skill/clinical : 12

PREAMBLE

The Mental Health Nurse provides a critical role in the delivery of health care services related to Mental Health. As experts in the assessment of patients in order to diagnose and treat mental and emotional health disorders, the Mental Health Nurse acts as one of the primary care givers for Mental Health patients. There are two distinct levels of Mental Health nursing basic and advanced. As you gain more experience and education as a Mental Health nurse, your job expectations will also change and grow. For many who are undergoing a Mental Health crisis the establishment of patient rapport is absolutely key and the sooner this happens as they enter into the Healthcare system the better.

The Mental Health Nurse is often the first point of contact by a care provider with the client and so they have an opportunity to establish a relationship with the client right away so the client can begin to feel safe and comfortable as they grow through the incredibly vulnerable process of healing during a Mental Health crisis. Psychiatric mental health nurses also work in rehabilitation settings where people are recovering from a crisis episode and where the aim is social inclusion and a return to living independently in society. These nurses are sometimes referred to as community psychiatric nurses Psychiatric mental health nurses also work in forensic psychiatry with people who have mental health problems and have committed crimes.


GOALS

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 appreciate the client as a holistic individual and develop skill to function psychiatric nurse specialist . It will further enable the student to function as educator, manager, and researcher in the field of Psychiatric nursing

OBJECTIVES:

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

1. Appreciate the trends and issues in the field of psychiatry and psychiatric nursing.
2. Explain the dynamics of personality development and human behaviour.


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

3. Describe the concepts of psychobiology in mental disorders and its implications for psychiatric nursing
4. Demonstrate therapeutic communications skills in all interactions
5. Demonstrate the role of psychiatric nurse practitioner in various therapeutic modalities
6. Establish and maintain therapeutic relationship with individual and groups
7. Uses assertive techniques in personal and professional actions
8. Promotes self-esteem of clients, others and self
9. Apply the nursing process approach in caring for patients with mental disorders
10. Describe the psychopharmacological agents, their effects and nurses role
11. Recognize the role of psychiatric nurse practitioner and as a member of the psychiatric and mental health team
12. Describe various types of alternative system of medicines used in psychiatric settings
13. Incorporate evidence based nursing practice and identify the areas of research in the field of psychiatric nursing

DURATION:

Six month course (full time in First Semester)

MEDIUM OF INSTRUCTION AND EXAMINATION : English

ELIGIBILITY CRITERIA FOR ADMISSION:

The eligibility criteria for admission shall be as under:

- xv. The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.
- xvi. 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.
- xvii. 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.
- xviii. Minimum one year of work experience after Basic B.Sc. Nursing.
- xix. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.
- xx. Candidate shall be medically fit.
- xxi. 5% relaxation of marks for SC/ST candidates may be given.

INTAKE CAPACITY:

5 Seats per year

CAREER OPPURTUNITIES:

- Nurse clinician


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

- Nurse educators
- Researcher
- Administrator
- Nurse specialist
- Practitioner
- Nurse epidemiologist
- Manager
- Planner
- Policy maker
- Counselor
- Nurse anesthetist
- Forensic nurse
- Hospice nurse
- Travel health nurse

CORE DEPARTMENT:

Department of psychiatric nursing , Department of clinical psychology.

FEE STRUCTURE:

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

TEACHING STRATEGIES


Procedures performed

- History taking
 - Mental health assessment
 - Psychometric assessment
 - Personality assessment
 - Process recording
 - Therapies- Group Therapy
 - Family Therapy
 - Psychotherapy
 - Milieu Therapy
 - The Therapeutic Community
 - Occupational therapy
 - Recreational therapy
- Play therapy
- music therapy
- Pet therapy
- Counselling
- Assisted ECT
- Assisted EEG
- Case studies
- Case presentation
- Project work
- Socio and psycho drama
- Field visits

CLINICAL TRAINING

Clinical posting in the following areas:

| S.No. | Deptt./Unit | No. of Week | Total credit |
|-------|----------------------------|-------------|--------------|
| 1 | Acute Psychiatric Ward | 2 | 60 Hours |
| 2 | Chronic Psychiatric Ward | 2 | 60 Hours |
| 3 | Psychiatric emergency unit | 1 | 30 Hours |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|----|---|----------|-----------|
| 5 | O.P.D | 1 | 30 Hours |
| 6 | Community Mental Health Nursing | 2 | 60 Hours |
| 7 | Rehabilitation / Occupational Therapy Unit/Half way home/ Day care centre | 2 | 60 Hours |
| 8. | Family psychiatric unit | 2 | 60 Hours |
| 8 | TOTAL | 12 weeks | 360 hours |

TEACHING AND CLINICAL HOURS

Total credit of instructions is 18 out of which theory is 6 credit is theory and practical is 12 Credit


Assessment

The M.Sc. course is assessed through essay type and objective type a written multiple choice test and a practical test.

Grade Points:

A 10- point grading system with corresponding letter grades and percentage of marks, as given below, is followed Letter Grade Point Percentage of marks:

| | Grade | Percentage of marks |
|------------------|-------|--------------------------------------|
| O (Outstanding) | 10 | Marks \geq 80 and Marks \leq 100 |
| A+ (Excellent) | 9 | Marks \geq 70 and Marks $<$ 80 |
| A (Very Good) | 8 | Marks \geq 60 and Marks $<$ 70 |
| B+ (Good) | 7 | Marks \geq 55 and Marks $<$ 60 |
| B(Above Average) | 6 | Marks \geq 50 and Marks $<$ 55 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | |
|-------------|---|----------------------------------|
| C (Average) | 5 | Marks \geq 45 and Marks $<$ 50 |
| P (Pass) | 4 | Marks \geq 40 and Marks $<$ 45 |
| F (Fail) | 0 | Marks $<$ 40 |
| Ab (Absent) | 0 | |

MENTAL HEALTH NURSING

Theory : 90 hours


Practical : 360 hours

Total : 450 hours

Credit hours : 6 (Theory)

Skill/clinical : 12

| S.No | Topic | Teaching Guidelines | Time |
|------|---|--|----------|
| I | Promoting Self-Esteem <ul style="list-style-type: none"> • Components of Self-Concept • The Development of Self-Esteem • The Manifestations of Low-Self-Esteem Boundaries • Role of The Nurse | Must to know Must to know Must to know Must to know | 11Hours |
| II | Women and Mental Health <ul style="list-style-type: none"> • Normal reaction to conception, pregnancy and puerperium • Problems related to conception, pregnancy and puerperium and its management. • Counselling – Premarital, marital and genetic | Desirable to know Desirable to know Need to know | 05Hours |
| III | The nursing process in psychiatric/mental health nursing <ul style="list-style-type: none"> • Mental health assessment- History taking, | Must to know | 10 Hours |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | |
|----|--|---|----------|
| | <ul style="list-style-type: none"> • Diet and Nutrition • Chiropractic Medicine • Therapeutic Touch and Massage • Yoga • Explain Pet Therapy | Desirable to know Desirable to know Desirable to know | |
| VI | Psychopharmacology Historical Perspectives Role of a Nurse in Psychopharmacological Therapy <ul style="list-style-type: none"> • Antianxiety Agents • Antidepressants Agents • Mood stabilizers • Antipsychotics • Sedative-Hypnotics • Central Nervous System Stimulants Future developments | Need to know Must to know Must to know Must to know Must to know Must to know Must to know Must to know Desirable to know | 15 Hours |

CURRICULUM

| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|--|---|---|--|---------|
| I | Promoting Self-Esteem <ul style="list-style-type: none"> • Components of Self-Concept • The Development of Self-Esteem • The Manifestations of Low-Self-Esteem Boundaries • Role of The Nurse | Explain the concept of self esteem and its importance for promoting mental health. Explain the symptoms of low self esteem and role of nurse | To cover Meaning of self esteem, components of self esteem, development of self esteem, barriers in developing self esteem. Sign and symptoms of low self esteem, boundaries of self esteem and role of nurse | Conventional method Teaching seminar Problem based learning Interactive seminar | 11 |
| II | Women and Mental Health <ul style="list-style-type: none"> • Normal reaction to conception, pregnancy and | Describe the normal reaction to pregnancy and puerperium with various problems related to pregnancy and | To cover normal and abnormal psychological reaction of women during pregnancy and in puerperium, various | Student seminar Interactive | 05Hours |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----|---|---|--|--|----------|
| | <p>puerperium</p> <ul style="list-style-type: none"> Problems related to conception, pregnancy and puerperium and its management. Counselling – Premarital, marital and genetic | <p>puerperium.</p> <p>Explain the – Premarital, marital and genetic Counselling</p> | <p>problems related to conception and puerperium like post partum depression etc and pre marital marital and genetic counseling.</p> | <p>seminar</p> <p>Unconventional method</p> | |
| III | <p>The nursing process in psychiatric/mental health nursing</p> <ul style="list-style-type: none"> Mental health assessment- History taking, mental status examination Physical and neurological examination Psychometric assessment Investigations, Diagnosis and Differential diagnosis Interpretation of investigations Nurse's role Nursing case management <ul style="list-style-type: none"> Critical pathways of care Document ation Problem-oriented recording Focus charting The PIE method | <p>Discuss concept of nursing process in psychiatric/mental health nursing.</p> <p>Explain the various health assessment techniques and role of nurse in assessment and recording</p> | <p>To cover Mental health assessment- History taking, mental status examination Physical and neurological examination , mini mental status examination, their need and importance in psychiatry.</p> <p>To cover Psychometric assessment Investigations, Diagnosis and Differential diagnosis Interpretation of investigations, Nurse's role Nursing case management</p> | <p>Demonstration</p> <p>Visit to foster home and orphanage home</p> <p>Interactive seminar</p> | 10 Hours |
| IV | <p>Psycho social and physical therapies</p> <ul style="list-style-type: none"> Individual therapy Behavioural Therapy- Relaxation therapy, cognitive therapy, positive- | <p>Discuss the various kinds of psychotherapies with role of nurse</p> | <p>To cover various kinds of psychotherapies: Individual therapy Behavioural Therapy Group Therapy, Family Therapy , Milieu Therapy, The Therapeutic Community</p> | <p>Teacher seminar Teacher seminar</p> | 35Hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|--|--|---|----------|
| | <p>negative reinforcement, bio-feedback, guided imagery, ab-reactive therapy</p> <ul style="list-style-type: none"> • Group Therapy • Family Therapy • Milieu Therapy • The Therapeutic Community • Occupational therapy • Recreational therapy • Play therapy • Music therapy • Light therapy • Color therapy • Aroma therapy | | <p>,Occupational therapy Recreational therapy ,Play therapy Music therapy, Light therapy Color therapy , Aroma therapy and role of nurse</p> | <p>Teacher seminar Teacher seminar</p> <p>Student seminar</p> <p>Student seminar</p> <p>Student seminar Student seminar</p> | |
| V | <p>Electroconvulsive Therapy</p> <ul style="list-style-type: none"> • Historical Perspectives Indications Contraindications • Mechanisms of Action • Side Effects • Risks Associated with Electroconvulsive Therapy • The Role of The Nurse in Electroconvulsive Therapy | <p>Explain the concept of ECT, its importance , indications , side effects and role of nurse</p> | <p>To cover Historical Perspectives Indications Contraindications Mechanisms of Action, Side Effects , Risks Associated with Electroconvulsive Therapy, The Role of nurse in ECT</p> | <p>Demonstration</p> <p>Visit to ECT room</p> | 05 Hours |
| | <p>Alternative systems of medicine in mental health</p> <ul style="list-style-type: none"> • Types of Therapies • Herbal Medicine • Unani • Siddha • Homeopathic • Acupressure and Acupuncture • Diet and Nutrition • Chiropractic | <p>Explain the various therapies used in Alternative systems of medicine in mental health</p> | <p>To cover various therapies under alternative systems of medicine in mental health like Herbal Medicine Unani, Siddha, Homeopathic Acupressure and Acupuncture, Diet and Nutrition , Chiropractic Medicine, Therapeutic Touch and Massage, Yoga, Pet Therapy</p> | <p>Visit to ayurveda hospital for demonstration</p> <p>Student seminar</p> <p>Student seminar</p> <p>Student</p> | 10 Hours |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|--|---|--|--|----------|
| | <p>Medicine</p> <ul style="list-style-type: none"> • Therapeutic Touch and Massage • Yoga • Explain Pet Therapy | | | seminar | |
| | <p>Psychopharmacology</p> <p>Historical Perspectives</p> <p>Role of a Nurse in Psychopharmacological Therapy</p> <ul style="list-style-type: none"> • Antianxiety Agents • Antidepressants Agents • Mood stabilizers • Antipsychotics • Sedative-Hypnotics • Central Nervous System Stimulants <p>Future developments</p> | Discuss the historical perspective of Psychopharmacology, various drugs and role of nurse | <p>To cover the historical perspective of Psychopharmacology, various drugs, indications, dosage, pharmacokinetics, mechanism of action, side effects, route of administration and responsibilities of nurse.</p> <p>To cover future development of psychopharmacology in India as well as in abroad</p> | <p>Student seminar</p> <p>Teacher seminar</p> <p>Visit to psychiatric wards and showing psycho therapeutic drugs</p> | 15 Hours |

CLINICAL SPECIALITY – I MEDICAL SURGICAL NURSING

Placement: **Second Semester**

Hours Distribution

Theory Hours: 90hrs(6credits)

Practical Hour:360hrs(12credits)


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

PREAMBLE:

This course is common for the students undergoing clinical speciality-II in neuro science nursing/cardiovascular & thoracic nursing/critical care nursing/oncology nursing/orthopaedic and rehabilitation nursing/nephro& urology nursing, gastroenterology nursing/ geriatric nursing.

It is designed to assist students in developing expertise and in depth knowledge in the field of medical Surgical Nursing. It will help students to appreciate the patient as a holistic individual and develop skill to function as a specialized Medical-Surgical Nurse. It will further enable the student to function as educator, manager and researcher in the field of Medical – Surgical Nursing.

Objectives:

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

- Appreciate the trends & issues in the field of Medical – Surgical Nursing as a speciality.
- Apply concepts & theories related to health promotion.
- Appreciate the client as a holistic individual.
- Perform physical, psychosocial assessment of Medical – Surgical patients.
- Apply Nursing process in providing care to patients.
- Integrate the concept of family centered nursing care with associated disorder such as genetic, congenital and long-term illness.
- Recognize and manage emergencies with Medical- Surgical patients.
- Describe various recent technologies & treatment modalities in the management of critically ill patients.
- Appreciate the legal & ethical issues relevant to Medical – Surgical Nursing.
- Prepare a design for layout and management of Medical – Surgical Units.
- Appreciate the role of alternative systems of Medicine in care of patients.
- Incorporate evidence based Nursing practice and identify the areas of research in the field of Medical – Surgical Nursing.
- Recognize the role of Nurse practitioner as a member of the Medical – Surgical health team.
- Teach Medical – Surgical Nursing to undergraduate nursing students & in-service nurses.

| S.No. | Dept/Unit | No. of Week | Total Hours |
|-------|----------------------|-------------|-------------|
| 1 | General Medical Ward | 1 | 30 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | |
|---|-----------------------|-----------|------------|
| 2 | General Surgical Ward | 2 | 60 |
| 3 | ICUs | 2 | 60 |
| 4 | Cardio | 1 | 30 |
| 6 | Oncology | 2 | 60 |
| 7 | Ortho | 2 | 60 |
| 8 | Neuro | 2 | 60 |
| | Total | 12 | 360 |

Student Activities:

- Clinical presentations
- History taking
- Health Assessment
- Nutritional Assessment
- Health Education related to disease conditions
- Case studies
- Project work
- Field visits


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

Semester - 2
CLINICAL SPECIALITY – I
MEDICAL SURGICAL NURSING
Paper Code: 04150202

Hours of Instruction
 Theory 90 hours

| S. No | Content | hours | unit | credit | Semester |
|-------|--|-------|------|--------|----------|
| 1 | Management of patients with disorders of cardio vascular system <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. | 15 | 7 | 3 | 2 |
| 2 | Management of patients with disorders of blood <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies <input type="checkbox"/> Evidence based nursing practice <input type="checkbox"/> Rehabilitation and follow-up | 5 | 8 | | |
| 3 | Management of patients with | 10 | 10 | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|----|----|----------|--|
| | disorders of genito urinary system <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. Health assessment-History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. | | | | |
| 4 | Management of patients with disorders of endocrine system <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. | 10 | 10 | 4 credit | |
| 5 | Management of patients with disorders of musculo-skeletal system <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. | 10 | 11 | | |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|---|--|---|----|----------|--|
| | <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. | | | | |
| 6 | Management of patients with disorders of integumentary system <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. | 5 | 12 | | |
| 7 | Management of patients with disorders of Eye and ENT <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. a) <input type="checkbox"/> Treatment modalities and trends. Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. a) <input type="checkbox"/> Rehabilitation and follow-up. | 5 | 8 | | |
| 8 | Management of patients with disorders of reproductive system <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, | 8 | 14 | 5 credit | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|---|----|--|--|
| | Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. | | | | |
| 9 | Geriatric nursing <input type="checkbox"/> Nursing Assessment-History and Physical assessment. <input type="checkbox"/> Ageing; <input type="checkbox"/> Demography; Myths and realities. <input type="checkbox"/> Concepts and theories of ageing. <input type="checkbox"/> Cognitive Aspects of Ageing. <input type="checkbox"/> Normal biological ageing. <input type="checkbox"/> Age related body systems changes. <input type="checkbox"/> Psychosocial Aspects of Aging. <input type="checkbox"/> Medications and elderly. <input type="checkbox"/> Stress & coping in older adults. <input type="checkbox"/> Common Health Problems & Nursing Management; <input type="checkbox"/> Psychosocial and Sexual. <input type="checkbox"/> Abuse of elderly. <input type="checkbox"/> Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual. <input type="checkbox"/> Role of nurse for caregivers of elderly. <input type="checkbox"/> Role of family and formal and non formal caregivers. <input type="checkbox"/> Use of aids and prosthesis (hearing aids, dentures, <input type="checkbox"/> Legal & Ethical Issues. <input type="checkbox"/> Provisions and Programmes for elderly; privileges, Community Programs and health services; <input type="checkbox"/> Home and institutional care. <input type="checkbox"/> Issues, problems and trends. | 8 | 15 | | |
| 10 | Management of patients with | 6 | 16 | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|---|----|--|--|
| | communicable and sexually transmitted diseases: <ul style="list-style-type: none"> <input type="checkbox"/> Review of immune system. <input type="checkbox"/> Common Disorders of immune system – HIV/AIDS. <input type="checkbox"/> Review of infectious disease process. <input type="checkbox"/> Communicable Diseases- etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. | | | | |
| 11 | Emergency, trauma and multi-system organ failure <ul style="list-style-type: none"> <input type="checkbox"/> DIC (disseminated intravascular coagulation) <input type="checkbox"/> Trauma, burns, poisoning <input type="checkbox"/> Etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. • Treatment modalities and trends. • Nursing management. • Related research studies. • Evidence based nursing practice. • Rehabilitation and follow-up. | 8 | 17 | | |

CURRICULUM

| S. No | Content Of Topics | Learning Objectives (At The End Of The Session The Student Should Be Able To) | Teaching Objectives | Methodology | Time |
|-------|---|--|---------------------------------------|---|-------|
| 1 | Introduction: <ul style="list-style-type: none"> • Historical development of | Discuss the historical development, concept, trends and issues in | To teach and discuss about historical | Interactive session with the students regarding | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|---|--|---|--|--|--------|
| | <p>Medical- Surgical Nursing in India.</p> <ul style="list-style-type: none"> • Current status of health and disease burden in India. • Current concept of health. • Trends & issues in Medical – Surgical Nursing. • Ethical & cultural issues in Medical – Surgical Nursing. • Rights of patients. • National health policy, special laws & ordinances relating to older people. • National goals. • Five year plans. • National health programs related to adult health. | <p>medical nursing.</p> <p>surgical</p> | <p>development, concept, trends and issues in medical surgical nursing.</p> | <p>historical development, concept, trends and issues in medical surgical nursing.</p> | |
| 2 | <p>Health Assessment of patients</p> <ul style="list-style-type: none"> • History taking. • Physical examination of various systems. • Nutritional assessment. • Related investigations and diagnostic assessment. | <p>Discuss the investigations and physical and nutritional assessment</p> | <p>To teach and discuss about investigations and physical and nutritional assessment</p> | <p>Simulation on investigations and physical and nutritional assessment</p> | 20 hrs |
| 3 | <p>Care in hospital settings: %</p> <ul style="list-style-type: none"> • Ambulatory care. % • Acute and Critical care. % • Long term care. % • Home Health Care. • Characteristics, care models, practice settings, interdisciplinary team. | <p>Elaborate the nursing process in providing care to the patient</p> | <p>To teach and discuss about nursing process in providing care to the patient</p> | <p>Student seminar on nursing process in providing care to the patient</p> | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|---|---|---|---|---|--------|
| | <ul style="list-style-type: none"> • Hospitalization-effects of hospitalization on the patient & family. • Stressors & reactions related to disease process. • Nursing care using Nursing process approach. | | | | |
| 4 | <p>Management of patients with disorders of Gastro intestinal tract</p> <ul style="list-style-type: none"> • Review of anatomy and physiology. • Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. • Health assessment-History taking, physical examination, investigation and diagnostic assessment. • Treatment modalities and trends. • Nursing management. • Related research studies. • Evidence based nursing practice. • Rehabilitation and follow-up. | Describe the Management of patients with disorders of Gastro intestinal tract | To teach and discuss about Management of patients with disorders of Gastro intestinal tract | Seminar on Management of patients with disorders of Gastro intestinal tract | 10 hrs |
| 5 | <p>Management of patients with disorders of nervous system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology. • Common Disorders-etiology, Patho | Discuss the Management of patients with disorders of nervous system | To teach and discuss about Management of patients with disorders of nervous system | Seminar on Management of patients with disorders of nervous system | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|--|--|--|--|--|
| | <p>physiology, Clinical manifestations, complications, prognosis.</p> <ul style="list-style-type: none"> • Health assessment- History taking, physical examination, investigation and diagnostic assessment. • Treatment modalities and trends. • Nursing management. • Related research studies. • Evidence based nursing practice. • Rehabilitation and follow-up. | | | | |
|--|--|--|--|--|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|--|--|--------|
| 6 | <p>Management of patients with disorders of respiratory system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology. • Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. • Health assessment- History taking, physical examination, investigation and diagnostic assessment. • Treatment modalities and trends. • Nursing management. • Related research studies. • Evidence based nursing practice. • Rehabilitation and follow-up. | Elaborate the Management of patients with disorders of respiratory system | To teach and discuss about Management of patients with disorders of respiratory system | Student seminar on Management of patients with disorders of respiratory system | 10 hrs |
|---|--|---|--|--|--------|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

MSc(N) 1ST YEAR
CLINICAL SPECIALITY -1
COMMUNITY HEALTH NURSING

PLACEMENT : SECOND SEMESTER

THEORY -06 credit (90 hours)

PRACTICAL -12credit (360 hours)

TOTAL -18 credit (450 hours)


COURSE DESCRIPTION

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

PRACTICAL 2nd SEMESTER

| S.N. | DEPARTMENT /UNIT | NO OF WEEKS | TOTAL CREDIT |
|------|--------------------------------|-------------|----------------------|
| 1. | SUB-CENTER,PHC,CHC | 5 | 5 CREDIT (150 HOURS) |
| 2. | URBAN CENTERS | 4 | 4 CREDIT (120 HOURS) |
| 3. | FIELD VISIT | 2 | 2 CREDIT (60 HOURS) |
| 4 | DISTRICT FAMILY WELFARE BUREAU | 1 | 1 CREDIT (30 HOURS) |

| S. NO | TOPIC | DOMAIN | HRS |
|-------|--|--|-----|
| 1 | Population dynamics and control <input type="checkbox"/> Demography <input type="checkbox"/> Transition and theories of population <input type="checkbox"/> National population policy <input type="checkbox"/> National population programmes <input type="checkbox"/> Population control and related programmes <input type="checkbox"/> Methods of family limiting and spacing <input type="checkbox"/> Research, Census, National Family Health Survey | Must know Nice to know Must know Nice to know Must to know Must know Desirable to know | 15 |
| 2 | Maternal and neonatal care <input type="checkbox"/> IMNCI(Integrated Management of Neonatal And | Must know | 45 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

2ND semester
CLINICAL SPECIALITY- I
COMMUNITY HEALTH NURSING

| S. No | Topic | Learning Objectives (At the end of the session, the students should be able to :) | Teaching Guidelines | Methodology | Time |
|--------------|--|--|---|--|-------------|
| 1 | Population dynamics and control <input type="checkbox"/> Demography <input type="checkbox"/> Transition and theories of population <input type="checkbox"/> National population policy <input type="checkbox"/> National population programmes <input type="checkbox"/> Population control and related programmes <input type="checkbox"/> Methods of family limiting and spacing <input type="checkbox"/> Research, Census, National Family Health Survey | Explain demography, the transition and theories of population Elaborate National population policy, National population programmes, Population control and related programmes Explain the methods of family limiting and spacing Discuss research, census and National Family Health Survey | To cover demography, transition and theories of population, National population policy, National population programmes, population control and related programmes, methods of family limiting and spacing, research, census and | Lecture cum discussion Didactic lecture visit to family planning camp Clinical Postings in CHC, PHC | 15 hours |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|--|---|--------|
| 2 | Maternal and neonatal care <input type="checkbox"/> IMNCI(Integrated Management of Neonatal And Childhood Illnesses) module <input type="checkbox"/> Skilled Birth Attendant (SBA) module | Explain IMNCI(Integrated Management of Neonatal And Childhood Illnesses) module Discuss Skilled Birth Attendant (SBA) module | National family health Survey. To cover IMNCI module and Skilled Birth Attendant (SBA) module | Teaching seminar Interactive session | 45 hrs |
| | Disaster nursing INC module on Reaching out: (Nursing Care in emergencies) | Discuss INC module on Reaching out: Nursing Care in emergencies | To cover INC module on Reaching out: Nursing Care in emergencies | Interactive session Disaster drill | 15 hrs |
| 3 | Health care delivery system: Urban, rural, tribal and difficult areas <input type="checkbox"/> Health organization: | Describe the health organization of India Describe the functioning of various levels, | To cover the health organization, the functioning of various levels, | Teaching seminar Interactive session | 15 hrs |
| 4 | National, State, District, CHC, PHC, Sub Centre, Village - Functions, Staffing, pattern of assistance, layout, drugs, equipments and supplies, roles and Responsibilities of DPHNO | evaluation studies, recommendations and nursing perspectives Explain the alternative systems of medicine Discuss the training | recommendations and nursing perspectives, the alternative systems of medicine, the training and supervision of | Field visits Clinical postings | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|---|---|---|--|--|
| <input type="checkbox"/> Critical review of functioning of various levels, evaluation studies, recommendations and nursing perspectives <input type="checkbox"/> Alternative systems of medicine <input type="checkbox"/> Training and supervision of health workers Health agencies: NGO's, Roles and functions <input type="checkbox"/> Inter-sectoral coordination <input type="checkbox"/> Public private partnership <input type="checkbox"/> Challenges of health care delivery system | and supervision of health workers, health agencies Explain inter-sectoral coordination and public private partnership Discuss the challenges of health care delivery system | health workers,health agencies, inter-sectoral coordination, public private partnership and the challenges of health care delivery system | | |
|---|---|---|--|--|

THIRD SEMESTER


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

CLINICAL SPECIALITY – II
OBSTETRIC AND GYNAECOLOGICAL NURSING


Placement: Third Semester

Hours of Instruction
Theory :90 Hours(6credits)
Practical : 540Hours(18credits)

PREAMBLE:

Obstetrical nursing, also called **perinatal nursing**, is a nursing specialty that works with patients who are attempting to become pregnant, are currently pregnant, or have recently delivered. Obstetrical nurses help provide prenatal care and testing, care of patients experiencing pregnancy complications, care during labor and delivery, and care of patients following delivery. Obstetrical nurses work closely with obstetricians, midwives, and nurse practitioners. They also provide supervision of patient care technicians and surgical technologists.

Obstetrical nurses perform postoperative care on a surgical unit, stress test evaluations, cardiac monitoring, vascular monitoring, and health assessments. Obstetrical nurses are required to possess specialized skills such as electronic fetal monitoring, nonstress tests, neonatal resuscitation, and medication administration by continuous intravenous drip.


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

Obstetrical nurses work in many different environments such as medical offices, prenatal clinics, labor & delivery units, antepartum units, postpartum units, operating theatres, and clinical research.

Gynaecology nursing is the medical practice dealing with the health of the female reproductive systems (vagina, uterus, and ovaries) and the breasts. Literally, outside medicine, the term means "the science of women". Its counterpart is andrology, which deals with medical issues specific to the male reproductive system.

Midwifery, as known as **obstetrics**, is a health science and health profession that deals with pregnancy, childbirth, and the postpartum period (including care of the newborn), besides sexual and reproductive health of women throughout their lives. In many countries, midwifery is a medical profession (special for its independent and direct specialized education; should not be confused with a medical specialty, which depends on a previous general training). A professional in midwifery is known as a midwife.


GOALS

An obstetrics and gynaecological nursing student will learn from leading researchers in nursing practice and the study of obstetrics and gynaecological. This course will solidify the theoretical foundations of nursing practice and develop the confidence to use the latest research based evidence to make practice cost effective. During this one year degree, the student will build on the knowledge they have gained through clinical practice, with an emphasis on the provision of high quality care and patient safety. It will cover core units in the foundations of clinical practice and assessment before taking a range of elective units which allow the student to further advance their knowledge in clinical areas of particular interest. A work-based project or research thesis will comprise the capstone experience of this degree, providing the opportunity for the student to apply expertise as they develop a nuanced understanding of nursing practice and clinical environments.

Upon completion of this course, students will have the knowledge, skills and attributes required to develop initiatives in healthcare and make a substantial contribution to healthcare policy and development. Completion of this degree can also be a pathway into the Master of Nursing (Nurse Practitioner).

OBJECTIVES:

1. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of women with obstetric and gynaecological conditions
2. Perform physical, psychosocial, cultural & spiritual assessment
3. Demonstrate competence in caring for women with obstetrical and gynaecological conditions
4. Demonstrate competence in caring for high risk newborn.
5. Identify and Manage obstetrical and neonatal emergencies as per protocol.
6. Practice infection control measures
7. Utilize recent technology and various diagnostic therapeutic modalities in the management of obstetrical gynaecological and neonatal care.



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

8. Demonstrate skill in handling various equipments/gadgets used for obstetrical, gynaecological and neonatal care.

Subject distribution:

3SEMESTER –PART 1

| S. no. | Units | Hours | Credit |
|--------|---|-------|--------|
| 1. | Management of problems of women during pregnancy | 25 | 06 |
| 2. | Pregnancy at risk due to pre-existing problems | 15 | |
| 3. | Abnormal labour, pre-term labour& obstetrical emergencies | 15 | |
| 4. | Post partum complications | 10 | |
| 5. | High risk new born | 25 | |

Hrs to be taken per semester:

15hr=1credit


Teaching Learning Activities

(i) Methods of Teaching:

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

(ii) A.V Aids:

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


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

METHODS OF ASSESSMENT:

√ Written examination

√ Objective type

√ Short notes

√ Assignments

√ Case studies/care notes

√ Clinical presentation

√ Seminars

√ Project

Examination Pattern:

The students will be assessed on the weekly, monthly and periodically based tests and exams. The final assessments will be given on the basis of internal assessment and university exams.

| Sr. No. | Letter Grade | Grade Point |
|----------------|----------------------------------|--------------------|
| 1. | O (outstanding) | 10 |
| 2. | A⁺ (excellent) | 09 |
| 3. | A (very Good) | 08 |
| 4. | B⁺(good) | 07 |
| 5. | B (above average) | 06 |
| 6. | C (average) | 05 |
| 7. | P (pass) | 04 |
| 8. | F (fail) | 00 |
| 9. | Ab (absent) | 00 |

Question paper setting: -

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

1. Long Essay questions:

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

2. Short notes:

Definitions and differentiations. Each question will consist of 5 marks each. The questions will be theory based and direct. No applied questions will be asked and no negative markings will be given.

3. Short Answers:


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


They can be MCQ, true and false and single response type questions, multiple choice questions, sequencing order questions, assertion and reasoning types, match the columns. Student shall be required to answer every Question. No negative markings will be given.

Maternal Nursing

Time Allotted: Theory - 90hrs

Practical - 540 hrs

| S.NO | TOPIC | DOMAIN | HRS |
|------|---|---|-----|
| 1 | Management of problems of women during pregnancy Risk approach of obstetrical nursing care, concept & goals. Screening of high-risk pregnancy, newer modalities of diagnosis. Nursing Management of Pregnancies at risk- due to obstetrical complication <ul style="list-style-type: none"> • Pernicious Vomiting. • Bleeding in early pregnancy, abortion, ectopic pregnancy, and gestational trophoblastic diseases. • Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta. • Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Hemolysis Elevated liver enzyme Low Platelet count (HELLP) • Iso-immune diseases. Rh and ABO incompatibility • Hematological problems in pregnancy. • Hydramnios-oligohydramnios • Prolonged pregnancy- post term, post maturity. • Multiple pregnancies. • Intra uterine infection & pain during pregnancy. • Intra Uterine Growth Retardation(IUGR), Premature Rupture of Membrane(PROM), intra uterine death | Must know Risk approach of obstetrical nursing care, concept & goals. Screening of high-risk pregnancy, newer modalities of diagnosis. Desirable to know Management of Pregnancies at risk- due to obstetrical complication <ul style="list-style-type: none"> • Pernicious Vomiting. • Bleeding in early pregnancy, abortion, ectopic pregnancy, and gestational trophoblastic diseases. • Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta. • Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Hemolysis Elevated liver enzyme Low Platelet count (HELLP) • Iso-immune diseases. Rh and ABO incompatibility • Hematological problems in pregnancy. • Hydramnios-oligohydramnios • Prolonged pregnancy- post term, post maturity. • Multiple pregnancies. • Intra uterine infection & pain during pregnancy. • Intra Uterine Growth Retardation(IUGR), Premature | 25 |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|---|---|---|----|
| | | Rupture of Membrane(PROM), intra uterine death | |
| 2 | Pregnancies at risk-due to pre-existing health problems Metabolic conditions. Anemia and nutritional deficiencies HepatitisCardio-vascular disease. Thyroid diseases. Epilepsy. Essential hypertension Chronic renal failure. Tropical diseases. Psychiatric disorders Infections Toxoplasmosis Rubella Cytomegalo virus Herpes (TORCH); Reproductive Tract Infection(RTI);STD; HIV/AIDS, Vaginal infections; Leprosy, Tuberculosis Other risk factors: Age- Adolescents, elderly; unwed mothers, sexual abuse, substance usePregnancies complicating with tumors, uterine anomalies, prolapse, ovarian cyst | Must know Metabolic conditions. Anemia and nutritional deficiencies HepatitisCardio-vascular disease. Thyroid diseases. Epilepsy. Essential hypertension Chronic renal failure. Tropical diseases. Psychiatric disorders Infections Toxoplasmosis Rubella Cytomegalo virus Herpes (TORCH); Reproductive Tract Infection(RTI);STD; HIV/AIDS, Vaginal infections; Leprosy, Tuberculosis Desirable to know Other risk factors: Age- Adolescents, elderly; unwed mothers, sexual abuse, substance usePregnancies complicating with tumors, uterine anomalies, prolapse, ovarian cyst | 15 |
| 3 | Abnormal labour, pre-term labour& obstetrical emergencies Etiology, pathopyhsiology and nursing management of <ul style="list-style-type: none"> • Uncoordinated uterine actions, Atony of uterus, precipitate labour, prolonged labour. • Abnormal lie, presentation, position compound presentation • Contracted pelvis-CPD; dystocia. • Obstetrical emergencies Obstetrical shock, vasa praevia, inversion of uterus, amniotic fluid embolism, rupture uterus, presentation and prolapse cord. • Augmentation of labour. Medical and surgical induction. • Version • Manual removal of placenta. • Obstetrical operation: Forceps delivery, Ventouse, Caesarian section, Destructive operations • Genital tract injuries-Third degree perineal tear, VVF, RVF Complications of third stage of labour: <ul style="list-style-type: none"> • Post partum Hemorrhage. | Desirable to know Etiology, pathopyhsiology and nursing management of Uncoordinated uterine actions, Atony of uterus, precipitate labour, prolonged labour Must know Abnormal lie, presentation, position compound presentation <ul style="list-style-type: none"> • Contracted pelvis-CPD; dystocia. • Obstetrical emergencies Obstetrical shock, vasa praevia, inversion of uterus, amniotic fluid embolism, rupture uterus, presentation and prolapse cord. • Augmentation of labour. Medical and surgical induction. • Version • Manual removal of placenta. • Obstetrical operation: Forceps delivery, Ventouse, Caesarian section, Destructive operations • Genital tract injuries-Third degree perineal tear, VVF, RVF | 15 |


| | | | |
|---|--|--|----|
| | <ul style="list-style-type: none"> • Retained placenta. | Complications of third stage of labour: <ul style="list-style-type: none"> • Post partum Hemorrhage. • Retained placenta | |
| 4 | Post partum complications Nursing management of <ul style="list-style-type: none"> • Puerperal infections, puerperal sepsis, urinary complications, puerperal venous thrombosis and pulmonary embolism • Sub involution of uterus, Breast conditions, Thrombophlebitis • Psychological complications, post partum blues, depression, psychosis | Must know Nursing management of Puerperal infections, puerperal sepsis, urinary complications, puerperal venous thrombosis and pulmonary embolism Sub involution of uterus, Breast conditions, Thrombophlebitis Psychological complications, post partum blues, depression, psychosis | 10 |
| 5 | High Risk Newborn Concept, goals, assessment, principles. Nursing management of <ul style="list-style-type: none"> • Pre-term, small for gestational age, post-mature infant, and baby of diabetic and substance use mothers. • Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum • Icterus neonatorum. • Birth injuries. • Hypoxic ischaemic encephalopathy • Congenital anomalies. • Neonatal seizures. • Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. • Neonatal heart diseases. • Neonatal hemolytic diseases • Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS • Advanced neonatal procedures. • Calculation of fluid requirements. • Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn • Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU | Must know Concept, goals, assessment, principles. Nursing management of <ul style="list-style-type: none"> • Pre-term, small for gestational age, post-mature infant, and baby of diabetic and substance use mothers. • Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum • Icterus neonatorum. • Birth injuries. • Hypoxic ischaemic encephalopathy • Congenital anomalies. • Neonatal seizures. • Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. • Neonatal heart diseases. • Neonatal hemolytic diseases • Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS Desirable to know Advanced neonatal procedures. Calculation of fluid requirements. Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn | 25 |

| | | | |
|--|--|---|--|
| | | Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU | |
|--|--|---|--|

| Sr. No. | Topic | Learning objectives | Teaching guidelines | Methodology | Time |
|----------|--|---|--|---|------|
| I | Management of problems of women during pregnancy Risk approach of obstetrical nursing care, concept & goals. Screening of high-risk pregnancy, newer modalities of diagnosis. Nursing Management of Pregnancies at risk-due to obstetrical complication <ul style="list-style-type: none"> • Pernicious Vomiting. • Bleeding in early pregnancy, abortion, ectopic pregnancy, and gestational trophoblastic diseases. • Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta. • Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Hemolysis Elevated liver enzyme Low Platelet count (HELLP) • Iso-immune diseases. Rh and ABO incompatibility • Hematological problems in pregnancy. • Hydramnios-oligohydramnios • Prolonged pregnancy- post term, post maturity. • Multiple pregnancies. • Intra uterine infection & pain during pregnancy. • Intra Uterine Growth Retardation(IUGR), Premature Rupture of Membrane(PROM), intra uterine death | 1. Describe the, Risk approach of obstetrical nursing care, concept & goals 2. Enumerate the Screening of high-risk pregnancy, newer modalities of diagnosis. 3. Explain the Screening of high-risk pregnancy, newer modalities of diagnosis. | To cover Risk approach of obstetrical nursing care, concept & goals. Screening of high-risk pregnancy, newer modalities of diagnosis. Nursing Management of Pregnancies at risk-due to obstetrical complication <ul style="list-style-type: none"> • Pernicious Vomiting. • Bleeding in early pregnancy, abortion, ectopic pregnancy, and gestational trophoblastic diseases. • Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta. • Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Hemolysis Elevated liver enzyme Low Platelet count (HELLP) | 1. Interactive session with the students regarding Risk approach of obstetrical nursing care, concept & goals. Screening of high-risk pregnancy, newer modalities of diagnosis. 2. Essay writing on Management of pregnancy at high risk | 25 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|-----------|--|--|--|---|----|
| | | | <ul style="list-style-type: none"> • Iso-immune diseases. Rh and ABO incompatibility • Hematological problems in pregnancy. • Hydramnios-oligohydramnios • Prolonged pregnancy- post term, post maturity. • Multiple pregnancies. • Intra uterine infection & pain during pregnancy. • Intra Uterine Growth Retardation(IUGR), Premature Rupture of Membrane(PROM), intra uterine death | | |
| II | Pregnancies at risk-due to pre-existing health problems Metabolic conditions. Anemia and nutritional deficiencies Hepatitis Cardio-vascular disease. Thyroid diseases. Epilepsy. Essential hypertension Chronic renal failure. Tropical diseases. Psychiatric disorders Infections Toxoplasmosis Rubella Cytomegalo virus Herpes (TORCH); Reproductive Tract Infection(RTI);STD; HIV/AIDS, Vaginal infections; Leprosy, Tuberculosis Other risk factors: Age-Adolescents, elderly; unwed mothers, sexual abuse, substance use Pregnancies complicating with tumors, uterine anomalies, prolapse, ovarian cyst | 1. Discuss about Pregnancies at risk-due to pre-existing health problems | To cover Pregnancies at risk-due to pre-existing health problems Metabolic conditions. Anemia and nutritional deficiencies Hepatitis Cardio-vascular disease. Thyroid diseases. Epilepsy. Essential hypertension Chronic renal failure. Tropical diseases. Psychiatric disorders Infections Toxoplasmosis Rubella Cytomegalo virus | 1 Didactic lecture through power point projections 2.Group discussion on Pregnancies at risk-due to pre-existing health problems | 15 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|------------|--|--|---|---|----|
| | | | <p>Herpes (TORCH); Reproductive Tract Infection(RTI);STD; HIV/AIDS, Vaginal infections; Leprosy, Tuberculosis Other risk factors: Age- Adolescents, elderly; unwed mothers, sexual abuse, substance use Pregnancies complicating with tumors, uterine anomalies, prolapse, ovarian cyst</p> | | |
| III | <p>Abnormal labour, pre-term labour& obstetrical emergencies Etiology, pathophysiology and nursing management of</p> <ul style="list-style-type: none"> • Uncoordinated uterine actions, Atony of uterus, precipitate labour, prolonged labour. • Abnormal lie, presentation, position compound presentation • Contracted pelvis-CPD; dystocia. • Obstetrical emergencies Obstetrical shock, vasa praevia, inversion of uterus, amniotic fluid embolism, rupture uterus, presentation and prolapse cord. • Augmentation of labour. Medical and surgical induction. • Version • Manual removal of placenta. • Obstetrical operation: Forceps delivery, Ventouse, Caesarian section, Destructive operations • Genital tract injuries-Third degree perineal tear, VVF, RVF <p>Complications of third stage of labour:</p> | <p>1.Elaborate the Abnormal labour, pre-term labour& obstetrical emergencies</p> <p>2.Enumerate the list of genital injuries</p> <p>3.Explain the Complications of third stage of labour</p> | <p>To cover Etiology, pathophysiology and nursing management of</p> <ul style="list-style-type: none"> • Uncoordinated uterine actions, Atony of uterus, precipitate labour, prolonged labour. • Abnormal lie, presentation, position compound presentation • Contracted pelvis-CPD; dystocia. • Obstetrical emergencies Obstetrical shock, vasa praevia, inversion of uterus, amniotic fluid embolism, rupture uterus, presentation and prolapse cord. • Augmentation of labour. Medical and surgical induction. • Version | <p>1.Teachers seminar on Obstetrical emergencies</p> <p>2. Students Seminar on diagnosis and screening test</p> | 15 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----------|---|--|--|--|----|
| | <ul style="list-style-type: none"> • Post partum Hemorrhage. • Retained placenta. | | <ul style="list-style-type: none"> • Manual removal of placenta. • Obstetrical operation: Forceps delivery, Ventouse, Caesarian section, Destructive operations • Genital tract injuries-Third degree perineal tear, VVF, RVF <p>Complications of third stage of labour:</p> <ul style="list-style-type: none"> • Post partum Hemorrhage. • Retained placenta | | |
| VI | Post partum complications Nursing management of <ul style="list-style-type: none"> • Puerperal infections, puerperal sepsis, urinary complications, puerperal venous thrombosis and pulmonary embolism • Sub involution of uterus, Breast conditions, Thrombophlebitis • Psychological complications, post partum blues, depression, psychosis | 1.Describe the Post partum complications 2.Discuss Nursing management of post partum complication | To cover Nursing management of Puerperal infections, puerperal sepsis, urinary complications, puerperal venous thrombosis and pulmonary embolism Sub involution of uterus, Breast conditions, Thrombophlebitis Psychological complications, post partum blues, depression, psychosis | 1.Essay writing on post partum complications 2. Problem based learning on psychiatric complications related to post partum period | 10 |
| V | High Risk Newborn Concept, goals, assessment, principles. Nursing management of <ul style="list-style-type: none"> • Pre-term, small for gestational age, post-mature infant, and baby of diabetic and substance use mothers. • Respiratory conditions, Asphyxia neonatorum, neonatal | 1.Explain the High Risk Newborn Concept, goals, assessment, principles. | To cover High Risk Newborn Concept, goals, assessment, principles. Nursing management of <ul style="list-style-type: none"> • Pre-term, small for gestational age, post-mature infant, and baby of | 1. Group Discussion on high risk newborn 2.Simulation learning on | 25 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|--|--|---|--|--|--|
| | <p>apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum</p> <ul style="list-style-type: none"> • Icterus neonatorum. • Birth injuries. • Hypoxic ischaemic encephalopathy • Congenital anomalies. • Neonatal seizures. • Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. • Neonatal heart diseases. • Neonatal hemolytic diseases • Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS • Advanced neonatal procedures. • Calculation of fluid requirements. • Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn • Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU | <p>2. Discuss the high risk newborn complications management</p> <p>3. Enlist high risk newborn complications</p> <p>4. Enlist the Advanced neonatal procedures. Calculation of fluid requirements.</p> | <p>diabetic and substance use mothers.</p> <ul style="list-style-type: none"> • Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum • Icterus neonatorum. • Birth injuries. • Hypoxic ischaemic encephalopathy • Congenital anomalies. • Neonatal seizures. • Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. • Neonatal heart diseases. • Neonatal hemolytic diseases • Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS • Advanced neonatal procedures. • Calculation of fluid requirements. • Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the | <p>phototherapy</p> <p>3. visit to ICU</p> | |
|--|--|---|--|--|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|--|--|--|--|--|
| | | | newborn • Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU | | |
|--|--|--|--|--|--|

CLINICAL TRAINING

Clinical posting in the following areas:

| S.No. | Deptt./Unit | No. of Week | Total Hours |
|-------|------------------------------|-----------------|-----------------|
| 1 | Anetenatal Wards & OPDs | 4 | 120 |
| 2 | Labour Room | 6 | 180 |
| 3 | Postnatal Ward | 2 | 60 |
| 4 | PHC/Rural maternity settings | 2 | 60 |
| 5 | Maternity OT | 2 | 60 |
| 6 | NICU | 2 | 60 |
| | | | |
| | Total | 18 Weeks | 540Hours |

Hrs to be taken per semester:


30hr=1credit

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.


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

M.Sc. Nursing :- 3RD Semester

**CLINICAL SPECIALTY –II
CHILD HEALTH (PEDIATRIC) NURSING**

Paper Code : 04040211

PLACEMENT: M.Sc. NURSING 2ND YEAR


HOURS OF INSTRUCTION

THEORY: 90Hours/6credit

TOTAL : 90 Hours/6 credit

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


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

nurses is to administer directly procedures and medicines to children according to prescribed nursing care plans. Nurses also continually assess the patient by observing vital signs, and developing communication skills with children and family members and with medical teams. Being a support to children and their families is one component of direct nursing care. Awareness of the concerns of children and parents, being present physically at times of stress and implementing strategies to help children and family members cope are all part of the work.

GOALS :

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

OBJECTIVES :

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


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

CLINICAL SPECIALTY –II CHILD HEALTH (PEDIATRIC) NURSING

PLACEMENT: M.Sc. NURSING 2ND YEAR

HOURS OF INSTRUCTION

90 Hours /6Credit


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| UNIT NO. | COMPETENCIES The student is able to: | CONTENTS | DOMAIN | HOURS |
|----------|--|--|--|-------|
| I. | <ul style="list-style-type: none"> Explain the modern concept of child care and principles of child health nursing. List major causes of death during infancy, early and late childhood Describe the major functions and role of the paediatric nurse in caring for a hospitalized child. | Introduction <ul style="list-style-type: none"> Current principles, practices and trends in Pediatric Nursing Role of pediatric nurse in various settings - Expanded and extended | Nice to know Must to know Must to know Desirable to know Must to know | 5 |
| II. | Provide nursing care in common childhood diseases- Identify measures to prevent common childhood diseases including immunization. | Pathophysiology, assessment (including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders <ul style="list-style-type: none"> Child with respiratory disorders: <ul style="list-style-type: none"> Upper respiratory tract: choanal atresia, tonsillitis, epistaxis, aspiration. Lower respiratory tract: Broncheolitis, Bronchopneumonia, Asthma, cystic fibrosis Child with gastro-intestinal disorders: <ul style="list-style-type: none"> Diarrheal diseases, gastro-esophageal reflux. Hepatic disorders: Hepatitis, Indian childhood cirrhosis, liver transplantation. | Must to know Must to know Must to know Must to know Desirable to know Must to know Must to know Must to know Desirable to know Must to know Must to know | 35 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | |
|--|--|---|---|--|
| | | <ul style="list-style-type: none"> - Malabsorption syndrome, Malnutrition • Child with renal/urinary tract disorders: Nephrotic syndrome, Nephritis, Hydronephrosis, hemolytic-uremic syndrome, kidney transplantation • Child with cardiovascular disorders: <ul style="list-style-type: none"> - Acquired: Rheumatic fever, Rheumatic heart disease, - Congenital: Cyanotic and acyanotic • Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus – IDDM, NIDDM, hyper and hypo thyroidism, phenylketonuria, galactosemia • Child with Neurological disorders: Convulsions, Meningitis, encephalitis, guillian- Barre syndrome • Child with oncological disorders: Leukemias, Lymphomas, Wilms' tumor, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone tumors • Child with blood disorders: Anemias, thalassemias, hemophilia, polycythemia, thrombocytopenia, and | <p>Must to know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Must to know</p> <p>Must to know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Must to know</p> <p>Must to know</p> | |
|--|--|---|---|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|-----|---|--|--|----|
| | | disseminated intravascular coagulation • Child with skin disorders • Common Eye and ENT disorders • Common Communicable diseases | | |
| II. | Provide nursing care in selected pediatric surgical problems/ Disorders | Assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders • Gastrointestinal system: Cleft lip, cleft palate and conditions requiring plastic surgery, Tracheo esophageal fistula/atresia, Hirschsprungs' disease/megacolon, malrotation, intestinal obstruction, duodenal atresia, 127 gastrochisis, exomphalus, anorectal malformation, omphalocele, diaphragmatic hernia • Anomalies of the nervous system: Spina bifida, Meningocele, Myelomeningocele, hydrocephalus • Anomalies of the genito-urinary system: | Desirable to know Must to know Must to know Must to know Must to know Must to know Nice to know Must to know Desirable to know Must to know Must to know Must to know | 35 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | |
|----|---|--|--|----|
| | | Hypospadias, Epispadias, Undescended testes, Exstrophy bladder • Anomalies of the skeletal system • Eye and ENT disorders • Nursing management of the child with traumatic injuries: General principles of managing Pediatric trauma - Head injury, abdominal injury, poisoning, foreign body obstruction, burns - & Bites • Child with oncological disorders: Solid tumors of childhood, Nephroblastoma, Neuroblastoma, Hodgkin's/Non Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma • Management of stomas, catheters and tubes • Management of wounds and drainages | | |
| V. | Manage the child in intensive care for pediatric clients. | Intensive care for pediatric clients <input type="checkbox"/> Resuscitation, stabilization & monitoring of pediatric patients <input type="checkbox"/> Anatomical & physiological basis of critical illness in infancy and childhood <input type="checkbox"/> Care of child requiring long-term ventilation <input type="checkbox"/> Nutritional needs of | Desirable to know Must to know Desirable to know Must to know Must to know | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|----|----------------------------|--|---|----------|
| | | critically ill child □ Legal and ethical issues in pediatric intensive care □ Intensive care procedures, equipment and techniques □ Documentation | | |
| V. | Manage the child in crisis | Crisis and nursing intervention □ The hospitalized child, □ Terminal illness & death during childhood □ Nursing intervention-counseling | Must to know Desirable to know Must to know | 5 |

CURRICULUM


| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|--|--|---|---|-----------|
| I | Explain the modern concept of child care and principles of child health nursing. List major causes of death during infancy, early and late childhood Describe the major functions and role of the paediatric nurse in caring for a hospitalized child. | Introduction □ Current principles, practices and trends in Pediatric Nursing □ Role of pediatric nurse in various settings -Expanded and extended | To cover Current principles, practices and trends in Pediatric Nursing, Role of pediatric nurse in various settings - Expanded and extended | Teaching seminar Students seminar Project on collection of vital statistics related to child health. Teaching seminar Interactive seminar | 5 |
| II | Provide nursing care in common childhood diseases-Identify measures to prevent common | Pathophysiology, assessment(including interpretation of various invasive and non-invasive diagnostic | To cover Pathophysiology, assessment(including | Teaching seminar Interactive seminar Conventional method | 35 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|--|---|--|--|----------------------|--|
| | <p>childhood diseases including immunization.</p> | <p>procedures), treatment modalities and nursing intervention in selected pediatric medical disorders</p> <ul style="list-style-type: none"> • Child with respiratory disorders: <ul style="list-style-type: none"> - Upper respiratory tract: choanal atresia, tonsillitis, epistaxis, aspiration. - Lower respiratory tract: Broncheolitis, Bronchopneumonia, Asthma, cystic fibrosis • Child with gastro-intestinal disorders: <ul style="list-style-type: none"> - Diarrheal diseases, gastro-esophageal reflux. - Hepatic disorders: Hepatitis, Indian childhood cirrhosis, liver transplantation. - Malabsorption syndrome, Malnutrition • Child with renal/ urinary tract disorders: Nephrotic syndrome, Nephritis, Hydronephrosis, hemolytic-uremic syndrome, kidney transplantation • Child with cardio-vascular disorders: <ul style="list-style-type: none"> - Acquired: Rheumatic fever, Rheumatic heart disease, - Congenital: Cynotic and acynotic • Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus – IDDM, NIDDM, hyper and | <p>interpretation of various invasive and non-invasive diagnostic procedures</p> | <p>Demonstration</p> | |
|--|---|--|--|----------------------|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----------|---|--|---|--|----|
| | | <p>hypo thyroidism, phenylketonuria, galactosemia</p> <ul style="list-style-type: none"> • Child with Neurological disorders: Convulsions, Meningitis, encephalitis, guillian- Barre syndrome • Child with oncological disorders: Leukemias, Lymphomas, Wilms' tumor, nephroblastomas, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone tumors • Child with blood disorders: Anemias, thalassemias, hemophilia, polycythemia, thrombocytopenia, and disseminated intravascular coagulation • Child with skin disorders • Common Eye and ENT disorders • Common Communicable diseases | | | |
| II I. | Provide nursing care in selected pediatric surgical problems/ Disorders | <p>Assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders</p> <ul style="list-style-type: none"> • Gastrointestinal system: Cleft lip, cleft palate and conditions requiring plastic surgery, Tracheo esophageal fistula/atresia, Hirschsprungs' disease/megacolon, | To cover Assessment(incl uding interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in | <p>Conventional method</p> <p>Teaching seminar</p> <p>Problem based learning</p> | 35 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|-----|--|--|---|----------------|-----------|
| | | <p>malrotation, intestinal obstruction, duodenal atresia, 127</p> <p>gastrochisis, exomphalus, anorectal malformation, omphalocele, diaphragmatic hernia</p> <ul style="list-style-type: none"> • Anomalies of the nervous system: Spina bifida, Meningocele, Myelomeningocele, hydrocephalus • Anomalies of the genito-urinary system: Hypospadias, Epispadias, Undescended testes, Exstrophy bladder • Anomalies of the skeletal system • Eye and ENT disorders • Nursing management of the child with traumatic injuries: General principles of managing Pediatric trauma <ul style="list-style-type: none"> - Head injury, abdominal injury, poisoning, foreign body obstruction, burns <ul style="list-style-type: none"> - & Bites • Child with oncological disorders: Solid tumors of childhood, Nephroblastoma, Neuro blastoma, Hodgkin's/Non Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma • Management of stomas, catheters and tubes • Management of wounds and drainages | selected pediatric surgical problems/ Disorders | | |
| IV. | Manage the child in intensive care for pediatric | Intensive care for pediatric clients | To cover Resuscitation, | Unconventional | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|----------------------------|---|---|--|----------|
| | clients. | <input type="checkbox"/> Resuscitation, stabilization & monitoring of pediatric patients <input type="checkbox"/> Anatomical & physiological basis of critical illness in infancy and childhood <input type="checkbox"/> Care of child requiring long-term ventilation <input type="checkbox"/> Nutritional needs of critically ill child <input type="checkbox"/> Legal and ethical issues in pediatric intensive care <input type="checkbox"/> Intensive care procedures, equipment and techniques <input type="checkbox"/> Documentation | stabilization & monitoring of pediatric Patients, Anatomical & physiological basis of critical illness in infancy and childhood, Care of child requiring long-term ventilation, Nutritional needs of critically ill child, Legal and ethical issues in pediatric intensive care, Intensive care procedures, equipment and techniques, Documentation | method Horizontal teaching Teaching seminar | |
| | Manage the child in crisis | Crisis and nursing intervention <input type="checkbox"/> The hospitalized child, <input type="checkbox"/> Terminal illness & death during childhood <input type="checkbox"/> Nursing intervention-counseling | | Conventional method Student seminar Teaching seminar | 5 |

Practical

| TOPIC | No.of | Hours | Credit |
|-------|-------|-------|--------|
|-------|-------|-------|--------|


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | Weeks | | |
|-------------------------|----------|-----------|------------|
| Pediatric Medicine ICU | 2 | 60 Hours | 2 |
| Pediatric Surgical ICU | 2 | 60 Hours | 2 |
| NICU | 2 | 60 Hours | 2 |
| Pediatric OT | 1 | 30 Hours | 1 |
| Pediatric medicine ward | 4 | 120 Hours | 4 |
| Pediatric Surgery ward | 4 | 120 Hours | 4 |
| Emergency/Casualty | 2 | 60 Hours | 2 |
| Field Visit | 1 | 30 Hours | 1 |
| TOTAL | 18 Weeks | 540 Hours | 18 Credits |

Student Activities

- Clinical presentations
- 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 M.Sc (N) II year curriculum.


Essential

I. Procedures Observed:

- Echo cardiogram
- Ultrasound head
- ROP screening (Retinopathy of prematurity)
- Any other

II. Procedures Assisted


- Advanced neonatal life support
- Lumbar Puncture


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

- Arterial Blood Gas
- ECG Recording
- Umbilical catheterization – arterial and venous
- Arterial B P monitoring
- Blood transfusion- exchange transfusion full and partial
- IV cannulation & therapy
- Arterial catheterization
- Chest tube insertion
- Endotracheal intubation
- Ventilation
- Insertion of long line
- Assist in surgery

III. Procedures Performed:

- Airway Management
 - Application of Oro Pharyngeal Airway
 - Oxygen therapy
 - CPAP(Continuous Positive Airway Pressure)
 - Care of Tracheostomy
 - Endotracheal Intubation
- Neonatal Resuscitation
- Monitoring of Neonates – clinically & with monitors, CRT(Capillary Refill Time), assessment of jaundice, ECG
- Gastric Lavage
- Setting of Ventilators
- Phototherapy
- Assessment of Neonates: Identification & assessment of risk factors, APGAR Score, gestation age, Anthropometric assessment, Weighing the baby, Newborn examination, detection of life threatening congenital abnormalities,
- Admission & discharge of neonates
- Feeding - management of breast feeding, artificial feeding, expression of breast milk, OG(Orogastric) tube insertion, gavage feeding, TPN, Breast feeding counseling
- Thermoregulation- Axillary temperature, Kangaroo Mother Care (KMC), Use of Radiant warmer, incubators, management of thermoregulation & control
- Administration of Drugs: I/M, IV injection, IV Cannulation & fixation infusion pump, Calculation of dosages, Neonatal formulation of drugs, use of tuberculin/ insulin syringes, Monitoring fluid therapy, Blood administration.
- Procedures for prevention of infections: Hand washing, disinfections & sterilization, surveillance, fumigation


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

- Collection of specimens
- Setting, Use & maintenance of basic equipment: Ventilator, O2 analyzer, monitoring equipment, Photo therapy unit, Flux meter, Infusion pump, Radiant warmer, incubator, Centrifuge machine, Bilimeter, Refractometer, laminar flow

Psychiatric Nursing

Placement: Third Semester

Hours of Instruction

Theory 90 Hours=6 credit

Practical 540 Hours= 18 credit

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



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

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 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 the course the students will be able to:



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

1. Apply the Nursing process in the care of patients with mental disorders in hospital and community
2. Demonstrate advanced skills/competence in nursing management of patients with mental disorders
3. Identify and care for special groups like children, adolescents, women, and elderly, abused and neglected, people living with HIV/AIDS.
4. Identify and manage Psychiatric emergencies.
5. Provide Nursing care to critically ill patients with mental disorders
6. Utilize the recent technology and various treatment modalities in the management of patients with mental disorders
7. Demonstrate skills in carrying out crisis intervention.
8. Appreciate the legal and ethical issues pertaining to Psychiatric Nursing.
9. Identify areas of research in the field of Psychiatric Nursing.
10. Prepare a design for layout and describe standards for management of Psychiatric units/emergency units/hospitals
11. Teach Psychiatric nursing to undergraduate students & in-service Nurses.


Duration : 1 years

Medium of Instruction and Examination: English

Eligibility Criteria for Admission:

The eligibility criteria for admission shall be as under:

- The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

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

1. 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


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

such subject(s) in which he fulfills the conditions.

INTAKE CAPACITY:

20 Seats per year

CAREER OPPORTUNITIES:

- Nurse educators
- Practitioner
- Counselor
- Nurse consultant
- Community mental health nurses
- psychotherapist

FEE STRUCTURE:

Rs 150000 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



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

- Supportive psychotherapeutic skills
- Group therapy
- Milieu therapy
- Social/recreational therapy
- Occupational therapy

TEACHING AND CLINICAL HOURS

Total hours of instructions is Theory 150hrs and practical 950 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



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

3rd Semester

PSYCHIATRIC NURSING

Paper Code-

Placement: MSC Nursing 2nd Year


Hours of Instruction

Theory 90
Hours=6 credit


Practical 540
Hours= 18 credit

Total: 630 Hours


| S.NO | TOPIC | DOMAIN | HRS |
|------|---|---|-----|
| 1 | Review of Principles and practice of Psychiatric Nursing | Must to know | 2 |
| 2 | Crisis, Definition <ul style="list-style-type: none"> • Phases in the Development of a Crisis • Types of Crisis; Dispositional, Anticipated Life Transitions Traumatic Stress, • Maturational / Development , Reflecting • Psychopathology • Psychiatric Emergencies and their management • Grief and grief reaction • Crisis Intervention; Phases • Post traumatic stress disorder (PTSD) • Role of the Nurse | Must know Desirable to know Desirable to know Must to know Nice to know Must to know Must know Desirable to know Desirable to know Nice to k | 10 |
| 3 | Anger / Aggression Management | | 4 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|---|--|--|----|
| | <ul style="list-style-type: none"> • Anger and Aggression, Types, Predisposing Factors • Management • Role of the Nurse | Must know Desirable to know Desirable to know | |
| 4 | The Suicidal Client <ul style="list-style-type: none"> • Epidemiological Factors • Risk Factors Predisposing Factors <ul style="list-style-type: none"> • Theories of Suicide-Psychological, Sociological, Biological • Nursing Management | Must know Desirable to know Desirable to know Must know Desirable to know | 5 |
| 5 | Disorders of Infancy, Childhood, and Adolescence <ul style="list-style-type: none"> • Mentally Challenged • Autistic Disorders • Attention-Deficit/Hyperactivity Disorder • Conduct Disorders, behavioural disorders • Oppositional Defiant Disorder • Tourette's Disorders • Separation Anxiety Disorder • Psychopharmacological Intervention and Nursing Management | Must know Desirable to know Desirable to know Desirable to know Desirable to know Desirable to know Desirable to know | 5 |
| 6 | Delirium, Dementia, and Amnesic Disorders <ul style="list-style-type: none"> • Delirium • Dementia • Amnesia • Psychopharmacological Intervention and Nursing Management | Must know Desirable to know Desirable to know Must know Desirable to know | 5 |
| 7 | Substance-Related Disorders <ul style="list-style-type: none"> • Substance-Use Disorders • Substance-Induced Disorders • Classes Of Psychoactive Substances • Predisposing Factors • The Dynamics of Substance-Related Disorders • The Impaired Nurse • Codependency • Treatment Modalities For Substance-Related Disorders and Nursing Management | Must know Desirable to know Desirable to know Must know Desirable to know Desirable to know Must know Desirable to know | 10 |
| 8 | Schizophrenia and Other Psychotic Disorders (Check ICD10) <ul style="list-style-type: none"> • Nature of the Disorder • Predisposing Factors | Must know Desirable to know | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | |
|-----|--|--|---|
| | <ul style="list-style-type: none"> • Schizophrenia -Types • Disorganized Schizophrenia • Catatonic Schizophrenia • Paranoid Schizophrenia • Undifferentiated Schizophrenia • Residual Schizophrenia • Other Psychotic disorders • Schizoaffective Disorder • Brief Psychotic Disorder • Schizophreniform Disorder • Psychotic Disorder Due to a General Medical Condition • Substance-Induced Psychotic Disorder • Treatment and Nursing Management | Desirable to know Must know Desirable to know Desirable to know Must know Desirable to know Desirable to know Desirable to know Desirable to know Desirable to know Desirable to know Desirable to know Desirable to know | |
| 9 | Mood Disorders <ul style="list-style-type: none"> • Historical Perspective • Epidemiology • The Grief Response • Maladaptive Responses to Loss • Types Of Mood Disorders • Depressive disorders • Bipolar disorders • Treatment and Nursing Management | Desirable to know Desirable to know Desirable to know Desirable to know Must to know Desirable to know Desirable to know Desirable to know | 8 |
| 10 | Anxiety Disorders <ul style="list-style-type: none"> • Historical Aspects • Epidemiological Statistics • Types • Panic Disorder • Generalized Anxiety Disorder • Phobias • Obsessive-Compulsive Disorder • Posttraumatic Stress Disorder • Anxiety Disorder Due to a General Medical Condition • Substance-Induced Anxiety Disorder • Treatment Modalities • Psychopharmacology & Nursing Management | Desirable to know Desirable to know Desirable to know Desirable to know Must to know Desirable to know Desirable to know Desirable to know Desirable to know Desirable to know Desirable to know Desirable to know Desirable to know | 8 |
| 11. | Somatoform and Sleep Disorders <ul style="list-style-type: none"> • Somatoform Disorders • Historical Aspects • Epidemiological Statistics • Pain Disorder • Hypochondriasis • Conversion Disorder • Body Dysmorphic Disorder | Must to know Must to know Must to know Desirable to know Desirable to know Desirable to know Desirable to know Desirable to know | 5 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|--|---|--------------|--|
| | <ul style="list-style-type: none"> • Sleep Disorder • Treatment Modalities and Nursing Management | Must to know | |
|--|---|--------------|--|

| | | | |
|-----|---|--|-------|
| 12. | Dissociative Disorders and Management <ul style="list-style-type: none"> • Historical Aspects • Epidemiological Statistics • Application of the Nursing Management • Treatment Modalities and Nursing Management | Must know Desirable to know Desirable to know Must know | 4 hrs |
| 13. | Sexual and Gender Identity Disorders <ul style="list-style-type: none"> • Development of Human Sexuality • Sexual Disorders • Variation in Sexual Orientation • Nursing Management | Must know Desirable to know Desirable to know Must know | 4 hrs |

| | | | |
|-----|---|---|---|
| 14. | Eating Disorders <ul style="list-style-type: none"> • Epidemiological Factors • Predisposing Factors: Anorexia Nervosa and Bulimia Nervosa obesity • Psychopharmacology • Treatment & Nursing Management | Must know Desirable to know Desirable to know Must know Desirable to know | 5 |
| 15. | Adjustment and Impulse Control Disorders <ul style="list-style-type: none"> • Historical and Epidemiological Factors • Adjustment Disorders • Impulse Control Disorders • Treatment & Nursing Management | Must know Desirable to know Desirable to know Must know Desirable to know | 5 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

3rd Semester
PSYCHIATRIC NURSING

Placement: MSC Nursing 2nd Year

Hours of Instruction

Theory 90
Hours=6 credit


Practical 540
Hours= 18 credit

Total : 630 Hours

CURRICULUM PLANNING

Course Description:

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



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

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. | Review of Principles and practice of Psychiatric Nursing | Apply the Nursing process in the care of patients with mental disorders in hospital and community | To cover the concept of Principles and practice of Psychiatric Nursing | Teacher seminar on concept of Principles and practice of Psychiatric Nursing | 2HRS |
| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
| 2. | Crisis, Definition • Phases in the Development of a Crisis • Types of Crisis; Dispositional, Anticipated Life Transitions Traumatic Stress, • Maturational / Development , Reflecting • Psychopathology • Psychiatric Emergencies and their management • Grief and grief reaction | To identify and manage psychiatric emergencies. | To cover the Concepts of Crisis, Definition • Phases in the Development of a Crisis • Types of Crisis; Dispositional, Anticipated Life Transitions Traumatic Stress, • Maturational / Development , Reflecting • Psychopathology • Psychiatric Emergencies and their management • Grief and grief reaction • Crisis Intervention; Phases • Post traumatic stress disorder (PTSD) • Role of the Nurse | <ul style="list-style-type: none"> Teacher seminar on Crisis, Definition, Phases in the Development of a Crisis, Types of Crisis; Dispositional, Anticipated Life Transitions Traumatic Stress, Maturational / Development , Reflecting Psychopathology Student seminar on Psychiatric Emergencies and their management | 10 HRS |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | <ul style="list-style-type: none"> • Crisis Intervention; Phases • Post traumatic stress disorder (PTSD) • Role of the Nurse | | | <ul style="list-style-type: none"> • student interactive session on Grief and grief reaction • Teacher seminar on Crisis Intervention; Phases • Student seminar on Post traumatic stress disorder (PTSD), Role of the Nurse | |
|------|--|---|---|--|-------|
| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
| 3 | Anger / Aggression Management <ul style="list-style-type: none"> • Anger and Aggression, Types, Predisposing Factors • Management • Role of the Nurse | Describe the Anger /Aggression Management | To cover the concept of Anger and Aggression, Types, Predisposing Factors <ul style="list-style-type: none"> • Management • Role of the Nurse | Student interactive session on Anger and Aggression, Teacher seminar on Types, Predisposing Factors, Management <ul style="list-style-type: none"> • Role of the Nurse | 4 HRS |
| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
| 4. | The Suicidal Client <ul style="list-style-type: none"> • Epidemiological Factors • Risk Factors • Predisposing Factors • Theories of Suicide- | Describe the epidemiological, risk factors, and techniques of managing suicidal techniques. | To cover the Concept of The Suicidal Client ,its Epidemiological Factors, Risk Factors, Predisposing Factors ,Theories of Suicide Psychological, Sociological, Biological and Nursing Management | Teacher seminar on Concept of The Suicidal Client ,its Epidemiological Factors, Risk Factors, Predisposing Factors ,Theories of Suicide Psychological, Sociological, | 5 HRS |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|--------------|---|---|---|--|-------------|
| | Psychological, Sociological, Biological • Nursing Management | | | Biological and Nursing Management | |
| 5. | Disorders of Infancy, Childhood, and Adolescence • Mentally Challenged • Autistic Disorders • Attention-Deficit/Hyperactivity Disorder • Conduct Disorders, behavioural disorders • Oppositional Defiant Disorder • Tourette's Disorders • Separation Anxiety Disorder • Psychopharmacological Intervention and Nursing Management | Describe the various Disorders of Infancy, Childhood, and Adolescence | To cover the concept of Disorders of Infancy, Childhood, and Adolescence • Mentally Challenged, Autistic Disorders, Attention-Deficit/Hyperactivity Disorder, Conduct Disorders behavioural disorders, Oppositional Defiant Disorder, Tourette's Disorders, Separation Anxiety Disorder, Psychopharmacological Intervention and Nursing Management | Teacher seminar on concept of Disorders of Infancy, Childhood, and Adolescence. Student interactive session on Mentally Challenged, Autistic Disorders, Attention-Deficit/Hyperactivity Disorder Student seminar on Conduct Disorders, behavioural disorders Teacher seminar on Oppositional Defiant Disorder, Tourette's Disorders, Separation Anxiety Disorder • Psychopharmacological Intervention and Nursing Management | 5 hrs |
| S. No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
| 6. | Delirium, Dementia, and Amnestic Disorders • Delirium • Dementia • Amnesia • Psychopharmac | Explain the concept of Delirium, Dementia, and Amnestic Disorders. | To cover the concept of Delirium, Dementia, and Amnestic Disorders and its Psychopharmacological Intervention and Nursing Management | Teacher seminar on Delirium, Dementia, and Amnestic Disorders. | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | ological Intervention and Nursing Management | | | | |
|------|---|---|--|--|-------|
| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
| 7. | Substance-Related Disorders <ul style="list-style-type: none"> • Substance-Use Disorders • Substance-Induced Disorders • Classes Of Psychoactive Substances • Predisposing Factors • The Dynamics of Substance-Related Disorders • The Impaired Nurse • Codependency • Treatment Modalities For Substance-Related Disorders and Nursing Management | Describe the substance related disorders | To cover the concept of substance related disorders. i.e <ul style="list-style-type: none"> Substance-Use Disorders, Substance-Induced Disorders, Classes Of Psychoactive Substances, Predisposing Factors, The Dynamics of Substance-Related Disorders, The Impaired Nurse, Codependency, Treatment Modalities For Substance-Related Disorders and Nursing Management | Teacher seminar on substance related disorders. | 10hrs |
| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
| 8. | Schizophrenia and Other Psychotic Disorders (Check ICD10) <ul style="list-style-type: none"> • Nature of the Disorder • Predisposing Factors • Schizophrenia - Types | Critically analyze the existing Nursing educational programs, their problems, issues and future trends. | To cover the concept of 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 B.Sc. | Student interactive session on Patterns of Nursing education and training programmes in India. | 5hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|--|--|---|--|--|
| <ul style="list-style-type: none"> • Disorganized Schizophrenia • Catatonic Schizophrenia • Paranoid Schizophrenia • Undifferentiated Schizophrenia • Residual Schizophrenia • Other Psychotic disorders • Schizoaffective Disorder • Brief Psychotic Disorder • Schizophrenic form Disorder • Psychotic Disorder Due to a General Medical Condition • Substance-Induced Psychotic Disorder • Treatment and Nursing Management | | <p>Nursing, Post Certificate B.Sc. Nursing, M.Sc. (N) programs, M. Phil. and Ph.D.) in Nursing, post basic diploma programs, Nurse practitioner programs.</p> | | |
|--|--|---|--|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|---|--|--|--|-------|
| 9. | Mood Disorders <ul style="list-style-type: none"> • Historical Perspective • Epidemiology • The Grief Response • Maladaptive Responses to Loss • Types Of Mood Disorders • Depressive disorders • Bipolar disorders • Treatment and Nursing Management | To explain the concept of mood disorder. | To cover the Concepts of Mood Disorders Historical Perspective, Epidemiology, The Grief Response, Maladaptive Responses to Loss, Types Of Mood Disorders, Depressive disorders, Bipolar disorders, Treatment and Nursing Management | Teacher seminar on Concepts of Mood Disorders-its Historical Perspective, Epidemiology, Student seminar on The Grief Response, Maladaptive Responses to Loss, Student interactive session on Types Of Mood Disorders, Depressive disorders, Bipolar disorders, Student seminar on Treatment and Nursing Management | 8 hrs |
| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
| 10. | Anxiety Disorders <ul style="list-style-type: none"> • Historical Aspects • Epidemiological Statistics • Types • Panic Disorder • Generalized Anxiety Disorder • Phobias • Obsessive-Compulsive Disorder • Posttraumatic Stress Disorder • Anxiety Disorder Due to a General Medical Condition • Substance-Induced Anxiety Disorder • Treatment Modalities • Psychopharmacology & Nursing Management | Describe the Anxiety disorders. | To cover the concept of Anxiety Disorders ,its Historical Aspects, Epidemiological Statistics, Types, Panic Disorder, Generalized Anxiety Disorder, Phobias, Obsessive-Compulsive Disorder, Posttraumatic Stress Disorder ,Anxiety Disorder Due to a General Medical | Teacher seminar on the concept of Anxiety Disorders. Student seminar on Panic Disorder, Generalized Anxiety Disorder, Phobias Teacher seminar on Obsessive-Compulsive Disorder, Posttraumatic Stress Disorder, Student interaction on Anxiety Disorder Due to a General Medical Condition • Substance-Induced Anxiety Disorder | 8 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|-----|--|---|---|---|-------|
| 11. | Somatoform and Sleep Disorders <ul style="list-style-type: none"> • Somatoform Disorders • Historical Aspects • Epidemiological Statistics • Pain Disorder • Hypochondriasis • Conversion Disorder • Body Dysmorphic Disorder • Sleep Disorder • Treatment Modalities and Nursing Management | Analyze the existing teacher preparation programs in Nursing. | To cover the concept of Somatoform and Sleep Disorders, Historical Aspects, Epidemiological Statistics ,Pain Disorder, Hypochondriasis ,Conversion Disorder, Body Dysmorphic Disorder, Sleep Disorder, Treatment Modalities and Nursing Management | Teacher seminar on concept of Somatoform and Sleep Disorders. | 5HRS |
| 12. | Dissociative Disorders and Management <ul style="list-style-type: none"> • Historical Aspects • Epidemiological Statistics • Application of the Nursing Management • Treatment Modalities and Nursing Management | Describe the dissociative disorders and management. | To cover the Concept of dissociative disorders, it's Historical Aspects, Epidemiological Statistics, Application of the Nursing Management, Treatment Modalities and Nursing Management and their management. | Teacher seminar on Concept of dissociative disorders Historical Aspects and Epidemiological Statistics Student interactive session on Application of the Nursing Management And Treatment Modalities . | 4 hrs |

| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|---|---|--|--|-------|
| 13. | Sexual and Gender Identity Disorders <ul style="list-style-type: none"> • Development of Human Sexuality • Sexual Disorders • Variation in Sexual | Describe the Sexual and Gender Identity Disorders | To cover the concept of Sexual and Gender Identity Disorders ,Development of | Teacher seminar on Sexual and Gender Identity Disorders • student interactive session on Development of | 4 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|-----|---|-----------------------------------|--|---|-------|
| | Orientation • Nursing Management | | Human Sexuality, Sexual Disorders, Variation in Sexual Orientation, Nursing Management | Human Sexuality, Sexual Disorders Student seminar on Variation in Sexual Orientation • Nursing Management | |
| 14. | Eating Disorders • Epidemiological Factors • Predisposing Factors: Anorexia Nervosa and Bulimia Nervosa obesity • Psychopharmacology • Treatment & Nursing Management | Describe the eating disorders. | To cover the concept of Eating Disorders, Epidemiological Factors, Predisposing Factors: Anorexia Nervosa and Bulimia Nervosa obesity, Psychopharmacol ogy, Treatment & Nursing Management | Teacher seminar on Eating Disorders, its Epidemiological Factors, Predisposing Factors: Anorexia Nervosa and Bulimia Nervosa obesity, Psychopharmacol ogy, Treatment Student Nursing Management | 5 hrs |


| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|--|--|--|---|------|
| 15. | Adjustment and Impulse Control Disorders • Historical and Epidemiological Factors • Adjustment Disorders • Impulse Control Disorders • Treatment & Nursing | Describe the Adjustment and Impulse Control Disorders | Adjustment and Impulse Control Disorders, its Historical and Epidemiological Factors, Adjustment Disorders, Impulse Control Disorders, Treatment & Nursing Management | Student interactive session on Adjustment and Impulse Control Disorders. Teacher seminar on Adjustment and Impulse Control Disorders, its | 5hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|------------|--|--|---|--|
| | Management | | | Historical and Epidemiological Factors, Adjustment Disorders, Impulse Control Disorders, Treatment & Nursing Management | |
|--|------------|--|--|---|--|

References

1. Brown R. T. Feldman G. R., *Epilepsy -Diagnosis and Management*, Little Brown And Co., 1983, Toronto.
2. Beck M. C. Rawtins P. R. and et al, *Mental Health – Psychiatric Nursing*. The C.V. MosbyCo., Ltd. 1984, Toronto.
3. Coleman C. J, *Abnormal Psychology and Modern Life*. P. B. Tara and Sons Co. Pvt Ltd .1982.
4. Kaplan H. Saddock B, *Synopsis of Psychiatry*, William sand Wilkins, 1991, Bathmov.
5. Stuart W. G. Sundeen J. S, *Principles and Practice of Psychiatric Nursing*, Mosby Year book,1991, London.
6. Taylor C.M., *Essentials of Psychiatric Nursing*, 14th edition CV Mosby Co., 1982, London.
7. Bimlakapoor CV, *A Text book of Psychiatric Nursing*, 4th edition Mosby Co., 1982, Delhi.
8. Shivas, “*Basic Cocept of Psychiatric Mental Health Nursing*, 3rd edition, B.I Publications, 1994.


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

3rd semester
Clinical Speciality – II
Medical Surgical Nursing
Sub Speciality – Cardio Vascular and Thoracic Nursing


Preamble:

This course is designed to assist students in developing expertise and in-depth understanding in the field of cardiovascular and thoracic nursing. It will help students to develop advanced skills for nursing intervention in various cardio medical and surgical conditions. It will enable the student to function as Cardio vascular and Thoracic Nurse practitioner/specialist. It will further enable the student to function as educator, manager and researcher in the field of cardio vascular and thoracic nursing.

Objectives:

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

1. Appreciate trends and issues related to cardio vascular and thoracic Nursing.
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of cardio vascular and thoracic conditions
3. Participate in national health programs for health promotion, prevention and rehabilitation of patients with cardio vascular and thoracic conditions
4. Perform physical, psychosocial & spiritual assessment
5. Assist in various diagnostic, therapeutic and surgical procedures
6. Apply nursing process in providing comprehensive care to patients with cardio vascular and thoracic conditions


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

7. Demonstrate advance skills/competence in managing patients with cardio vascular and thoracic conditions including Advance Cardiac Life Support.
8. Describe the various drugs used in cardio vascular and thoracic conditions and nurses responsibility
9. Demonstrate skill in handling various equipments/gadgets used for critical care of cardio vascular and thoracic patients
10. Appreciate team work & coordinate activities related to patient care.
11. Practice infection control measures.
12. Identify emergencies and complications & take appropriate measures

2nd Year
3rd semester
Clinical Speciality – II
Medical Surgical Nursing
Sub Speciality – Cardio Vascular and Thoracic Nursing

Hours of Instruction
 Theory 90 hours (6credits)
 Practical: 540 hours (18 credits)

| S. No | | Domains | Cognitive | psychomot or | Affective |
|-------|---|--|---|-----------------|--|
| 1 | Introduction <input type="checkbox"/> Historical development, trends and issues in the field of cardiology. <input type="checkbox"/> Cardio vascular and thoracic conditions – major health problem. <input type="checkbox"/> Concepts, principles and nursing perspectives | Good to know Essential to perform | Discuss Historical development, trends and issues in the field of cardiology. | | Develops understanding Trends & issues in Medical – Surgical Nursing |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|---|---|---|
| | <input type="checkbox"/> Ethical and legal issues <input type="checkbox"/> Evidence based nursing and its application in cardio vascular and thoracic nursing(to be incorporated in all the units) | | | | |
| 2 | Epidemiology <input type="checkbox"/> Risk factors: hereditary, psycho social factors, hypertension, smoking, obesity, diabetes mellitus etc <input type="checkbox"/> Health promotion, disease prevention, Life style modification <input type="checkbox"/> National health programs related to cardio vascular and thoracic conditions <input type="checkbox"/> Alternate system of medicine <input type="checkbox"/> Complementary therapies | Good to know Essential to perform Desirable to perform | Analyze Alternate system of medicine, Complementary therapies | Perform National health programs related to cardio vascular and thoracic conditions | Develops understanding about Health promotion , disease prevention , Lifestyle modification |
| 3 | Review of anatomy and physiology of cardio vascular and respiratory system <input type="checkbox"/> Review of anatomy and physiology of heart, lung, thoracic cavity and blood vessels. Embryology of heart and lung. <input type="checkbox"/> Coronary circulation <input type="checkbox"/> Hemodynamics and electro physiology of heart. <input type="checkbox"/> Bio-chemistry of blood in relation to cardio pulmonary function. | Good to know Desirable to perform | Describe anatomy and physiology of cardio vascular and respiratory system | Participate for Bio-chemistry of blood in relation to cardio pulmonary function. | |
| 4 | Assessment and Diagnostic Measures: <input type="checkbox"/> History taking <input type="checkbox"/> Physical assessment • Heart rate variability: Mechanisms , measurements, pattern, factors, impact of interventions on HRV <input type="checkbox"/> Diagnostic tests • Hemodynamic monitoring: Technical aspects, monitoring, functional hemodynamic indices, ventricular function indices, output measurements (Arterial and swan Ganz monitoring). | Good to know | Develop Assessment and Diagnostic Measures | | |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | |
|---|--|--|--|--|
| <p>Blood gases and its significance, oxygen supply and demand</p> <ul style="list-style-type: none"> • Radiologic examination of the chest: interpretation, chest film findings • Electro cardiography(ECG) : electrical conduction through the heart, basic electrocardiography, 12 lead electrocardiogram, axis determination - ECG changes in: intraventricular conduction abnormalities- Arrhythmias, ischemia, injury and infarction, atrial and ventricular enlargement, electrolyte imbalance, • Echocardiography: technical aspects, special techniques, echocardiography of cardiac structures in health and disease, newer techniques • Nuclear and other imaging studies of the heart: Magnetic Resonance Imaging. • Cardio electrophysiology procedures: diagnostic studies, interventional and catheter ablation, nursing care • Exercise testing: indications and objectives, safety and personnel, pretest considerations, selection, interpretation, test termination, recovery period • Cardiac catheterization: indications, contraindications, patient preparation, procedure, interpretation of data • Pulmonary function test: Bronchoscopy and graphies • Interpretation of diagnostic measures • Nurse's role in diagnostic tests □ Laboratory tests using blood: Blood specimen collection, Cardiac markers, Blood lipids, Hematologic studies, Blood cultures, | | | | |
|---|--|--|--|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|--|---|---|
| | Coagulation studies, Arterial blood gases, Blood Chemistries, cardiac enzyme studies, Serum Concentration of Selected drugs. | | | | |
| 5 | Cardiac disorders and nursing management: <input type="checkbox"/> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: <ul style="list-style-type: none"> • Hypertension • Coronary Artery Disease. • Angina of various types. • Cardiomegaly • Myocardial Infarction, Congestive cardiac failure • Heart Failure, Pulmonary Edema, Shock. • Rheumatic heart disease and other Valvular Diseases • Inflammatory Heart Diseases, Infective Endocarditis, Myocarditis, Pericarditis. • Cardiomyopathy, dilated, restrictive, hypertrophic. • Arrhythmias, heart block Associated illnesses | <p>Good to know</p> <p>Essential to perform</p> | Analyse Cardiac disorders and its nursing management | | Write the management of Cardiac disorders |
| 6 | Altered pulmonary conditions <input type="checkbox"/> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: <ul style="list-style-type: none"> • Bronchitis • Bronchial asthma • Bronchiectasis • Pneumonias • Lung abscess, lung tumour • Pulmonary tuberculosis, fibrosis, pneumoconiosis etc • Pleuritis, effusion • Pneumo, haemo and pyothorax • Interstitial Lung Disease • Cystic fibrosis | <p>Good to know</p> <p>Desirable to perform</p> | Aware about the Altered pulmonary conditions | Compare Acute and Chronic obstructive pulmonary disease | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|---|--|---|--|
| | <ul style="list-style-type: none"> • Acute and Chronic obstructive pulmonary disease (conditions leading to) • Cor pulmonale • Acute respiratory failure • Adult respiratory distress syndrome • Pulmonary embolism • Pulmonary Hypertension | | | | |
| 7 | <p>Vascular disorders and nursing management</p> <p>□ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of:</p> <ul style="list-style-type: none"> • Disorders of arteries • Disorders of the aorta • Aortic Aneurysms, • Aortic dissection • Raynaud's phenomenon • Peripheral arterial disease of the lower extremities • Venous thrombosis • Varicose veins • Chronic venous insufficiency and venous leg ulcers • Pulmonary embolism | <p>Good to know</p> <p>Desirable to perform</p> | <p>Review the Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of:</p> <ul style="list-style-type: none"> • Disorders of arteries • Disorders of the aorta • Aortic Aneurysms, • Aortic dissection • Raynaud's phenomenon • Peripheral arterial disease of the lower extremities • Venous thrombosis • Varicose veins • Chronic venous insufficiency | <p>Evaluate the Vascular disorders and nursing management</p> | |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--|--|--|--|
| | | | ncy and venous leg ulcers • Pulmonary embolism | | |
| 8. | Cardio thoracic emergency interventions <ul style="list-style-type: none"> □ CPR- BLS and ALS □ Use of ventilator, defibrillator , pacemaker □ Post resuscitation care. □ Care of the critically ill patients □ Psychosocial and spiritual aspects of care □ Stress management; ICU psychosis □ Role of nurse | Essential to perform Desirable to perform | Discuss Cardio thoracic emergencies and its interventions. | | |


2nd Year
3rd semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALITY – CARDIO VASCULAR AND THORACIC NURSING
Paper Code : 04040203

Hours of Instruction
 Theory 90 hours (6credits)
 Practical: 540 hours (18 credits)

| S. NO | CONTENT OF TOPICS | LEARNING OBJECTIVES (at the end of the session the student should be able to) | TEACHING OBJECTIVES | METHODOLOGY | TIME |
|-------|--|---|--|---|-------|
| 1 | Introduction <ul style="list-style-type: none"> □ Historical development, trends and issues in the field of cardiology. □ Cardio vascular and thoracic conditions – major health problem. | Discuss the Historical development, trends and issues in the field of cardiology. | To teach and discuss about Historical development, trends and issues in the field of | Interactive session with the students regarding Historical development, trends and issues | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|---|---|--------|
| | <ul style="list-style-type: none"> □ Concepts, principles and nursing perspectives □ Ethical and legal issues □ Evidence based nursing and its application in cardio vascular and thoracic nursing(to be incorporated in all the units) | | cardiology. | in the field of cardiology. | |
| 2 | Epidemiology <ul style="list-style-type: none"> □ Risk factors: hereditary, psycho social factors, hypertension, smoking, obesity, diabetes mellitus etc □ Health promotion, disease prevention, Life style modification □ National health programs related to cardio vascular and thoracic conditions □ Alternate system of medicine □ Complementary therapies | Explain the National health programs related to cardio vascular and thoracic Conditions. | To teach and discuss about National health programs related to cardio vascular and thoracic Conditions. | Student seminar on National health programs related to cardio vascular and thoracic Conditions. | 5 hrs |
| 3 | Review of anatomy and physiology of cardio vascular and respiratory system <ul style="list-style-type: none"> □ Review of anatomy and physiology of heart, lung, thoracic cavity and blood vessels. Embryology of heart and lung. □ Coronary circulation □ Hemodynamics and electro physiology of heart. □ Bio-chemistry of blood in relation to cardio pulmonary function. | Describe the anatomy and physiology of cardio vascular and respiratory system. | To teach and discuss about anatomy and physiology of cardio vascular and respiratory system. | Student seminar on anatomy and physiology of cardio vascular and respiratory system. | 5hrs |
| 4 | Assessment and Diagnostic Measures: <ul style="list-style-type: none"> □ History taking □ Physical assessment • Heart rate variability: Mechanisms , | Explain the Assessment and Diagnostic Measures. | To teach and discuss about Assessment and Diagnostic Measures. | Seminar on Assessment and Diagnostic Measures. | 20 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|--|--|--|--|--|
| <p>measurements, pattern, factors, impact of interventions on HRV</p> <ul style="list-style-type: none"> □ Diagnostic tests • Hemodynamic monitoring: Technical aspects, monitoring, functional hemodynamic indices, ventricular function indices, output measurements (Arterial and swan Ganz monitoring). Blood gases and its significance, oxygen supply and demand • Radiologic examination of the chest: interpretation, chest film findings • Electro cardiography(ECG) : electrical conduction through the heart, basic electrocardiography, 12 lead electrocardiogram, axis determination <ul style="list-style-type: none"> – ECG changes in: intraventricular conduction abnormalities- Arrhythmias, ischemia, injury and infarction, atrial and ventricular enlargement, electrolyte imbalance, • Echocardiography: technical aspects, special techniques, echocardiography of cardiac structures in health and disease, newer techniques • Nuclear and other imaging studies of the heart: Magnetic | | | | |
|--|--|--|--|--|



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|---|---|---|--|---|--------|
| | <p>Resonance Imaging.</p> <ul style="list-style-type: none"> • Cardio electrophysiology procedures: diagnostic studies, interventional and catheter ablation, nursing care • Exercise testing: indications and objectives, safety and personnel, pretest considerations, selection, interpretation, test termination, recovery period • Cardiac catheterization: indications, contraindications, patient preparation, procedure, interpretation of data • Pulmonary function test: Bronchoscopy and graphies • Interpretation of diagnostic measures • Nurse's role in diagnostic tests <p>□ Laboratory tests using blood: Blood specimen collection, Cardiac markers, Blood lipids, Hematologic studies, Blood cultures, Coagulation studies, Arterial blood gases, Blood Chemistries, cardiac enzyme studies, Serum Concentration of Selected drugs. Interpretation and role of nurse</p> | | | | |
| 5 | <p>Cardiac disorders and nursing management:</p> <p>□ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing</p> | Elaborate the Cardiac disorders and nursing management. | To teach and discuss about Cardiac disorders and nursing management. | Students seminar on Cardiac disorders and nursing management. | 25 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|--|--|--------|
| | management of: <ul style="list-style-type: none"> • Hypertension • Coronary Artery Disease. • Angina of various types. • Cardiomegaly • Myocardial Infarction, Congestive cardiac failure • Heart Failure, Pulmonary Edema, Shock. • Rheumatic heart disease and other Valvular Diseases • Inflammatory Heart Diseases, Infective Endocarditis, Myocarditis, Pericarditis. • Cardiomyopathy, dilated, restrictive, hypertrophic. • Arrhythmias, heart block <ul style="list-style-type: none"> • Associated illnesses | | | | |
| 6 | Altered pulmonary conditions □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: <ul style="list-style-type: none"> • Bronchitis • Bronchial asthma • Bronchiectasis • Pneumonias • Lung abscess, lung tumour • Pulmonary tuberculosis, fibrosis, pneumoconiosis etc • Pleuritis, effusion • Pneumo, haemo and pyothorax • Interstitial Lung Disease • Cystic fibrosis • Acute and Chronic obstructive pulmonary disease (conditions leading to) • Cor pulmonale | Discuss the Altered pulmonary conditions. | To teach and discuss about Altered pulmonary conditions. | Pannel discussion on Altered pulmonary conditions. | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----------|--|---|--|--|--------|
| | <ul style="list-style-type: none"> • Acute respiratory failure • Adult respiratory distress syndrome • Pulmonary embolism <ul style="list-style-type: none"> • Pulmonary Hypertension | | | | |
| 7 | Vascular disorders and nursing management <ul style="list-style-type: none"> □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: <ul style="list-style-type: none"> • Disorders of arteries • Disorders of the aorta • Aortic Aneurysms, • Aortic dissection • Raynaud's phenomenon • Peripheral arterial disease of the lower extremities • Venous thrombosis • Varicose veins • Chronic venous insufficiency and venous leg ulcers <ul style="list-style-type: none"> • Pulmonary embolism | Elaborate the Vascular disorders and nursing management | To teach and discuss about Vascular disorders and nursing management | Student interactive session on Vascular disorders and nursing management | 10 hrs |
| 8 | Cardio thoracic emergency interventions <ul style="list-style-type: none"> □ CPR- BLS and ALS □ Use of ventilator, defibrillator , pacemaker □ Post resuscitation care. □ Care of the critically ill patients □ Psychosocial and spiritual aspects of care □ Stress management; ICU psychosis □ Role of nurse. | Explain the Cardio thoracic emergency interventions | To teach and discuss about Cardio thoracic emergency interventions | Interactive session on Cardio thoracic emergency interventions | 10 hrs |

Practical: 540 Hours (18 credits)

Practicals


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| S.No. | Deptt/ Unit | No. of Week | Total Hours |
|-------|------------------------------------|-----------------|-----------------|
| 1 | Cardio thoracic -Medical | 2 | 60Hours |
| | -Surgical | 2 | 60 Hours |
| 2. | OTs (Cardiac and thoracic) | 2 | 60 Hours |
| 3. | Casualty | 2 | 60 Hours |
| 4. | Diagnostic labs including cath lab | 2 | 60 Hours |
| 5. | ICCU | 2 | 60 Hours |
| 6. | ICU | 2 | 60 Hours |
| 7. | CCU | 2 | 60 Hours |
| 8. | Paediatric Intensive | 1 | 30 Hours |
| 9. | OPD | 1 | 30 Hours |
| | Total | 18 Weeks | 540Hours |

Essential Nursing Skills

Procedures Observed

1. Echo cardiogram
2. Ultrasound
3. Monitoring JVP , CVP
4. CT SCAN
5. MRI
6. Pet SCAN
7. Angiography
8. Cardiac cathetrisation
9. Angioplasty
10. Various Surgeries
11. Any other

I. Procedures Assisted

1. Arterial blood gas analysis
2. Thoracentesis
3. Lung biopsy
4. Computer assisted tomography (CAT Scan)
5. M.R.I.
6. Pulmonary angiography
7. Bronchoscopy
8. Pulmonary function test
9. ET tube insertion
10. Tracheostomy tube insertion
11. Cardiac catheterisation
12. Angiogram
13. Defibrillation
14. Treadmill test
15. Echo cardiography



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

16. Doppler ultrasound
17. Cardiac surgery
18. Insertion of chest tube
19. CVP Monitoring
20. Measuring pulmonary artery pressure by Swan-Ganz Catheter
21. Cardiac Pacing

II. Procedures Performed

1. Preparation of assessment tool for CT client (Cardiac, thoracic and vascular).
2. ECG – Recording, Reading, Identification of abnormalities
3. Oxygen therapy – Cylinder, central supply,
Catheter, nasal canula, mask, tent
Through ET and Tracheostomy tube
Manual resuscitation bag
4. Mechanical ventilation
5. Spirometer
6. Tuberculin skin test
7. Aerosol therapy
8. Nebulizer therapy
9. Water seal drainage
10. Chest physiotherapy including – Breathing Exercises Coughing
Exercises
Percussion & Vibration
11. Suctioning – Oropharyngeal, nasotracheal, Endotracheal Through
tracheostomy tube
12. Artificial airway cuff maintenance
13. CPR
14. Care of client on ventilator
15. Identification of different – Arrhythmias
Abnormal pulses, respirations
B.P. Variation
Heart sounds
Breath sounds
16. Pulse oxymetry
17. Introduction of intracath
18. Bolus I.V. Injection
19. Life line
20. Maintenance of “Heplock”
21. Subcutaneous of Heparin
22. Obtaining leg measurements to detect early swelling in
thrombophlebitis
23. Identification of Homans signs
24. Buerger – Allen exercises



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

2nd Year
3rd semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALITY – CRITICAL CARE NURSING
Paper Code : 04150303


Course Description:

This course is designed to assist students in developing expertise and in-depth knowledge in the field of Critical care Nursing. It will help students to develop advanced skills for nursing intervention in caring for critically ill patients. It will enable the student to function as critical care nurse practitioner/ specialist. It will further enable the student to function as educator, manager and researcher in the field of Critical Care Nursing.

Objectives:

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

1. Appreciate trends and issues related to Critical Care Nursing.
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of critically ill patients
3. Describe the various drugs used in critical care and nurses responsibility
4. Perform physical, psychosocial & spiritual assessment
5. Demonstrate advance skills/competence in managing critically ill patients including


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

Advance Cardiac Life Support.

6. Demonstrate skill in handling various equipments/gadgets used for critical care
7. Provide comprehensive care to critically ill patients.
8. Appreciate team work & coordinate activities related to patient care.
9. Practice infection control measures.
10. Assess and manage pain .
11. Identify complications & take appropriate measures.
12. Discuss the legal and ethical issues in critical care nursing
13. Assist patients and their family to cope with emotional distress, spiritual, grief and anxiety
14. Assist in various diagnostic, therapeutic and surgical procedures
15. Incorporate evidence based nursing practice and identify the areas of research in the field of critical care nursing

2nd Year
3rd semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALITY – CRITICAL CARE NURSING
Paper Code : 04150303

Hours of instruction
Theory: 90 hours (6 credits)
Practical: 540 hours (18 credits)

| S. No | UNIT | Domains | Cognitive | psychomotor | Affective |
|--------------|---|---------------------------|---------------------------------|--|--------------------------------------|
| 1 | Introduction to Critical Care Nursing Historical review- Progressive | Good to know Essential | Review the principles, concept, | Demonstrate set up of various monitors and | Appreciate trends and issues related |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


| | | | | | |
|----|---|---|--|---|---------------------------|
| | <p>patient care(PPC)</p> <p>Review of anatomy and physiology of vital organs, fluid and electrolyte balance</p> <p>Concepts of critical care nursing</p> <p>Principles of critical care nursing</p> <p>Scope of critical care nursing</p> <p>Critical care unit set up including equipment's supplies, use and care of various type of monitors & ventilators</p> <p>Flow sheets</p> | to perform | principles and scope of critical care nursing | ventilators | to Critical Care Nursing. |
| 2 | <p>Concept of Holistic care applied to critical care nursing practice</p> <p>Impact of critical care environment on patients:-</p> <ul style="list-style-type: none"> • Risk factors, Assessment of patients, Critical care psychosis, prevention & nursing care for patients affected with psychophysiological & psychosocial problems of critical care unit, caring for the patient's family, family teaching <p>The dynamics of healing in critical care unit:-therapeutic touch, Relaxation, Music therapy, Guided Imagery, acupressure</p> <p>Stress and burnout syndrome among health team members</p> | <p>Good to know</p> <p>Desirable to perform</p> <p>Essential to perform</p> | Review the Impact of critical care environment on patients | <p>Demonstrate the dynamics of healing in critical care unit such as therapeutic touch, Relaxation, Music therapy, Guided Imagery, acupressure on 2 patients</p> <p>Manage burnout syndrome among health care providers</p> | |
| 3. | <p>Review</p> <p>Pharmacokinetics</p> <p>Analgesics/Anti-inflammatory agents</p> <p>Antibiotics, antiseptics</p> <p>Drug reaction & toxicity</p> <p>Drugs used in critical care unit (inclusive of ionotropic, life saving drugs)</p> <p>Drugs used in various body systems</p> <p>IV fluids and electrolytes</p> <p>Blood and blood components</p> <p>Principles of drug administration, role of nurses and care of drugs</p> | <p>Good to know</p> <p>Essential to perform</p> | <p>Analyses Pharmacokinetics relevant to drugs used in treatment of critical care conditions</p> <p>Describe the various drugs used in critical care and nurses responsibility</p> | Perform safe drug administration based on principles of drug administration | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|--|--|---|--|
| 4. | Pain Management Pain & Sedation in Critically ill patients Theories of pain, Types of pain, Pain assessment, Systemic responses to pain Pain management-pharmacological and non-pharmacological measures Placebo effect | Good to know Essential to perform | Develops knowledge in theories and types of pain | Performs pain assessment on 5 patients | Develops understanding in the management of pain |
| 5. | Infection control in intensive care unit Nosocomial infection in intensive care unit; methyl resistant staphylococcus aureus (MRSA), Disinfection, Sterilization, Standard safety measures, Prophylaxis for staff | Essential to perform | | Practice infection control measures in intensive care unit | |
| 6. | Gastrointestinal System Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-Acute Gastrointestinal Bleeding, Abdominal injury, Hepatic Disorders:-Fulminant hepatic failure, Hepatic encephalopathy, Acute Pancreatitis, Acute intestinal obstruction, perforative peritonitis | Good to know Essential to perform | Develop knowledge in Clinical features, pathophysiology, diagnosis, and management of gastrointestinal conditions | Provides nursing care to 5 patients with Gastrointestinal conditions | |
| 7. | Renal System Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-Acute Renal Failure, Chronic Renal Failure, Acute tubular necrosis, Bladder trauma Management Modalities: Hemodialysis, Peritoneal Dialysis, Continuous Ambulatory Peritoneal Dialysis, Continuous arteriovenous hemodialysis, Renal Transplant | Good to know Essential to perform | Develops knowledge in Clinical features, pathophysiology, diagnosis, and management of gastrointestinal conditions | Provides nursing care to 5 patients with nephrological conditions Demonstrate skill in handling various equipments used for the management of nephrological conditions | |
| 8 | Nervous System Causes, pathophysiology, Clinical | Good to know | Develops knowledge in | Provides nursing care | Develops understanding |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----|--|--|--|---|---|
| | types, Clinical features diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-Common Neurological Disorders:-Cerebrovascular disease, Cerebrovascular accident, Seizure disorders, GuillainBarre-Syndrome, Myasthenia Gravis, Coma, Persistent vegetative state, Encephalopathy, Head injury, Spinal Cord injury Management Modalities: Assessment of Intracranial pressure, Management of intracranial hypertension, Craniotomy Problems associated with neurological disorders: Thermoregulation, Unconsciousness, Herniation syndrome | Essential to perform | Clinical features, pathophysiology, diagnosis, and management of neurological conditions | to 5 patients with neurological conditions Demonstrate skill in handling various equipments used for the management of neurological conditions | problems associated with neurological disorders |
| 9 | Endocrine System Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing Management of:-Hypoglycemia, Diabetic Ketoacidosis, Thyroid crisis, Myxoedema, Adrenal crisis, Syndrome of Inappropriate/ hypersecretion of Antidiuretic Hormone (SIADH) | Good to know Essential to perform | Develop knowledge in Clinical features, pathophysiology, diagnosis, and management of endocrine conditions | Provides nursing care to 5 patients with Endocrine conditions | |
| 10. | Management of other Emergency Conditions Mechanism of injury, Thoracic injuries, Abdominal injuries, pelvic fractures, complications of trauma, Head injuries Shock: Shock syndrome, Hypovolemic, Cardiogenic, Anaphylactic, Neurogenic and Septic shock Systemic inflammatory Response:The inflammatory response, Multiple organ dysfunction syndrome | Good to know Essential to perform | Develop knowledge in Management of other Emergency Conditions | | |


 Déan
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|--|--|--|--|--|
| | Disseminated Intravascular Coagulation Drug Overdose and Poisoning, Acquired Immunodeficiency Syndrome (AIDS) | | | | |
|--|--|--|--|--|--|

2nd Year
3rd semester



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALITY – CRITICAL CARE NURSING

Hours of Instruction
Theory: 90 hours (6 credits)
Practical: 540 hours (18 credits)

| S. NO | CONTENT OF TOPICS | LEARNING OBJECTIVES (at the end of the session the student should be able to) | TEACHING OBJECTIVES | METHODOLOGY | TIME |
|--------------|---|--|---|--|-------------|
| 1 | Introduction to Critical Care Nursing Historical review- Progressive patient care(PPC) Review of anatomy and physiology of vital organs, fluid and electrolyte balance Concepts of critical care nursing Principles of critical care nursing Scope of critical care nursing Critical care unit set up including equipments supplies, use and care of various type of monitors & ventilators Flow sheets | Discuss the concept, principles and scope of critical care nursing | To teach and discuss about concept, principles and scope of critical care nursing | Interactive session with the students regarding concept, principles and scope of critical care nursing | 5 hrs |
| 2 | Concept of Holistic care applied to critical care nursing practice Impact of critical care environment on patients:- Risk factors, Assessment of patients, Critical care psychosis, prevention & nursing care for patients | Explain the Concept of Holistic care applied to critical care nursing practice | To teach and discuss about Concept of Holistic care applied to critical care nursing practice | Student seminar on Concept of Holistic care applied to critical care nursing practice | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|---|---|--------|
| | <p>affected with psychophysiological & psychosocial problems of critical care unit, Caring for the patient's family, family teaching</p> <p>The dynamics of healing in critical care unit:- therapeutic touch, Relaxation, Music therapy, Guided Imagery, acupressure</p> <p>Stress and burnout syndrome among health team members</p> | | | | |
| 3 | <p>Review Pharmacokinetics Analgesics/Anti inflammatory agents Antibiotics, antiseptics Drug reaction & toxicity Drugs used in critical care unit (inclusive of ionotropic, life saving drugs)</p> <p>Drugs used in various body systems IV fluids and electrolytes Blood and blood components Principles of drug administration, role of nurses and care of drugs</p> | Describe the drugs used in critical care unit | To teach and discuss about drugs used in critical care unit | Student seminar on drugs used in critical care unit | 14 hrs |
| 4 | <p>Pain Management Pain & Sedation in Critically ill patients Theories of pain, Types of pain, Pain assessment, Systemic responses to pain pain management- pharmacological and non-pharmacological measures Placebo effect</p> | Explain the pain management and theories of pain | To teach and discuss about pain management and theories of pain | Seminar on pain management and theories of pain | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|--|--|--------|
| 5 | Infection control in intensive care unit Nosocomial infection in intensive care unit; methyl resistant staphylococcus aureus (MRSA), Disinfection, Sterilization, Standard safety measures, Prophylaxis for staff | Elaborate the Infection control in intensive care unit | To teach and discuss about Infection control in intensive care unit | Students seminar on Infection control in intensive care unit | 5 hrs |
| 6 | Gastrointestinal System Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:- Acute Gastrointestinal Bleeding, Abdominal injury, Hepatic Disorders:- Fulminant hepatic failure, Hepatic encephalopathy, Acute Pancreatitis, Acute intestinal obstruction, perforative peritonitis | Discuss the gastrointestinal disorders and its management | To teach and discuss about gastrointestinal disorders and its management | Pannel discussion on gastrointestinal disorders and its management | 10 hrs |
| 7 | Renal System Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:- Acute Renal Failure, Chronic Renal Failure, Acute tubular necrosis, Bladder trauma % Management Modalities: Hemodialysis, Peritoneal Dialysis, Continuous Ambulatory Peritoneal Dialysis, Continuous arterio venus hemodialysis, Renal Transplant, | Elaborate the renal disorders and its management | To teach and discuss about renal disorders and its management | Student interactive session on renal disorders and its management | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--|---|---|--------|
| 8 | Nervous System Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:- Common Neurological Disorders:-Cerebrovascular disease, Cerebrovascular accident, Seizure disorders, GuilleinBarre-Syndrome, Myasthenia Gravis, Coma, Persistent vegetative state, Encephalopathy, Head injury, Spinal Cord injury Management Modalities: Assessment of Intracranial pressure, Management of intracranial hypertension, Craniotomy Problems associated with neurological disorders: Thermo regulation, Unconsciousness, Herniation syndrome | Explain the neurovascular disorders and its management | To teach and discuss about neurovascular disorders and its management | Interactive session on neurovascular disorders and its management | 10 hrs |
| 9 | Endocrine System Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing Management of :- Hypoglycemia, Diabetic Ketoacidosis, Thyroid crisis, Myxoedema, Adrenal crisis, Syndrome of Inappropriate/ hypersecretion of Antidiuretic Hormone (SIADH) | Enumerate the endocrine disorders and its management | To teach and discuss about endocrine disorders and its management | Simulated learning on endocrine disorders and its management | 5 hrs |
| 10 | Management of other Emergency Conditions □ Mechanism of injury, Thoracic injuries, Abdominal injuries, pelvic fractures, complications of | Explain the management of other Emergency Conditions | To teach and discuss about the management of other emergency Conditions | Interactive session on the management of other emergency Conditions | 15hrs |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|---|--|--|--|--|
| trauma, Head injuries <input type="checkbox"/> Shock: Shock syndrome, Hypovolemic, Cardiogenic, Anaphylactic, Neurogenic and Septic shock <input type="checkbox"/> Systemic inflammatory Response: The inflammatory response, Multiple organ dysfunction syndrome <input type="checkbox"/> Disseminated Intravascular Coagulation <input type="checkbox"/> Drug Overdose and Poisoning, <input type="checkbox"/> Acquired Immunodeficiency Syndrome (AIDS) | | | | |
|---|--|--|--|--|

Practicals

Total = 540 Hours (18 credits)

| S.No. | Deptt./Unit | No. of Weeks | Total Hours |
|-------|----------------------|-----------------|------------------|
| 1 | Burns ICU | 1 | 30 Hours |
| 2 | Medical ICU | 4 | 120 Hours |
| 3 | Surgical ICU | 5 | 150 Hours |
| 4 | CCU | 2 | 60 Hours |
| 5 | Emergency Department | 2 | 60Hours |
| 6 | Dialysis Unit | 1 | 30 Hours |
| 7 | Transplant Room | 1 | 30 Hours |
| 8 | Paediatric/ NICU | 2 | 60 Hours |
| | Total | 18 Weeks | 540 Hours |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

ESSENTIAL CRITICAL CARE NURSING SKILLS

I. Procedures Observed

1. CT Scan
2. MRI
3. EEG
4. Hemodialysis
5. Endoscopic Retrograde cholangioPancreaticogram(ERCP)
6. Heart/ Neuro/GI./ Renal Surgeries

II. Procedures Assisted

1. Advanced life support system
2. Basic cardiac life support
3. Arterial line/arterial pressure monitoring/blood taking
4. Arterial blood gas
5. ECG recording
6. Blood transfusion
7. IV cannulation therapy
8. Arterial Catheterization
9. Chest tube insertion
10. Endotracheal intubations
11. Ventilation
12. Insertion of central line/cvp line
13. Connecting lines for dialysis

III. Procedure Performed

1. Airway management
 - a. Application of oropharyngeal airway
 - b. Oxygen therapy
 - c. CPAP (Continuous Positive Airway pressure)
 - d. Care of tracheostomy
 - e. Endotracheal extubation
2. Cardiopulmonary resuscitation, Basic cardiac life support, ECG
3. Monitoring of critically ill patients – clinically with monitors, capillary refill time (CRT) assessment of jaundice, ECG.
4. Gastric lavage



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

5. Assessment of critically ill patients
Identification & assessment of risk factors, Glasgow coma scale, and dolls eye movement, arterial pressure monitoring, cardiac output/pulmonary artery pressure monitoring, and detection of life threatening abnormalities
6. Admission & discharge of critically ill patients
7. Nutritional needs – gastrostomy feeds, pharyngeal feeds, jejunostomy feeds, TPN, formula preparation & patient education.
8. Assessment of patient for alteration in blood sugar levels monitoring blood sugar levels periodically & administering insulin periodically.
9. Administration of drugs: IM, IV injection, IV cannulation & fixation of infusion pump, calculation of dosages, use of insulin syringes/ tuberculin, monitoring fluid therapy, blood administration.
10. Setting up dialysis machine and starting, monitoring and closing dialysis
11. Procedures for prevention of infections:
Hand washing, disinfection & sterilization surveillance, and fumigation universal precautions.
12. Collection of specimen.
13. Setting, use & maintenance of basic equipment, ventilator, analyzer, monitoring equipment, transducers, defibrillator, infusion & syringe pumps, centrifuge machine.


2nd Year
3rd semester
CLINICAL SPECIALITY-II
MEDICAL SURGICAL NURSING
SUB SPECIALTY - ONCOLOGY NURSING
Paper Code : 04150304

Preamble:

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

Objectives:

1. Explain the prevention, screening and early detection of cancer
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of oncological disorders of various body systems
3. Describe the psychosocial effects of cancer on patients and families.


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

4. Demonstrate skill in administering/assisting in various treatment modalities used for patients with cancer
5. Apply nursing process in providing holistic care to patients with cancer.
6. Apply specific concepts of pain management
7. Appreciate the care of death and dying patients and value of bereavement support.
8. Describe the philosophy, concept and various dimensions of palliative care
9. Appreciate the role of alternative systems of medicine in care of cancer patients
10. Appreciate the legal & ethical issues relevant to oncology nursing
11. Recognize and manage Oncological emergencies
12. Counsel the patients with cancer and their families
13. Incorporate evidence based nursing practice and identify the areas of research in the field of oncology nursing
14. Recognize the role of oncology nurse practitioner as a member of oncology team
15. Collaborate with other agencies and utilize resources in caring for cancer patients.

Hours of Instruction
Theory 90 hours (6 credits)

| S. No | | Domains | Cognitive | psychomotor | Affective |
|-------|---|--|--|---------------|---|
| 1 | Introduction <input type="checkbox"/> Epidemiology-Incidence, Prevalence – Global, National, State and Local <input type="checkbox"/> Disease burden, concept of cancer, risk factors <input type="checkbox"/> Historical perspectives <input type="checkbox"/> Trends and issues <input type="checkbox"/> Principles of cancer management <input type="checkbox"/> Roles and responsibilities of oncology nurse | Good to know Essential to perform | Discuss Historical perspectives, trends and issues in the field of cancer. | | Develops understanding Roles and responsibilities of oncology nurse |
| 2 | The Nature of Cancer | Good to | Analyze the | Perform Clone | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|---|--|--|--|-----------------------------|-------------------------------------|
| | <input type="checkbox"/> Normal cell biology <input type="checkbox"/> The Immune system <input type="checkbox"/> Pathological and pathophysiological changes in tissues • Biology of the cancer cell • Clone formation Transformation • Tumor stem lines • Structure of a solid tumor • Products produced by the tumor • Systemic effects of tumor growth | know Desirable to perform | Nature of Cancer Normal cell biology, The Immune system, Pathological and pathophysiological changes in tissues | formation Transformation | |
| 3 | Etiology of Cancer <input type="checkbox"/> Carcinogenesis, <input type="checkbox"/> Theories of cancer causation <input type="checkbox"/> Risk factors <input type="checkbox"/> Carcinogens – genetic factors, chemical carcinogens, radiation, viruses, Immune system failure, rapid tissue proliferation <input type="checkbox"/> Hormone changes, diet, emotional factors. | Good to know Essential to perform | Describe etiology of Cancer | . | Revise Theories of cancer causation |
| 4 | Diagnostic Evaluation <input type="checkbox"/> Health assessment: History taking, physical examination, <input type="checkbox"/> Staging and grading of tumors, <input type="checkbox"/> TNM Classification <input type="checkbox"/> Common diagnostic tests • Blood investigation: Haematological, Bio-chemical, Tumor markers, Hormonal assay • Cytology: Fine needle aspiration cytology (FNAC) • Histopathology: Biopsy • Radiological assessment: MRI, Ultrasound, Computed tomography, Mammography, Positron emission tomography (PET), Radio | Good to know | Develop Health Assessment and Diagnostic Measures | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|--|--|--|--|--|
| <p>common side effects, drug toxicity</p> <ul style="list-style-type: none"> • Calculating drug doses, • Therapeutic response to chemotherapy-Tumor variables, drug resistance, • Safety precautions <p><i>Radiation Therapy</i></p> <ul style="list-style-type: none"> • Physics of radiotherapy • Types of ionizing rays • Radiation equipments: Linear accelerator, cobalt, Implants, Isotopes, • Types of therapies: Oral, Brachy therapy, tele therapy, selectron therapy • Effects of radiation on the body tissue, • Radiation biology – cell damage hypoxic cells, alteration of tumor kinetics. • Approaches to radiation therapy – • External radiotherapy • Internal radiotherapy – unsealed, • Sealed sources. • Effectiveness of radiotherapy- Radiosensitivity, treatment effects • Complications of radiotherapy • Radiation safety: Standards of Bhaba Atomic Research Centre(BARC) <p><i>Bone Marrow Transplantation /Stem Cell Transplantation</i></p> <ul style="list-style-type: none"> • Types, indications, transplantation procedure, complications and nursing management • Types and donor sources • Preparation and care of donor and recipient • Bone marrow bank | | | | |
|--|--|--|--|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|--|--|--|
| | <ul style="list-style-type: none"> • Legal and ethical issues □ Immunotherapy (Biotherapy) • Concepts and principles • Classification of agents • Treatment and applications □ Gene Therapy • Current Concepts and practices □ Alternative and Complementary Therapies • Current practices | | | | |
| 7 | <p>Pain management:- Theories, types and</p> <ul style="list-style-type: none"> • Nature of cancer pain • Pathophysiology of pain • Pain threshold □ Assessment of pain • Principles of cancer pain control • Pharmacological: Opioid and non-opioid analgesic therapy • Patient controlled analgesia(PCA) • Other invasive techniques of pain control • Recent developments in Cancer pain □ Non- Pharmacological pain relief technique- • Complementary therapies(Music, massage, meditation, relaxation techniques, biofeed back etc) • Psychological intervention in pain control • Alternative system of medicines <p>Role of nurse</p> | <p>Good to know</p> <p>Desirable to perform</p> | Review Pain management:- Theories, types. | Evaluate the Non-Pharmacological pain relief technique | |
| 8 | <p>Palliative care</p> <ul style="list-style-type: none"> □ Definition and scope, philosophy □ Concept and elements of palliative care □ Global and Indian | Good to know | Analyse the Global and Indian perspective of palliative care | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|---|---|---|--|--|--|
| | <p>perspective of palliative care</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quality of life issues <input type="checkbox"/> Communication skill <input type="checkbox"/> Nursing perspective of palliative care and its elements <input type="checkbox"/> Home care <input type="checkbox"/> Hospice care <p>Role of nurse in palliative care</p> | | | | |
| 9 | <p>Nursing Management of Physiological Conditions and Symptoms Of Cancer Patient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nutrition: - effects of cancer on nutritional Status and its consequences:-Anemia, Cachexia, Xerostomia, mucositis, Dysphagia , nausea and vomiting, constipation, diarrhoea, electrolyte imbalances, taste alterations <input type="checkbox"/> Impaired mobility: Decubitus ulcer, pathologic fractures, thrombophlebitis, pulmonary embolism, contractures, footdrop <p>Other symptoms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dyspepsia & hiccup, dyspnoea <input type="checkbox"/> intestinal obstruction, <input type="checkbox"/> Fungating wounds <input type="checkbox"/> Anxiety & depression, insomnia <input type="checkbox"/> Lymph edema <p>Impact of cancer on sexuality:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effects of radiotherapy/ chemotherapy/surgery on sexuality of the cancer patient <input type="checkbox"/> Nursing management of cancer patients experiencing sexual dysfunction <input type="checkbox"/> Sexual counseling | <p>Good to know</p> <p>Desirable to perform</p> | <p>Discuss the Nursing Management of Physiological Conditions and Symptoms Of Cancer Patient</p> | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

2nd Year
3rd semester
CLINICAL SPECIALITY-II
MEDICAL SURGICAL NURSING
SUB SPECIALTY - ONCOLOGY NURSING
Paper Code : 04150304

Hours of Instruction
Theory: 90 Hours (6credits)
Practical: 540 Hours (18 credits)


| S. No | Content Of Topics | Learning Objectives (At The End Of The Session The Student Should Be Able To) | Teaching Objectives | Methodology | Time |
|-------|---|---|---|--|-------|
| 1 | Introduction <ul style="list-style-type: none"> Epidemiology-Incidence, Prevalence – Global, National, State and Local Disease burden, concept of cancer, risk factors Historical perspectives Trends and issues Principles of cancer management Roles and responsibilities of oncology nurse | Discuss the concept, and principles of cancer management | To teach and discuss about concept, and principles of cancer management | Interactive session with the students regarding concept, and principles of cancer management | 4 hrs |
| 2 | The Nature of Cancer <ul style="list-style-type: none"> Normal cell biology The Immune system Pathological and pathophysiological changes in tissues Biology of the cancer cell Clone formation Transformation Tumor stem lines Structure of a solid tumor Products produced by the tumor Systemic effects of tumor growth | Explain the Pathological and pathophysiological changes in tissues | To teach and discuss about Pathological and pathophysiological changes in tissues | Student seminar on Pathological and pathophysiological changes in tissues | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|--|---|--|--------|
| 3 | <p>Etiology of Cancer</p> <ul style="list-style-type: none"> • Carcinogenesis, • Theories of cancer causation • Risk factors • Carcinogens – genetic factors, chemical carcinogens, radiation, viruses, Immune system failure, rapid tissue proliferation • Hormone changes, diet, emotional factors. | Describe the etiology of cancer and theories of cancer causation | To teach and discuss about etiology of cancer and theories of cancer causation | Teachers seminar on etiology of cancer and theories of cancer causation | 4 hrs |
| 4 | <p>Diagnostic Evaluation</p> <ul style="list-style-type: none"> • Health assessment: History taking, physical examination, • Staging and grading of tumors, • TNM Classification • Common diagnostic tests • Blood investigation: Haematological, Bio-chemical, Tumor markers, Hormonal assay • Cytology: Fine needle aspiration cytology(FNAC) • Histopathology: Biopsy • Radiological assessment: MRI, Ultrasound, Computed tomography, Mammography, Positron emission tomography(PET), Radio nuclide imaging, Functional metabolism imaging • Endoscopies • Nurses responsibilities in diagnostic measures | Explain the health assessment and diagnostic tests of patients with cancer | To teach and discuss about health assessment and diagnostic tests of patients with cancer | Focused group discussion on health assessment and diagnostic tests of patients with cancer | 10 hrs |
| 5 | <p>Levels of prevention and care</p> <ul style="list-style-type: none"> • Primary prevention – Guidelines for cancer detection, general measures, Warning signs | Elaborate the infection control in intensive care unit | To teach and discuss about infection control in intensive care unit | Students seminar on infection control in intensive care unit | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|--|--|--------|
| | <p>of cancer,</p> <ul style="list-style-type: none"> • Self examination-Oral, Breast, Testicular • Secondary prevention – early diagnosis. • Screening • Tertiary prevention – disability limitation, • Rehabilitation :Mobility , Speech, Bowel and bladder, Ostomies etc • Patient and family education, • Discharge instruction, follow-up care and use of community resources. | | | | |
| 6 | <p>Cancer Treatment Modalities and Nurse's Role</p> <ul style="list-style-type: none"> • Surgery • Principles of surgical oncology • Current surgical strategy, • Determining surgical risk • Special surgical techniques • Pre-intra-postoperative nursing care • Acute and chronic surgical complications • Future directions and advances • Chemotherapy • Principles and classification of chemotherapeutics • Pharmacology of antineoplastic drugs- Mechanism of action, Absorption, protein binding, Bio-transformation, excretion, common side effects, drug toxicity • Calculating drug doses, • Therapeutic response to chemotherapy-Tumor variables, drug resistance, • Safety precaution • Radiation Therapy • Physics of radiotherapy • Types of ionizing rays • Radiation equipments:Linear accelerator, cobalt, Implants,Isotopes, • Types of therapies: Oral, Brachy therapy, tele therapy, selectron | Discuss the gastrointestinal disorders and its management | To teach and discuss about gastrointestinal disorders and its management | Pannel discussion on gastrointestinal disorders and its management | 25 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|---|---|--------|
| | <p>therapy • Effects of radiation on the body tissue, • Radiation biology – cell damage hypoxic cells, alteration of tumor kinetics.</p> <p>• Approaches to radiation therapy – • External radiotherapy • Internal radiotherapy – unsealed, • Sealed sources. • Effectiveness of radiotherapy-Radiosensitivity, treatment effects • Complications of radiotherapy • Radiation safety: Standards of Bhaba Atomic Research Centre(BARC)</p> <p>83 Unit Hours. Content %</p> <ul style="list-style-type: none"> • Bone Marrow Transplantation /Stem Cell Transplantation • Types, indications, transplantation procedure, complications and nursing management • Types and donor sources • Preparation and care of donor and recipient • Bone marrow bank • Legal and ethical issues • Immunotherapy (Biotherapy) • Concepts and principles • Classification of agents • Treatment and applications • Gene Therapy • Current Concepts and practices <ul style="list-style-type: none"> • Alternative and Complementary Therapies • Current practices | | | | |
| 7 | <p>Pain management:- Theories, types and</p> <ul style="list-style-type: none"> • Nature of cancer pain • Pathophysiology of pain • Pain threshold <p>Assessment of pain</p> <ul style="list-style-type: none"> • Principles of cancer pain control • Pharmacological: Opioid and non-opioid analgesic therapy • Patient controlled analgesia(PCA) | Elaborate the renal disorders and its management | To teach and discuss about renal disorders and its management | Student interactive session on renal disorders and its management | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|---|---|--|--------|
| | <ul style="list-style-type: none"> • Other invasive techniques of pain control • Recent developments in Cancer pain <p>Non- Pharmacological pain relief technique-</p> <ul style="list-style-type: none"> • Complementary therapies(Music, massage, meditation, relaxation techniques, biofeed back etc) • Psychological intervention in pain control • Alternative system of medicines <p>Role of nurse</p> | | | | |
| 8 | <p>Palliative care</p> <ul style="list-style-type: none"> • Definition and scope, philosophy • Concept and elements of palliative care • Global and Indian perspective of palliative care • Quality of life issues • Communication skill • Nursing perspective of palliative care and its elements • Home care • Hospice care • Role of nurse in palliative care | Explain the neurovascular disorders and its management | To teach and discuss about neurovascular disorders and its management | Interactive session on neurovascular disorders and its management | 5 hrs |
| 9. | <p>□ Nutrition: - effects of cancer on nutritional Status and its consequences:-Anemia, Cachexia, Xerostomia, mucositis, Dysphagia , nausea and vomiting, constipation, diarrhoea, electrolyte imbalances, taste alterations</p> <p>□ Impaired mobility: Decubitus ulcer, pathologic fractures, thrombophlebitis, pulmonary embolism, contractures, footdrop</p> <p>Other symptoms</p> <p>□ Dyspepsia & hiccup, dyspnoea</p> <p>□ intestinal obstruction,</p> <p>□ Fungating wounds</p> | Explain the Nursing Management of Physiological Conditions and Symptoms Of Cancer Patient | To teach and discuss about Nursing Management of Cancer Patient | Interactive session on Physiological Conditions and Symptoms Of Cancer Patient | 15 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|--|--|--|--|--|
| <input type="checkbox"/> Anxiety & depression, insomnia <input type="checkbox"/> Lymph edema Impact of cancer on sexuality: <input type="checkbox"/> Effects of radiotherapy/chemotherapy/surgery on sexuality of the cancer patient <input type="checkbox"/> Nursing management of cancer patients experiencing sexual dysfunction <input type="checkbox"/> Sexual counseling | | | | |
|--|--|--|--|--|

Clinical Experience

| S. No. | Deptt./ Unit | No. of Week | Total Hours |
|--------|--|-----------------|------------------|
| 1 | Medical Oncology ward | 3 | 90 Hours |
| 2 | Surgical Oncology ward | 3 | 90 Hours |
| 3 | Bone marrow transplantation Unit | 1 | 30 Hours |
| 4 | Operation Theatre | 2 | 60 Hours |
| 5 | Radiotherapy Unit | 2 | 60 Hours |
| 6 | Chemotherapy Unit | 1 | 30 Hours |
| 7 | Out patient department and pain clinic | 1 | 30 Hours |
| 8 | Pediatric Oncology ward | 1 | 30 Hours |
| 9 | Palliative Care ward | 1 | 30 Hours |
| 10 | Community oncology | 1 | 30 Hours |
| 11 | Hospice | 1 | 30 Hours |
| 12 | Other field visits | 1 | 30 Hours |
| | Total | 18 Weeks | 540 Hours |

Procedures Observed

1. CT Scan
2. MRI
3. PET Scan(Positron Emission Tomography)
4. Ultra sound
5. Mammography
6. Radio Nuclide Imaging
7. Bone Scan


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

8. Thyroid Function Test
9. Functional and Metabolic Imaging
10. Transportation of radioactive materials
11. Others

Procedures Assisted

1. IV cannulation – Open method
2. Chemotherapy
3. Radiotherapy – Brachytherapy – Low Density Radiation, High Density Radiation.
4. Interstitial implantation
5. Bio-therapy and Gene therapy
6. Teletherapy – Treatment planning
7. Bone marrow aspiration and biopsy
8. Biopsy – tissue
9. FNAC – Fine Needle Aspiration Cytology and biopsy
10. Advance Cardiac life support
11. Endotracheal intubation
12. Defibrillation Ventilation
13. Tracheostomy
14. Thoracentesis
15. Paracentesis
16. Lumbar Puncture
17. Arterial Blood Gas
18. Nerve Block
19. Chest tube insertion
20. Intercostal drainage
21. CVP monitoring

Procedure Performed

1. Screening for cancer
2. Assessment of pain
3. Assessment of Nutritional status
4. Care of Tracheostomy
5. Endotracheal intubation
6. Gastric gavage
7. Pap smear
8. IV cannulation
9. Care of surgical flaps
10. Care of ostomies
11. Blood transfusion and component therapy
12. Counseling
13. Practice standard safety measures
14. Care of dead body and mortuary formalities
15. Alternative therapies



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

2nd Year
3rd semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES- NEUROSCIENCES NURSING
Paper Code : 04150305


Preamble:

This course is designed to assist students in developing expertise and in-depth knowledge in the field of neurology and neurosurgical Nursing. It will help students to develop advanced skills for nursing intervention in caring for patients with neurological and neurosurgical disorders. It will enable the student to function as neuroscience nurse practitioner/ specialist. It will further enable the student to function as educator, manager and researcher in the field of neurology and neurosurgical Nursing.

Objectives:

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

1. Appreciate trends and issues related to neurology and neurosurgical Nursing.
2. Review the anatomy and physiology of nervous system
3. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of patients with neurological and neurosurgical disorders
4. Perform neurological assessment and assist in diagnostic procedures


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

5. Describe the concepts and principles of neuroscience nursing
6. Describe the various drugs used in neurosciences and nurses responsibility
7. Assist in various therapeutic and surgical procedures in neuroscience nursing
8. Demonstrate advance skills/competence in managing patients with neurological and neurosurgical disorder following nursing process approach
9. Identify psychosocial problems of patients with disabilities and assist patients and their family to cope with emotional distress, spiritual, grief and anxiety
10. Participate in preventive, promotive and rehabilitative services for neurological and neurosurgical patients.
11. Explain the legal and ethical issues related to brain death, organ transplantation and practice of neuroscience nursing
12. Incorporate evidence based nursing practice and identify the areas of research in the field of neuroscience nursing
13. Organise and conduct inservice education program for nursing personnel.
14. Develop standards of care for quality assurance in neuroscience nursing practice
15. Identify the sources of stress and manage burnout syndrome among health care providers.
16. Teach and supervise nurses and allied health workers.
17. Plan and develop physical layout of neuro intensive care unit


MEDICAL SURGICAL NURSING -II
NEUROSCIENCES NURSING
Placement: M.Sc Nursing II Year
3rd semester

Hours of Instruction
Theory 90 hours (6 credits)


| S. No | | Domains | Cognitive | psychomotor | Affective |
|-------|---|--|---|------------------------------------|-----------|
| 1 | Introduction <input type="checkbox"/> Introduction to neuroscience(neurological and neurosurgical) nursing • History-Development in neurological and neurosurgical nursing, Service & education • Emerging trends and issues in | Good to know Desirable to perform | DiscussHistory-Development in neurological and neurosurgical nursing, Service & | Visualize Ethical and legal issues | |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|---|---|--|--|---|--|
| | neurology and neuro surgery and its implication to nursing. <ul style="list-style-type: none"> • neurological and neurosurgical problems – • Concepts, principles and nursing perspectives • Ethical and legal issues • Evidence based nursing and its application in neurological and neurosurgical nursing | | education . | | |
| 2 | Epidemiology <ul style="list-style-type: none"> □ Major health problems- □ Risk factors associated with neurological conditions- Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations, occupational and infections. □ Health promotion, disease prevention, life style modification and its implications to nursing Alternate system of medicine/complementary therapies | Good to know Essential to perform | Analyze Major health problems- □ Risk factors associated with neurological conditions | | Develops understanding about Health promotion, disease prevention, Lifestyle modification |
| 3 | Review of Anatomy and physiology <ul style="list-style-type: none"> □ Embryology □ Structure and functions of Nervous system- CNS, ANS, cerebral circulation , cranial and spinal nerves and reflexes, motor and sensory functions □ Sensory organs | Good to know Desirable to perform | Describe anatomy and physiology of neurology. | Diagram Structure and functions of Nervous system | |
| 4 | Assessment and diagnostic measures <ul style="list-style-type: none"> □ Assessment • History taking • Physical assessment, psychosocial assessment • Neurological assessments, Glasgow coma scale interpretation & its relevance to nursing. • Common assessment | Good to know | Develop Assessment and Diagnostic Measures | | Demonstrate Neurological assessments, Glasgow coma scale interpretation & its relevance to nursing |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|--|--|---|-------------------------------|
| 6 | Drugs used in neurological and neurosurgical disorders <input type="checkbox"/> Classification <input type="checkbox"/> Indications, contraindications, actions and effects, toxic effects Role of nurse | Good know to | Aware about the Drugs used in neurological and neurosurgical disorders | | |
| 7 | Traumatic conditions. <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: medical, surgical and Nursing management of • Cranio cerebral injuries. • Spinal & Spinal cord injuries. • Peripheral nerve injuries. • Unconsciousness | Good know to Desirable to perform | To tell the students about Traumatic conditions. | Evaluate the Nursing management of • Cranio cerebral injuries. • Spinal & Spinal cord injuries. • Peripheral nerve injuries. • Unconsciousness | |
| 8 | Cerebro vascular disorders. <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: medical, surgical and Nursing management of • Stroke & arterio venous thrombosis. • Haemorrhagic embolus. • Cerebro vascular accidents. • Intracranial aneurysm. • Subarchnoid Haemorrhage. • Arterio venous fistula. • Brain tumours <input type="checkbox"/> Diseases of cranial nerves; Trigeminal neuralgia, Facial palsy, Bulbar palsy. | Good know to Desirable to perform | Analyse the patients with Cerebro vascular disorders. | Participate in Nursing management of • Stroke & arterio venous thrombosis. • Haemorrhagic embolus. • Cerebro vascular accidents. • Intracranial aneurysm. • Subarchnoid Haemorrhage. • Arterio venous fistula. • Brain tumours | |
| 9 | Degenerating and demyelinating disorders <input type="checkbox"/> Causes, pathophysiology, | Desirable to perform | | Visualize the Movement disorders- Tics, | Develop understanding Nursing |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|---|---|---|--|
| | <p>Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of</p> <ul style="list-style-type: none"> • Motor neuron diseases. • Movement disorders- Tics, dystonia, chorea, wilson's disease, essential tremors • Dementia. • Parkinson's disease. • Multiple sclerosis. • Alzemier's | Essential to perform | | dystonia, chorea, wilson's disease, essential tremors | management of Motor neuron diseases |
| 10 | <p>Neuro infections</p> <p>□ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of Neuro infections</p> <ul style="list-style-type: none"> • Meningitis-types • Encephalitis. • Poliomyelitis. • Parasitic infections. • Bacterial infections • Neurosyphilis. • HIV & AIDS. • Brain abscess. | <p>Good to Know</p> <p>Desirable to perform</p> | Explain about the Neuro infections | Examine the patients with Neuro infections. | |
| 11 | <p>Paroxysmal disorders.</p> <p>□ Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis , Management: medical, surgical and Nursing management of</p> <ul style="list-style-type: none"> • Epilepsy and seizures. • Status epilepticus. • Syncope. • Menier's syndrome. • Cephalgia. Paroxysmal disorders. <p>□ Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis , Management: medical, surgical and Nursing management of</p> <ul style="list-style-type: none"> • Epilepsy and seizures. • Status epilepticus. | Good to Know | Discuss about the Paroxysmal disorders. | | Develops understanding about the Paroxysmal disorders. |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|--------------|--|--|--|
| | <ul style="list-style-type: none"> • Syncope. • Menier's syndrome. • Cephalgia. | | | | |
| 12 | Neoplasms – surgical conditions. <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> • Space occupying lesions -types • Common tumors of CNS | Good to Know | Explain the Neoplasms – surgical conditions. | | |

MEDICAL SURGICAL NURSING -II


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

NEUROSCIENCES NURSING
Placement: M.Sc Nursing II Year
3rd semester

Hours of Instruction
Theory 90 hours (6 credits)

| S.no | CONTENT OF TOPIC | LEARNING OBJECTIVES(at the end of the session the student should be able to) | TEACHING OBJECTIVES | METHODOLOGY | TIME |
|------|--|---|---|--|------|
| 1 | Introduction <input type="checkbox"/> Introduction to neuroscience(neurological and neurosurgical) nursing • History-Development in neurological and neurosurgical nursing, Service & education • Emerging trends and issues in neurology and neuro surgery and its implication to nursing. • neurological and neurosurgical problems – • Concepts, principles and nursing perspectives • Ethical and legal issues • Evidence based nursing and its application in neurological and neurosurgical nursing• | Enumerate the History-Development in neurological and neurosurgical. | To teach and discuss about History-Development in neurological and neurosurgical. | Simulated learning on History-Development in neurological and neurosurgical. | 5 |
| 2 | Epidemiology <input type="checkbox"/> Major health problems- <input type="checkbox"/> Risk factors associated with neurological conditions- Hereditary, Psychosocial factors, | Elaborate the epidemiology. | To teach and discuss about epidemiology. | Panel discussion on epidemiology. | 5 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|----------|---|---|--|---|-----------|
| | smoking, alcoholism, dietary habits, cultural and ethnic considerations, occupational and infections. <input type="checkbox"/> Health promotion, disease prevention, life style modification and its implications to nursing Alternate system of medicine/complementary therapies | | | | |
| 3 | Review of Anatomy and physiology <input type="checkbox"/> Embryology <input type="checkbox"/> Structure and functions of Nervous system- CNS, ANS, cerebral circulation , cranial and spinal nerves and reflexes, motor and sensory functions <input type="checkbox"/> Sensory organs | Explain the Anatomy and physiology. | To teach and discuss about Anatomy and physiology . | Seminar on Anatomy and physiology . | 10 |
| 4 | Assessment and diagnostic measures <input type="checkbox"/> Assessment • History taking • Physical assessment, psychosocial assessment • Neurological assessments, Glasgow coma scale interpretation & its relevance to nursing. • Common assessment abnormalities <input type="checkbox"/> Diagnostic measures • Cerebro spinal fluid analysis • Radiological studies- Skull and spine X-ray Cerebral Angiography, CT Scan, Single Photon Emission Computer Tomography(SPECT), MRI (Magnetic Resonance | Enumerate the Assessment and diagnostic measures. | To teach and discuss about Assessment and diagnostic measures. | Simulated learning on Assessment and diagnostic measures. | 15 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----------|--|---|--|---|----------|
| | <p>Imaging), MRA, MRS, Functional MRI, Myelography, PET (Positron Emission Test), Interventional radiology.</p> <ul style="list-style-type: none"> • Electorgraphic studies- Electro encephalo graphy, MEG, EMG, video EEG, • Nerve conduction studies-Evoked potentials, visual evoked potentials, brain stem auditory evoked potentials, somatosensory evoked potentials • Ultrasound studies- Carotid duplex, transcranial Doppler sonography, • Immunological studies • Biopsies – muscle, nerve and Brain. <p>Interpretation of diagnostic measures Nurse's role in diagnostic tests</p> | | | | |
| 5 | <p>Meeting Nutritional needs of neurological patients</p> <ul style="list-style-type: none"> □ Basic nutritional requirements □ Metabolic changes following injury and starvation □ Nutritional assessment □ Common neurological problems that interfere with nutrition and strategies for meeting their nutritional needs □ Special metabolic and electrolyte imbalances □ Chronic fatigue syndrome | Elaborate the Meeting Nutritional needs of neurological patients. | To teach and discuss about Meeting Nutritional needs of neurological patients. | Panel discussion on Meeting Nutritional needs of neurological patients. | 5 |


 Déan
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|---|--|--|----|
| 6 | Drugs used in neurological and neurosurgical disorders <input type="checkbox"/> Classification <input type="checkbox"/> Indications, contraindications, actions and effects, toxic effects Role of nurse | Explain the Drugs used in neurological and neurosurgical disorders. | To teach and discuss about drugs used in neurological and neurosurgical disorders. | Seminar on drugs used in neurological and neurosurgical disorders. | 5 |
| 7 | Traumatic conditions. <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: medical, surgical and Nursing management of • Cranio cerebral injuries. • Spinal & Spinal cord injuries. • Peripheral nerve injuries. • Unconsciousness | Explain the Traumatic conditions | To teach and discuss about Traumatic conditions | Seminar on Traumatic conditions | 10 |
| 8 | Cerebro vascular disorders. <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: medical, surgical and Nursing management of • Stroke & arterio venous thrombosis. • Haemorrhagic embolus. • Cerebro vascular accidents. • Intracranial aneurysm. • Subarchnoid Haemorrhage. • Arterio venous fistula. • Brain tumours <input type="checkbox"/> Diseases of cranial nerves; Trigeminal neuralgia, Facial palsy, Bulbar palsy. | Elaborate the Cerebro vascular disorders. | To teach and discuss about Cerebro vascular disorders. | Panel discussion on Cerebro vascular disorders. | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----------|--|---|--|---|-----------|
| 9 | Degenerating and demyelinating disorders <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> • Motor neuron diseases. • Movement disorders- Tics, dystonia, chorea, wilson's disease, essential tremors • Dementia. • Parkinson's disease. • Multiple sclerosis. • Alzheimer's | Elaborate the degenerating and demyelinating disorders. | To teach and discuss about degenerating and demyelinating disorders. | Panel discussion on degenerating and demyelinating disorders. | 10 |
| 10 | Neuro infections <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of Neuro infections <ul style="list-style-type: none"> • Meningitis-types • Encephalitis. • Poliomyelitis. • Parasitic infections. • Bacterial infections • Neurosyphilis. • HIV & AIDS. • Brain abscess. | Explain the neuro infections | To teach and discuss about neuro infections | Seminar on neuro infections | 10 |
| 11 | Paroxysmal disorders. <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> • Epilepsy and seizures. • Status epilepticus. • Syncope. | Explain the Traumatic conditions | To teach and discuss about Traumatic conditions | Seminar on Traumatic conditions | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----------|---|--|---|---|----------|
| | <ul style="list-style-type: none"> • Menier's syndrome. • Cephalgia. | | | | |
| 12 | Neoplasms – surgical conditions. <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> • Space occupying lesions -types • Common tumors of CNS, | Explain the Neoplasms – surgical conditions. | To teach and discuss about Neoplasms – surgical conditions. | Seminar on Neoplasms – surgical conditions. | 5 |

)

Practicals

| S.No. | AREA OF POSTING | No. of Week | Total Hours |
|-------|-----------------------|-------------|-------------|
| 1 | O.P.D. | 1 | 30 |
| 2 | Casualty | 1 | 30 |
| 3 | Diagnostics | 1 | 30 |
| 4 | Neuro psychiatry | 1 | 30 |
| 5 | Neuro Medical wards | 2 | 60 |
| 6 | Paediatric Neuro ward | 1 | 30 |
| 7 | Neuro surgical wards | 2 | 60 |
| 8 | Head Injury ward | 1 | 30 |
| 9 | ICU- neuro medicine | 2 | 60 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|----|------------------------|-----------------|------------------|
| 10 | I.C.U.- neuro surgical | 2 | 60 |
| 11 | Rehabilitation | 2 | 60 |
| 12 | Operation Theatre | 2 | 60 |
| | Total | 18 Weeks | 540 Hours |

ESSENTIAL NEURO NURSING SKILLS

I. Procedures Observed


1. CT scan
2. MRI
3. PET
4. EEG
5. EMG
6. Sleep pattern studies/Therapy
7. Radiographical studies
8. Neuro surgeries
9. Nerve conduction studies
10. Ultrasound studies
11. Any other

II. Procedures Assisted

1. Advanced Cardiac life support
2. Lumbar Puncture
3. Biopsies – muscle, nerve and Brain
4. Arterial Blood Gas
5. ECG Recording
6. Blood transfusion
7. IV cannulation – open method
8. Endotracheal intubation
9. Ventilation
10. Tracheostomy
11. ICP monitoring
12. Gama Knife
13. Cerebral angiography
14. Myelography
15. Neuro surgeries

III. Procedures Performed:

1. Airway management
 - a. Application of Oro Pharyngeal Airway
 - b. Care of Tracheostomy
 - c. Conduct Endotracheal Intubation
 - d. use of AMBU bag, artificial respirators



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

- e. Setting of Ventilators and Care of patients on ventilators
2. Cardio Pulmonary Resuscitation -Defibrillation
3. Neurological assessment -Glasgow coma scale
4. Gastric Lavage
5. IV Cannulation
6. Administration of emergency IV Drugs, fluid
7. Care of patients with incontinence, bladder training
Catheterization
8. Care of patients on traction related to the neurological conditions
9. Blood Administration.
10. Muscle strengthening exercises
11. Guidance and counseling
12. Monitoring – management and care of monitor

2nd Year
3rd semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES - NEPHRO-UROLOGY NURSING
Paper Code : 04150306

Preamble:

This course is designed to assist students in developing expertise and in-depth understanding in the field of Nephro and urological Nursing. It will help students to develop advanced skills for nursing intervention in various nephro and urological conditions. It will enable the student to function as nephro and urology nurse practitioner/specialist and provide quality care. It will further enable the student to function as educator, manager, and researcher in the field of


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

nephro and urology nursing

Objectives:

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

1. Appreciate trends and issues related to **nephro and urological** nursing
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of **nephro and urological** conditions
3. Perform physical, psychosocial & spiritual assessment
4. Assist in various diagnostic, therapeutic and surgical interventions
5. Provide comprehensive nursing care to patients with **nephro and urological conditions**
6. Describe the various drugs used in **nephro and urological** conditions and nurses responsibility
7. Demonstrate skill in handling various equipments/gadgets used for patients with **nephro and urological** conditions
8. Appreciate team work & coordinate activities related to patient care.
9. Practice infection control measures.
10. Identify emergencies and complications & take appropriate measures
11. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs
12. Discuss the legal and ethical issues in **nephro and urological** nursing
13. Identify the sources of stress and manage burnout syndrome among health care providers
14. Appreciate the role of alternative system of medicine in the care of patient
 15. Incorporate evidence based nursing practice and identify the areas of research in the field of **nephro and urological** nursing
 16. Teach and supervise nurses and allied health workers.
 17. Design a layout of kidney transplant unit and dialysis unit
 18. Develop standards of nephro urological nursing practice

2nd Year


3rd semester

CLINICAL SPECIALITY – II

MEDICAL SURGICAL NURSING


SUB SPECIALTIES - NEPHRO-UROLOGY NURSING

Paper Code : 04150306


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

Theory : 90 Hours (6 credits)
Practical : 540 Hours (18 credits)


| S. No | UNIT | Domains | Cognitive | psychomotor | Affective |
|-------|---|---|---|---|--|
| 1 | <p>Introduction</p> <p>Historical development: trends and issues in the field of nephron and urological nursing.</p> <p>nephro and urological problems</p> <p>Concepts, principles and nursing perspectives</p> <p>Ethical and legal issues</p> <p>Evidence based nursing and its application in nephroand urological nursing(to be incorporated in all the units)</p> | <p>Good to know</p> <p>Essential to perform</p> | | <p>Incorporates evidence based nursing practice in the field of nephro and urological nursing</p> | <p>Appreciates the trends and issues in the field of nephron and urological nursing.</p> |
| 2 | <p>Epidemiology</p> <p>Major health problems- urinary dysfunction, urinary tract infections, Glomuerular disorders, obstructive disorders and other urinary disorders</p> <p>Risk factors associated with nephro and urological conditions</p> <p>conditions- Hereditary, Psychosocial factors, smoking, alcoholism,dietary habits, cultural and ethnic considerations</p> <p>Health promotion, disease prevention, life style modification and its implications to nursing</p> <p>Alternate system of</p> | <p>Good to know</p> | <p>Describes the epidemiologic al of nephro and urological conditions</p> | | <p>Appreciates the role of alternative system of medicine in the care of patient</p> |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|---|---|----------------------|---|---|--|
| | medicine/complementary therapies | | | | |
| 3 | Review of anatomy and physiology of urinary system Embryology Structure and functions Renal circulation Physiology of urine formation Fluid and electrolyte balance Acid base balance Immunology specific to kidney | Good to know | Elaborates the anatomy and physiology of urinary system | | |
| 4 | Assessment and diagnostic measures History taking Physical assessment, psychosocial assessment Common assessment abnormalities- dysurea, frequency, enuresis, urgency, hesitancy, hematuria, pain, retention, burning on urination, pneumaturia, incontinence, nocturia, polyurea, anuria, oliguria, Diagnostic tests-urine studies, blood chemistry, radiological procedures-KUB, IVP, nephrotomogram, retrograde pyelogram, renal arteriogram, renal ultrasound, CT scan, MRI, cystogram, renal scan, biopsy, endoscopy-cystoscopy, urodynamics studies, cystometrogram, urinary flow study, sphincter | Essential to perform | | Develops skill in assessment of nephro urological conditions Assists in various diagnostic tests related nephrourological conditions | |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|---|---|---|---|---|--|
| | <p>electromyography, voiding pressure flow study, videourodynamics, Whitaker study</p> <p>Interpretation of diagnostic measures</p> <p>Nurse's role in diagnostic tests</p> | | | | |
| 5 | <p>Renal immunopathy/Immunopathology</p> <p>General Concept of immunopathology</p> <p>Immune mechanism of glomerular vascular disease</p> <p>Role of mediator systems in glomerular vascular disease</p> | <p>Good to know</p> | <p>Develops knowledge in General Concept of immunopathology</p> | | <p>Appreciates the role of mediator systems in glomerular vascular disease</p> |
| 6 | <p>Urological Disorders and Nursing Management</p> <p>Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical and nursing management of</p> <p>Urinary tract infections- pyelonephritis, lower urinary tract infections,</p> <p>Disorders for ureters, bladder and urethra</p> <p>Urinary tract infections-</p> <p>Urinary dysfunctions- urinary retention, urinary incontinence, urinary reflux,</p> <p>Bladder disorders- neoplasms, calculi, neurogenic bladder, trauma, congenital abnormalities</p> | <p>Good to know</p> <p>Essential to perform</p> | <p>Develops knowledge in etiology, Clinical features, pathophysiology, diagnosis, and management of urological conditions</p> | <p>Provides nursing care to 5 patients with urological conditions</p> | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|---|--|--|--|
| | <p>Benign prostrate hypertrophy(BPH)</p> <p>Ureteral disorders: ureteritis, ureteral trauma, congenital anomalies of ureters</p> <p>Urethral disorders- tumours, trauma, congenital anomalies of ureters,</p> | | | | |
| 7. | <p>Glomerular disorders and nursing management</p> <p>Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of</p> <p>Glomerular nephritis- chronic, acute , nephritic syndrome</p> <p>Acute Renal failure and chronic renal failure.</p> <p>Renal calculi</p> <p>Renal tumours-benign and malignant</p> <p>Renal trauma</p> <p>Renal abscess</p> <p>Diabetic nephropathy</p> <p>Vascular disorders</p> <p>Renal tuberculosis</p> <p>Polycystic</p> <p>Congenital disorders</p> <p>Hereditary renal disorders</p> | <p>Good to know</p> <p>Essential to perform</p> | <p>Develops knowledge in etiology, Clinical features, pathophysiology, diagnosis, and management of glomerular disorders</p> | <p>Provides nursing care to 5 patients with glomerular disorders</p> | |
| 8 | <p>Management of Renal emergencies</p> | <p>Essential to perform</p> | <p>Identifies renal emergencies and</p> | <p>Demonstrates skill in management of</p> | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|-----------------------|--|---------------|-------------------|--|
| Anuria | | complications | renal emergencies | |
| Acute Renal failure | | | | |
| Poisoning | | | | |
| Trauma | | | | |
| Urine retention | | | | |
| Acute graft rejection | | | | |
| Hematuria | | | | |
| Nurse's role | | | | |

2nd year
3rd semester
CLINICAL SPECIALITY-II
MEDICAL SURGICAL NURSING
(NEPHRO UROLOGY NURSING)

Placement: 2nd Year

Hours of Instruction

Theory: 90 Hours (6 credits)
Practical: 540 Hours (18 credits)

| S. NO | CONTENT OF TOPICS | LEARNING OBJECTIVES (at the end of the session the student should be able to) | TEACHING OBJECTIVES | METHODOLOGY | TIME |
|-------|--|---|---|--|-------|
| 1 | Introduction <ul style="list-style-type: none"> Historical development: trends and issues in the field of nephro and urological nursing. nephro and urological problems Concepts, principles and nursing perspectives Ethical and legal issues Evidence based nursing | Describe the historical development, trends and issues in the field of nephro urology nursing | To teach and discuss about historical development, trends and issues in the field of nephro urology nursing | Students seminar on historical development, trends and issues in the field of nephro urology nursing | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|---|--|--------|
| | and its application in nephro and urological nursing(to be incorporated in all the units) | | | | |
| 2 | <p>Epidemiology</p> <ul style="list-style-type: none"> Major health problems- urinary dysfunction, urinary tract infections, Glomerular disorders, obstructive disorders and other urinary disorders Risk factors associated with nephro and urological conditions- Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations Health promotion, disease prevention, life style modification and its implications to nursing Alternate system of medicine/complementary therapies | Explain the major health problems regarding nephrological conditions and alternate system of medicine/ complementary therapies | To teach and discuss about major health problems regarding nephrological conditions and alternate system of medicine/ complementary therapies | Group discussion on major health problems regarding nephrological conditions and alternate system of medicine/ complementary therapies | 5 hrs |
| 3 | <p>Review of anatomy and physiology of urinary system</p> <ul style="list-style-type: none"> Embryology Structure and functions Renal circulation Physiology of urine formation Fluid and electrolyte balance Acid base balance Immunology specific to kidney | Review the anatomy and physiology of urinary system | To teach and discuss about anatomy and physiology of urinary system | Teachers seminar on anatomy and physiology of urinary system | 5 hrs |
| 4 | <p>Assessment and diagnostic measures</p> <ul style="list-style-type: none"> History taking Physical assessment, psychosocial assessment | Explain the health assessment and diagnostic tests of patients with renal disorders | To teach and discuss about health assessment and diagnostic tests of patients with renal disorders | Focused group discussion on health assessment and diagnostic | 20 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|--|---|-------|
| | <ul style="list-style-type: none"> • Common assessment abnormalities-dysurea, frequency, enuresis, urgency, hesitancy, hematuria, pain, retention, burning on urination, pneumaturia, incontinence, nocturia, polyurea, anuria, oliguria, • Diagnostic tests-urine studies, blood chemistry, radiological procedures-KUB, IVP,nephrotomogram, retrograde pyelogram, renal arteriogram, renalultrasound, CT scan, MRI, cystogram, ren scan, biopsy, endoscopy-cystoscopy, urodynamics studiescystometrogram, urinary flow study, sphincter electromyography, voiding pressure flow study, videourodynamics, Whitaker study • Interpretation of diagnostic measures • Nurse's role in diagnostic tests | | | tests of patients with renal disorders | |
| 5 | <p>Renal immunopathy/Immunopathology</p> <ul style="list-style-type: none"> • General Concept of immunopathology • Immune mechanism of glomerular vascular disease • Role of mediator systems in glomerular vascular disease | Elaborate the Renal immunopathy/Immunopathology | To teach and discuss about Renal immunopathy/Immunopathology | Students interactive session on Renal immunopathy/Immunopathology | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|--|--|--------|
| 6 | <p>Urological Disorders and Nursing Management</p> <ul style="list-style-type: none"> • Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of • Urinary tract infections- pyelonephritis, lower urinary tract infections, • Disorders for ureters, bladder and urether • Urinary tract infections- • Urinary dysfunctions- urinary retention, urinary incontinence, urinary reflux, • Bladder disorders- neoplasms, calculi, neurogenic bladder, trama, congenital abnormalities • Benign prostrate hypertrophy(BPH) • Ureteral disorders: ureteritis, ureteral trauma, congenital anomalies of ureters • Urethral disorders- tumours, trauma, congenial anomalies of ureters, | Summarize the Urological Disorders and Nursing Management | To teach and discuss about Urological Disorders and Nursing Management | Focused group discussion on Cancer Urological Disorders and Nursing Management | 15 hrs |
| 7 | <p>Glomueral disorders and nursing management</p> <ul style="list-style-type: none"> • Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of • Glomueralo nephritis- chronic, acute , | Elaborate the Glomueral disorders and nursing management | To teach and discuss about Glomueral disorders and nursing management | Student interactive session on Glomueral disorders and nursing management | 25 hrs |



 Déan
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|---|--|--|--------|
| | nephritic syndrome <ul style="list-style-type: none"> • Acute Renal failure and chronic renal failure. • Renal calculi • Renal tumours-benign and malignant • Renal trauma • Renal abscess • Diabetic nephropathy • Vascular disorders • Renal tuberculosis • Polycystic • Congenital disorders • Hereditary renal disorders | | | | |
| 8 | Management of Renal emergencies <ul style="list-style-type: none"> • Anuria • Acute Renal failure • Poisoning • Trauma • Urine retention • Acute graft rejection • Hematuria • Nurse's role | Explain the Management of Renal emergencies | To teach and discuss about Management of Renal emergencies | Interactive session on Management of Renal emergencies | 10 hrs |

Practicals

540 hours (18 credits)

| S. No. | Deptt./ Unit | No. of Week | Total Hours |
|--------|-----------------------------|-------------|-------------|
| 1 | Nephrology Ward | 3 | 90 Hours |
| 2 | Pediatrics | 1 | 30 Hours |
| 3 | Critical Care Unit | 1 | 30 Hours |
| 4 | Urology Ward | 3 | 90 Hours |
| 5 | Dialysis Unit | 2 | 60 Hours |
| 6 | Kidney Transplantation Unit | 2 | 60 Hours |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | |
|----|-----------------|-----------------|------------------|
| 7 | URO OT | 2 | 60 Hours |
| 8 | Emergency Wards | 1 | 30 Hours |
| 9 | UroNephro OPDs | 2 | 60 Hours |
| 10 | Diagnostic Labs | 1 | 30 Hours |
| | Total | 18 Weeks | 540 Hours |

Procedures observed

I. Procedures Observed

1. CT Scan
2. MRI
3. Radiographic studies
4. Urodynamics
5. Hemodialysis
6. Renal Surgeries

II. Procedures Assisted

1. Blood transfusion
2. I V cannulation therapy
3. Arterial Catheterization
4. Insertion of central line/cvp line
5. Connecting lines for dialysis
6. Peritoneal dialysis
7. Renal biopsy
8. Endoscopies- Bladder, urethra

III. Procedure Performed

1. Health assessment
2. Insertion of urethral and suprapubic catheters
3. Urine analysis
4. Catheterisation
5. Peritoneal dialysis
6. Bladder irrigation
7. Care of ostomies
8. Care of urinary drainage
9. Bladder training
10. Care of vascular access
11. Setting up dialysis machine and starting, monitoring and closing dialysis
12. Procedures for prevention of infections:



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


13. Hand washing, disinfection & sterilization surveillance, and fumigation universal precautions.
14. Collection of specimen.
15. Administration of drugs: IM, IV injection, IV cannulation & fixation of infusion pump, calculation of dosages, blood administration. monitoring - fluid therapy, electrolyte imbalance,
16. Nutritional needs , diet therapy & patient education.
17. Counselling

2nd Year
3rd semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES - ORTHOPEDIC NURSING

Preamble:

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

Objectives:



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

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

1. Appreciate the history and developments in the field of orthopedic nursing
2. Identify the psycho-social needs of the patient while providing holistic care.
3. Perform physical and psychological assessment of patients with orthopedic conditions and disabilities.
4. Describe various disease conditions and their management
5. Discuss various diagnostic tests required in orthopedic conditions
6. Apply nursing process in providing care to patients with orthopedic conditions and those requiring rehabilitation.
7. Recognize and manage orthopedic emergencies.
8. Describe recent technologies and treatment modalities in the management of patients with orthopedic conditions and those requiring rehabilitation.
9. Integrate the concept of family centered, long term care and community based rehabilitation to patients with orthopedic conditions.
10. Counsel the patients and their families with orthopedic conditions
11. Describe various orthotic and prosthetic appliances
12. Appreciate the legal and ethical issues pertaining to patients with orthopedic conditions and those requiring rehabilitation.
13. Appreciate the role of alternative system of medicine in care of patients with orthopedic conditio
14. Incorporate evidence based nursing practice and identify the areas of research in the field of orthopedic nursing.
15. Recognize the role of orthopedic nurse practitioner and as a member of the orthopedic and rehabilitation team.
16. Teach orthopedic nursing to undergraduate students and in-service nurses.
17. Prepare a design and layout of orthopedic and rehabilitative units.

2nd Year
3rd semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES - ORTHOPEDIC NURSING

Hours of Instruction
Theory: 90 Hours (6 credits)
Practical: 540 Hours (18 credits)


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| S. No | UNIT | Domains | Cognitive | Psychomotor | Affective |
|-------|---|----------------------|--|--|---|
| 1. | Introduction Historical perspectives – History and trends in orthopaedic nursing Definition and scope of orthopaedic nursing Anatomy and physiology of Musculoskeletal system Posture, Body landmarks Skeletal system Muscular system. Nervous system - Main nerves Healing of - Injury, bone injury, Repair of ligaments Systemic response to injury Ergonomics, Body mechanics, biomechanical measures Orthopedic team | Good to know | Recognize the role of orthopaedic nurse practitioner and as a member of the orthopaedic and rehabilitation team. | | Appreciate the history and developments in the field of orthopaedic nursing |
| 2 | Assessment of Orthopedic Patient Health Assessment: History, physical examination- Inspection, palpation, movement, Measurement, muscle strength Testing. Diagnostic studies – Radiological studies, Muscle enzymes, serologic studies | Essential to perform | | Perform physical and psychological assessment of patients with orthopedic conditions and disabilities. | |
| 3 | Care of patients with devices Splints, braces, various types of | Essential to perform | | Demonstrate care on 5 patients with | |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|---|---|--|--|--|--|
| | plaster cast Various types of tractions, Various types of orthopedic beds and mattresses Comfort devices Implants in orthopedic Prosthetics and Orthotics | | | devices | |
| 4 | Injuries Trauma & Injuries Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of : <ul style="list-style-type: none"> • Early management of Trauma • Fractures • Injuries of the Shoulder and arm Elbow, fore arm, wrist, hand Hip, thigh, knee, leg, ankle, foot Spine Head injury, Chest injury <ul style="list-style-type: none"> • Polytrauma • Nerve injuries • Vascular injuries • Soft tissue injuries • Sports injuries • Amputation | Good to know Essential to perform | Develop knowledge in Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis and management of injuries | Provide comprehensive nursing to 2 patients with trauma and injuries | |
| 5 | Infections of Bones and Joints | Good to | Develop knowledge | Provide comprehensive | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|---|--|---|--|
| | <p>Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of :</p> <ul style="list-style-type: none"> • Tuberculosis • Osteomyelitis • Arthritis • Leprosy | <p>know</p> <p>Essential to perform</p> | <p>inCauses, pathophysiology, clinical types, clinical features, diagnosis, prognosis and management of Infections of Bones and Joints</p> | <p>nursing to 2 patients with Infections of Bones and Joints</p> | |
| 6 | <p>Bone Tumours</p> <p>Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of:</p> <ul style="list-style-type: none"> • Bone tumors – Benign, Malignant and metastatic • Different types of therapies for tumors | <p>Good to know</p> <p>Essential to perform</p> | <p>Develop knowledge inCauses, pathophysiology, clinical types, clinical features, diagnosis, prognosis and management of bone tumors</p> | <p>Provide comprehensive nursing to 2 patients with bone tumor</p> | |
| 7 | <p>Deformities</p> <p>Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis – medical surgical and nursing management of: Scoliosis, Kyphosis, Lordosis</p> <p>Congenital disorders: Congenital dislocation of hip (CDH),</p> <p>Dislocation of patella, knee,</p> <p>Varus and valgus deformities,</p> <p>Deformities of digits,</p> | <p>Good to know</p> <p>Essential to perform</p> | <p>Develop knowledge inCauses, pathophysiology, clinical types, clinical features, diagnosis, prognosis and management of deformities</p> | <p>Provide comprehensive nursing to 2 patients with deformities</p> | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|--|---|--|
| | <p>Congenital torticollis.</p> <p>Meningocele, meningomyelocele, spina bifida,</p> <p>Chromosomal disorders.</p> <p>Computer related deformities</p> | | | | |
| 8 | <p>Disorders of the spine</p> <p>Intervertebral disc prolapse, Fracture of the spine</p> <p>Low back disorder – Low back pain, PND, spinal stenosis, spondylosis</p> | <p>Essential to perform</p> | | <p>Provide comprehensive nursing to 2 patients with disorders of spine</p> | |
| 9 | <p>Nutritional/Metabolic and Endocrine Disorders</p> <p>Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical surgical and nursing management of:</p> <ul style="list-style-type: none"> • Rickets, • Scurvy, • Hyper vitaminosis A and D, • Osteomalacia, <p>Osteoporosis</p> <ul style="list-style-type: none"> • Paget's disease, • gout, • Gigantism, • Dwarfism, • Acromegaly. • Therapeutic diets for various orthopaedic disorders | <p>Good to know</p> <p>Essential to perform</p> | <p>Develop knowledge in Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis and management of Nutritional/Metabolic and Endocrine Disorders</p> | <p>Provide comprehensive nursing to 2 patients with Nutritional/Metabolic and Endocrine Disorders</p> | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|--|---|--|--|
| 10 | Neuro-Muscular Disorders: <input type="checkbox"/> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical surgical and nursing management of: <ul style="list-style-type: none"> • Poliomyelitis, Cerebral Palsy • Myasthenia gravis • Spina bifida. • Peripheral nerve lesion, • Paraplegia, Hemiplegia, Quadriplegia. • Muscular dystrophy | Good to know Essential to perform | Develop knowledge in Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical surgical and nursing management of: <ul style="list-style-type: none"> • Poliomyelitis, Cerebral Palsy • Myasthenia gravis • Spina bifida. | | |
| 11 | Chronic/Degenerative Diseases of Joints and Autoimmune Disorders: <input type="checkbox"/> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis – medical surgical and nursing management of: <ul style="list-style-type: none"> • Osteo Arthritis • Rheumatoid Arthritis • Ankylosing spondylitis. • Spinal disorders. • Systemic Lupus Erythematosus | Good to know Essential to perform | Develop knowledge in Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis – medical surgical and nursing management of: <ul style="list-style-type: none"> • Osteo Arthritis • Rheumatoid Arthritis | Provide comprehensive nursing to 2 patients with Chronic/Degenerative Diseases of Joints and Autoimmune Disorders. | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


2nd Year
3rd semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES - ORTHOPEDIC NURSING

Hours of Instruction
Theory: 90 Hours (6 credits)
Practical: 540 Hours (18 credits)

| S. NO | CONTENT OF TOPICS | LEARNING OBJECTIVES (at the end of the session the student should be able to) | TEACHING OBJECTIVES | METHODOLOGY | TIME |
|-------|---|--|---|---|-------|
| 1 | Introduction <ul style="list-style-type: none"> • Historical perspectives – History and trends in orthopedic nursing • Definition and scope of orthopedic nursing • Anatomy and physiology of Musculo-skeletal system • Posture, Body landmarks Skeletal system Muscular system. Nervous system - Main nerves • Healing of - Injury, bone injury, • Repair of ligaments • Systemic response to injury • Ergonomics, Body mechanics, biomechanical | Describe the Historical perspective, history and trends in orthopedic nursing | To teach and discuss about Historical perspective, history and trends in orthopedic nursing | Students seminar on Historical perspective , history and trends in orthopedic nursing | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|---|---|--|--------|
| | measures • Orthopedic team | | | | |
| 2 | Assessment of Orthopedic Patient <ul style="list-style-type: none"> Health Assessment: History, physical examination- Inspection, palpation, movement, Measurement, muscle strength Testing. Diagnostic studies – Radiological studies, Muscle enzymes, serologic studies | Review the assessment and diagnostic tests used for orthopedic patients | To teach and discuss about assessment and diagnostic tests used for orthopedic patients | Group discussion on assessment and diagnostic tests used for orthopedic patients | 8 hrs |
| 3 | Care of patients with devices <ul style="list-style-type: none"> Splints, braces, various types of plaster cast Various types of tractions, Various types of orthopedic beds and mattresses Comfort devices Implants in orthopedic Prosthetics and Orthotics | Explain the care of patients with devices used in orthopedic unit | To teach and discuss about care of patients with devices used in orthopedic unit | Teachers seminar on care of patients with devices used in orthopedic unit | 10 hrs |
| 4 | Injuries <ul style="list-style-type: none"> Trauma & Injuries Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of : • Early management of Trauma • Fractures • Injuries of the Shoulder and arm Elbow, fore arm, wrist, hand Hip, thigh, knee, leg, ankle, foot Spine Head injury Chest injury Polytrauma • Nerve injuries Vascular injuries • Soft tissue injuries Sports injuries • | Explain the trauma and injuries and its early management | To teach and discuss about trauma and injuries and its early management | Focused group discussion on trauma and injuries and its early management | 15 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|---|--|---|--|---|--------|
| | Amputation | | | | |
| 5 | Infections of Bones and Joints <ul style="list-style-type: none"> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of : Tuberculosis Osteomyelitis Arthritis Leprosy | Elaborate the Infections of Bones and Joints | To teach and discuss about Infections of Bones and Joints | Students interactive session Infections of Bones and Joints | 8 hrs |
| 6 | Bone Tumours <ul style="list-style-type: none"> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of: Bone tumors – Benign, Malignant and metastatic Different types of therapies for tumors | Summarize the bone tumours and its management | To teach and discuss about bone tumours and its management | Focused group discussion on bone tumours and its management | 5 hrs |
| 7 | Deformities <ul style="list-style-type: none"> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis – medical surgical and nursing management of: Scoliosis, Kyphosis, Lordosis Congenital disorders: Congenital dislocation of hip (CDH), Dislocation of patella, knee, Varus and valgus deformities, Deformities of digits, Congenital torticollis. Meningocele, meningocele, spina bifida, Chromosomal disorders. Computer related deformities | Elaborate the chromosomal disorders, deformities and its management | To teach and discuss about chromosomal disorders, deformities and its management | Focused group discussion on chromosomal disorders, deformities and its management | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--|---|--|-------|
| 8 | Disorders of the spine <ul style="list-style-type: none"> Intervertebral disc prolapse, Fracture of the spine Low back disorder Low back pain, PND, spinal stenosis, spondylosis | Explain the Disorders of the spine and its management | To teach and discuss about Disorders of the spine and its management | Interactive session on Disorders of the spine and its management | 5 hrs |
| 9 | Nutritional/Metabolic and Endocrine Disorders <ul style="list-style-type: none"> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical surgical and nursing management of: Rickets, Scurvy, Hyper vitaminosis A and D, Osteomalacia, 106 Unit Hours Content Osteoporosis Paget's disease, gout, Gigantism, Dwarfism, Acromegaly. Therapeutic diets for various orthopedic disorders | Enumerate the Nutritional/Metabolic and Endocrine Disorders and its management | To teach and discuss about Nutritional/Metabolic and Endocrine Disorders and its management | Group discussion on Nutritional/Metabolic and Endocrine Disorders and its management | 5 hrs |
| 10 | Neuro-Muscular Disorders: <ul style="list-style-type: none"> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical surgical and nursing management of: Poliomyelitis, Cerebral Palsy Myasthenia gravis Spina bifida. Peripheral nerve lesion, Paraplegia, Hemiplegia, Quadriplegia. Muscular dystrophy | Explain the Neuro-Muscular Disorders. | To teach and discuss about Neuro-Muscular Disorders. | Interactive session on Neuro-Muscular Disorders . | 8hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|-----------|--|---|--|---|------|
| 11 | Chronic/Degenerative Diseases of Joints and Autoimmune Disorders: <input type="checkbox"/> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis – medical surgical and nursing management of: <ul style="list-style-type: none"> • Osteo Arthritis • Rheumatoid Arthritis • Ankylosing spondylitis. • Spinal disorders. • Systemic Lupus Erythematosus | Enumerate the Chronic/Degenerative Diseases of Joints and Autoimmune Disorders. | To teach and discuss about Chronic/Degenerative Diseases of Joints and Autoimmune Disorders. | Group discussion on Chronic/Degenerative Diseases of Joints and Autoimmune Disorders. | 8hrs |
|-----------|--|---|--|---|------|

1. Clinical practice in Orthopedic, physiotherapy and Rehabilitation Units.
2. Application of tractions and plaster casts and removal of tractions and plaster casts and other appliances.
3. Apply Theories and Nursing Process in the management of patients with orthopedic conditions.
4. Provide various types of physical and rehabilitative therapies
5. Provide health education on related disease conditions.
6. Unit management and plan - designing

Clinical Experience:

Total = 540 Hours

1 Week = 30 Hours

| S. No. | Deptt./Unit | No. of Week | Total Hours |
|--------|-------------------------------|-------------|-------------|
| 1 | Orthopedic Ward | 6 | 180 Hours |
| 2 | Orthopedic Operation theatre | 2 | 60 Hours |
| 3 | Neurosurgical Ward | 1 | 30 Hours |
| 4 | Orthopedic O.P.D. | 2 | 60 Hours |
| 5 | Casualty/Emergency and Trauma | 2 | 60 Hours |
| 6 | Rehabilitation Units | 1 | 30 Hours |
| 7 | Physiotherapy Unit | 2 | 60 Hours |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|---|-------------------------------------|-----------------|------------------|
| 8 | Paediatric /paediatric surgery unit | 1 | 30 Hours |
| 9 | Field Visit | 1 | 30 Hours |
| | Total | 18 Weeks | 540 Hours |

Procedures Observed

1. X Ray
2. Ultrasound
3. MRI
4. C T Scan/bone scan
5. Arthroscopy
6. Electrothermally – assisted capsule shift or ETAC (Thermal capsulorrhaphy)
7. Fluroscopy
8. Electromyography
9. Myelography
10. Discography
11. Others

Procedures Assisted

1. Blood Transfusion
2. IV cannulation and therapy
3. Ventilation
4. Various types of tractions
5. Orthopedic surgeries – Arthrocentesis, Arthroscopy, Bone lengthening, Arthrodesis, grafting, Fractures fixation, reconstructive, reimplantation, replantation, spinal decompression, transplantation of bone, muscle or articular cartilage, autografting, allografting.
6. Injection – Intra articular, intra osseous.
7. Advance Life Support

Procedures Performed

1. Interpretation of X ray films.
2. Application and removal of splints, casts, and braces.
3. Care of tractions – skin and skeletal traction, pin site care.
4. Cold therapy.
5. Heat therapy
6. Hydrotherapy
7. Therapeutic exercises
8. Use of TENS (Transcutaneous electrical nerve stimulation)
9. Techniques of transportation
10. Crutch walking, walkers, wheel chair.
11. Use of devices for activities of daily living and prevention of deformities.
12. Administration of drugs: IV injection, IV cannulation, and Blood transfusion.
13. Procedures for prevention of infections: disinfection and sterilization, surveillance,




Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

- fumigation.
14. Special skin/ part preparations for orthopedic surgeries.
 15. Surgical dressings – Debridement.
 16. Bladder and bowel training

2nd Year
3rd semester
CLINICAL SPECIALITY - II
MEDICAL SURGICAL NURSING
SUB SPECILTIES - GASTRO ENTEROLOGY NURSING

Preamble:

This course is designed to assist students in developing expertise and in-depth understanding in the field of gastro enterology Nursing. It will help students to develop advanced skills for nursing intervention in various gastro enterology conditions. It will enable the student to function as gastro enterology nurse practitioner/specialist and provide quality care. It will


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

further enable the student to function as educator, manager, and researcher in the field of gastro enterology nursing

Objectives:

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

1. Appreciate trends and issues related to gastro enterologynusing
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of gastrointestinal conditions
3. Participate in national health programs for health promotion, prevention and rehabilitation of patients with gastrointestinal conditions
4. Perform physical, psychosocial & spiritual assessment
5. Assist in various diagnostic, therapeutic and surgical procedures
6. Provide comprehensive care to patients with gastrointestinal conditions
7. Describe the various drugs used in gastrointestinal conditions and nurses responsibility
8. Demonstrate skill in handling various equipments/gadgets used for patients with gastrointestinal conditions
9. Appreciate team work & coordinate activities related to patient care.
10. Practice infection control measures.
11. Identify emergencies and complications & take appropriate measures
12. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs
13. Discuss the legal and ethical issues in GE nursing

14. Identify the sources of stress and manage burnout syndrome among health care providers
15. Appreciate the role of alternative system of medicine in care of patient
16. Incorporate evidence based nursing practice and identify the areas of research in the field of gastrointestinal nursing
17. Teach and supervise nurses and allied health workers.
18. Design a layout of Gastro entrology intensive care unit (GEICU) , liver care/transplant unit

2nd Year


3rd semester

CLINICAL SPECIALITY - II


MEDICAL SURGICAL NURSING

SUB SPECILTIES - GASTRO ENTEROLOGY NURSING

Hours of Instruction


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| S. No | | Domains | Cognitive | Psychomotor | Affective |
|-------|---|--|--|--|--|
| 1 | Introduction <ul style="list-style-type: none"> □ Historical development: trends and issues in the field of gastro enterology. □ Gastro enterological problems □ Concepts, principles and nursing perspectives □ Ethical and legal issues □ Evidence based nursing and its application in gastrointestinal nursing(to be incorporated in all the units) | Good to know Essential to perform | Discuss Historical development, trends and issues in the field of gastro enterology. | | Develops understanding about Evidence based nursing and its application in gastrointestinal Nursing. |
| 2 | Epidemiology <ul style="list-style-type: none"> □ Risk factors associated with GE conditions- Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations □ Health promotion, disease prevention, life style modification and its implications to nursing □ National health programmes related to gastro enterology □ Alternate system of medicine/complementary therapies | Good to know Essential to perform Desirable to perform | Analyze Alternate system of medicine, Complementary therapies | Perform National health programs related to gastro enterology | Develops understanding about Health promotion, disease prevention, Lifestyle modification |
| 3 | Review of anatomy and physiology of gastrointestinal system <ul style="list-style-type: none"> □ Gastrointestinal system □ Liver, biliary and pancreas □ Gerontologic considerations □ Embryology of GI system □ Immunology specific to GI system | Good to know Desirable to perform | Describe anatomy and physiology of gastrointestinal system | Diagram Gastro-intestinal system | |
| 4 | Assessment and diagnostic measures <ul style="list-style-type: none"> □ History taking □ Physical assessment, psychosocial assessment □ Diagnostic tests • Radiological studies:Upper GIT- | Good to know Desirable to perform | Develop Assessment and Diagnostic Measures | Participate for Radiological studies like Upper GIT- barium swallow, lower GITBarium | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|--|--|--|--|--|
| <p>Leukoplakia, Inflammation of the parotid gland, Obstruction to the flow of saliva, Fracture of the jaw</p> <ul style="list-style-type: none"> • Disorders of the oesophagus: Reflux oesophagitis, Oesophageal achalasia, Oesophageal varices, Hiatus hernia, Diverticulum • Disorders of the stomach and duodenum: Gastritis, Peptic ulcer, Dumping of the stomach, Food poisoning, idiopathic gastroparesis, Aerophagia and belching syndrome, Idiopathic cyclic nausea and vomiting, Rumination syndrome, Functional dyspepsia, Chronic Non specific (functional) abdominal pain • Disorders of the small intestine <ul style="list-style-type: none"> – Malabsorption syndrome – tropical sprue – Gluten – sensitive enteropathy (Coeliac disease) – Inflammatory diseases of intestines and abdomen,; appendicitis, Peritonitis, Intestinal obstruction, Abdominal TB, Gastrointestinal polyposis syndrome – Chronic inflammatory bowel disease, Ulcerative colitis, Crohn's disease – Infestations and infections – Worm infestations, Typhoid, Leptospirosis – Solitary rectal ulcer syndrome – Alteration in bowel elimination (diarrhoea, constipation, fecal impaction, fecal incontinence, Irritable bowel syndrome, Chronic idiopathic constipation, Functional <p>Anorectal Conditions: Hemorrhoids, Anal fissure, Anal fistula, Abscess, Strictures, Rectal prolapse, Pruritis ani, Perianal</p> | | | | |
|--|--|--|--|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|--|---|---|--|
| | disease, Anal condylomas, Warts | | | | |
| 6 | Disorder of liver, pancreas gall bladder and nursing management <input type="checkbox"/> Disorders of liver biliary tract : <input type="checkbox"/> Viral Hepatitis – A, B, C, D & E <input type="checkbox"/> Toxic hepatitis • Cirrhosis of liver, liver failure, Liver transplantation • Non cirrhotic portal fibrosis • Liver abscess,; • Parasitic and other cysts of the liver • Disorders of the Gall Bladder and Bile Duct: <input type="checkbox"/> Cholecystitis <input type="checkbox"/> Cholelithiasis <input type="checkbox"/> Choledocholithiasis <input type="checkbox"/> Disorders of the pancreas: Pancreatitis, <input type="checkbox"/> Benign tumors of islet cells <input type="checkbox"/> Disorders of the Peritoneum • Infections of the peritoneum <input type="checkbox"/> Surgical peritonitis <input type="checkbox"/> Spontaneous bacterial peritonitis <input type="checkbox"/> Tuberculosis peritonitis <input type="checkbox"/> Disorders of the Diaphragm • Diaphragmatic hernia • Congenital hernias • Paralysis of diaphragm • Tumors of the diaphragm <input type="checkbox"/> Hiccups | Good to know Desirable to perform | Aware about the Disorder of liver, pancreas gall bladder and its nursing management | Compare the Cholecystitis and Cholelithiasis | |
| 7 | Gastro intestinal emergencies and nursing interventions <input type="checkbox"/> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of: • Esophageal varices, • Ulcer perforation, • Acute cholecystitis • Diverticulitis • Fulminant hepatic failure • Biliary obstruction • Bowel obstruction • Gastroenteritis • Intussusception | Good to know Desirable to perform | Review the Gastro intestinal emergencies. | Write the Gastro intestinal emergencies and its nursing interventions | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|---|--|--|
| | <ul style="list-style-type: none"> • Acute intestinal obstruction, perforation • Acute pancreatitis • Cirrhosis of liver complications • Liver , spleen, stomach pancreatic, mesenteric, bowel and greater vessel injuries • Acute appendicitis /peritonitis • Acute abdomen • Food poisoning | | | | |
| 8 | Administration and management of GE unit <ul style="list-style-type: none"> □ Design & layout □ Staffing, □ Equipment, supplies, □ Infection control; Standard safety measures □ Quality Assurance:-Nursing audit –records /reports, Norms, policies and protocols □ Practice standards | Good to know Desirable to perform | Aware about the Administration and management of GE unit. | | |


2nd Year
3rd semester
CLINICAL SPECIALITY - II
MEDICAL SURGICAL NURSING
SUB SPECILTIES - GASTRO ENTEROLOGY NURSING

Hours of Instruction
Theory: 90 Hours (credits)
Practical: 540 Hours (18 credits)


| S. No | Content Of Topics | Learning Objectives (At The End Of The Session The Student Should Be Able To) | Teaching Objectives | Methodology | Time |
|-------|---|--|--|---|-------|
| 1 | Introduction <ul style="list-style-type: none"> • Historical development: trends and issues in the field of gastro | Describe the Historical development: trends and issues in the | To teach and discuss about Historical development: | Students seminar on Historical development: | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|--|--|--|--------|
| | <p>enterology.</p> <ul style="list-style-type: none"> Gastro enterological problems Concepts, principles and nursing perspectives Ethical and legal issues Evidence based nursing and its application in gastrointestinal nursing(to be incorporated in all the units) | field of gastro enterology | trends and issues in the field of gastro enterology | trends and issues in the field of gastro enterology | |
| 2 | <p>Epidemiology</p> <ul style="list-style-type: none"> Risk factors associated with GE conditions- Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations Health promotion, disease prevention, life style modification and its implications to nursing National health programmes related to gastro enterology Alternate system of medicine/complementary therapies | Review the epidemiology of gastro enterology nursing | To teach and discuss about epidemiology of gastro enterology nursing | Group discussion on epidemiology of gastro enterology nursing | 5 hrs |
| 3 | <p>Review of anatomy and physiology of</p> <ul style="list-style-type: none"> gastrointestinal system Gastrointestinal system Liver, biliary and pancreas Gerontologic considerations Embryology of GI system Immunology specific to GI system | Review of anatomy and physiology of gastrointestinal system | To teach and discuss about anatomy and physiology of gastrointestinal system | Student interactive session on anatomy and physiology of gastrointestinal system | 5 hrs |
| 4 | <p>Assessment and diagnostic measures</p> <ul style="list-style-type: none"> History taking Physical assessment, | Explain the Assessment and diagnostic measures used in GI system | To teach and discuss about Assessment and diagnostic measures used | Focused group discussion on Assessment and diagnostic | 15 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|---|--|--------------|----------------------------|--|
| | psychosocial assessment • Diagnostic tests • Radiological studies: Upper GIT- barium swallow, lower GIT Barium enema, • Ultra sound: • Computed tomography • MRI • Cholangiography: Percutaneous transhepatic Cholangiogram (PTC) • Magnetic Resonance Cholangio pancreatography (MRCP) • Nuclear imaging scans (scintigraphy) • Endoscopy • Colonoscopy • Proctosigmoidoscopy • Endoscopic Retrograde Cholangio pancreatography (ERCP) • Endoscopic ultrasound • Peritonoscopy (Laparoscopy) • Gastric emptying studies • Blood chemistries: Serum amylase, serum lipase • Liver biopsy • Miscellaneous tests: Gastric analysis, fecal analysis • Liver function tests: Bile formation and excretion, dye excretion test, Protein metabolism, haemostatic functions- prothrombin vitamin K production, serum enzyme tests, Lipid metabolism serum cholesterol | | in GI system | measures used in GI system | |
|--|---|--|--------------|----------------------------|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|---|--|--|---|--|--------|
| | <ul style="list-style-type: none"> • Interpretation of diagnostic measures • Nurse's role in diagnostic tests | | | | |
| 5 | <p>Gastro intestinal disorders and nursing management</p> <ul style="list-style-type: none"> • Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of • Disorders of the mouth: Dental caries, Peridontal disease, Acute tooth infection, Stomatitis, Thrush (moniliasis), Gingivitis, Leukoplakia, Inflammation of the parotid gland, Obstruction to the flow of saliva, Fracture of the jaw • Disorders of the oesophagus: Reflux oesophagitis, Oesophageal achalasia, Oesophageal varices, Hiatus hernia, Diverticulum • Disorders of the stomach and duodenum: Gastritis, Peptic ulcer, Dumping of the stomach, Food poisoning, idiopathic gastroparesis, Aerophagia and belching syndrome, Ideopathic cyclic nausea and vomiting, Rumination syndrome, Functional dyspepsia, Chronic Non specific (functional) abdominal pain • Disorders of the small | Elaborate the Gastro intestinal disorders and nursing management | To teach and discuss about Gastro intestinal disorders and nursing management | Case studies on the Gastro intestinal disorders and nursing management | 25 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|---|---|---|---|---|-----------|
| | <p>intestine – Malabsorption syndrome – tropical sprue – Gluten – sensitive enteropathy (Coeliac disease) – Inflammatory diseases of intestines and abdomen,; appendicitis, Peritonities, Intestinal obstruction, Abdominal TB, Gastrointestinal polyposis syndrome – Chronic inflammatory bowel disease, Ulcerative colites, crohn's disease – Infestations and infections – Worm infestations, Typhoid, Leptospirosis – Solitary rectal ulcer syndrome – Alteration in bowel elimination (diarrhoea, constipation, fecal impaction, fecal incontinence, Irritable bowel syndrome, Chronic idiopathic constipation, Functional diarrhoea</p> <ul style="list-style-type: none"> Anorectal Conditions: Hemorrhoids, Anal fissure, Anal fistula, Abscess, Strictures, Rectal prolapse, Pruritis ani, Perianal disease, Anal condylomas, Warts | | | | |
| 6 | <p>Disorder of liver, pancreas gall bladder and nursing management</p> <ul style="list-style-type: none"> Disorders of liver biliary tract : Viral Hepatitis – A, B, C, D & E Toxic hepatitis Cirrhosis of liver, liver failure, Liver transplantation | Summarize the Disorder of liver, pancreas gall bladder and nursing management | To teach and discuss about Disorder of liver, pancreas gall bladder and nursing management | Focused group discussion on Disorder of liver, pancreas gall bladder and nursing management | 15 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> • Non cirrhotic portal fibrosis • Liver abscess,; • Parasitic and other cysts of the liver • Disorders of the Gall Bladder and Bile Duct: • Cholecystitis • Cholelithiasis • Choledocholithiasis • Disorders of the pancreas: Pancreatitis, • Benign tumors of islet cells • Disorders of the Peritoneum • Infections of the peritoneum • Surgical peritonitis • Spontaneous bacterial peritonitis • Tuberculosis peritonitis • Disorders of the Diaphragm • Diaphragmatic hernia • Congenital hernias • Paralysis of diaphragm • Tumors of the diaphragm • Hiccups | | | | |
|--|--|--|--|--|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|---|--|---|--------|
| 7 | <p>Gastro intestinal emergencies and nursing interventions</p> <ul style="list-style-type: none"> • Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of: • Esophageal varices, • Ulcer perforation, • Acute cholecystitis • Diverticulitis • Fulminant hepatic failure • Biliary obstruction • Bowel obstruction • Gastroenteritis • Intussusception • Acute intestinal obstruction, perforation • Acute pancreatitis • Cirrhosis of liver complications • Liver , spleen, stomach pancreatic, mesenteric, bowel and greater vessel injuries • Acute appendicitis /peritonitis • Acute abdomen • Food poisoning | Elaborate the Gastro intestinal emergencies and nursing interventions | To teach and discuss about Gastro intestinal emergencies and nursing interventions | Focused group discussion on Gastro intestinal emergencies and nursing interventions | 15 hrs |
|---|---|---|--|---|--------|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|---|--|--|-------|
| 8. | Administration and management of GE unit <ul style="list-style-type: none"> □ Design & layout □ Staffing, □ Equipment, supplies, □ Infection control; Standard safety measures □ Quality Assurance:-Nursing audit –records /reports, Norms, policies and protocols □ Practice standards | Explain the Administration and management of GE unit. | To teach and discuss about Administration and management of GE unit. | Focused group discussion on Administration and management of GE unit | 5 hrs |
|----|--|---|--|--|-------|

Practicals

1 Week = 30 Hours

| S.No. | Deptt./Unit | No. of Weeks | Total Hours |
|-------|------------------------|--------------|-------------|
| 1 | Diagnostic labs | 1 | 30 Hours |
| 2 | Emergency and casualty | 2 | 60 Hours |
| 3 | Liver transplant unit | 1 | 30 Hours |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | |
|----|----------------------------|----------------|------------|--------------|
| 4 | GE Medical Ward | 4 | 120 | Hours |
| 5 | GE Surgical Ward | 4 | 120 | Hours |
| 6 | OT | 1 | 30 | Hours |
| 7 | ICU | 2 | 60 | Hours |
| 8 | Pediatric gastroenterology | 1 | 30 | Hours |
| 9 | Oncology | 1 | 30 | Hours |
| 10 | GE OPD | 1 | 30 | Hours |
| | Total | 18Weeks | 540 | Hours |

Procedures Assisted

1. Endoscopy room – Upper G.I. Endoscopy (Diagnostic and therapeutic).
2. Sigmoidoscopy
3. Colonoscopy
4. Polypectomy
5. Endoscopic retrograde cholangiopancreatography (ERCP)
6. Liver biopsy
7. Percutaneous catheter drainage (PCD) of Pseudocyst pancreas
8. Abdominal paracentesis
9. Percutaneous aspiration of liver abscess
10. GE Lab : PT, HbsAg, Markers – A, B, C virus, CBP, ESR, Stool Test

Procedures Performed

1. History and Physical assessment
2. RT intubation / extubation / aspiration/suction
3. Gastric lavage and gavage
4. Bowel wash
5. Therapeutic Diets
6. Ostomy feeding
7. Stoma care
8. Monitoring vital parameters
9. Plan of inservice education programme for nursing staff and Class-IV employees
10. Counseling


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

2nd Year
CLINICAL SPECIALITY – II
COMMUNITY HEALTH NURSING

PLACEMENT : SECOND YEAR

THEORY -10 credit (150 hours)

PRACTICAL -32 credit (960 hours)

TOTAL -42 credit (1110 hours)

PREAMBLE

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


Community health nursing is defined as the synthesis of nursing and public health practice applied to promoting and protecting the health of population.

It is a practice that is continuous and comprehensive directed towards all groups of community members.

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

GOALS

- to prepare graduates to assume responsibilities as community health nurse specialists, consultants, educators, administrators in a wide variety of professional settings
- to assist students in developing expertise and in depth understanding in the field of


Déan
Faculty of Nursing
SGT University
Budhera, Gurugram

community health nursing

- to analyze components of community health practices
- to develop advanced skills for nursing intervention in various aspects of community health care settings
- to function as community health Nurse practitioner/specialist
- to function as educator, manager and researcher in the field of community health nursing.

OBJECTIVES

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


- Appreciate trends and issues related to community health Nursing- reproductive and child health, school health, occupational health,international health, rehabilitation, geriatric and mental health.
- Apply epidemiological concepts and principles in community health nursing practice
- Perform community health assessment and plan health programmes
- Describe the various components of Reproductive and child health programme.
- Demonstrate leadership abilities in organizing community health nursing services by using inter-sectoral approach.
- Describe the role and responsibilities of community health nurse in various national health and family welfare programmes
- Participate in the implementation of various national health and family welfare programme
- Demonstrate competencies in providing family centered nursing care independently
- Participate/Conduct research for new insights and innovative solutions to health problems
- Teach and supervise nurses and allied health workers.
- Design a layout of sub center/Primary health center/Community health centre and develop standards for community health nursing practice.

MSc(N) 2ND YEAR
CLINICAL SPECIALITY -2
COMMUNITY HEALTH NURSING

PLACEMENT : 3RD SEMESTER
THEORY -06 credit (90 hours)
PRACTICAL -18 credit (540 hours)
TOTAL -24 credit (630 hours)

COURSE DESCRIPTION

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


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| S. NO | TOPIC | DOMAIN | HRS |
|-------|---|--|-----|
| 1 | INTRODUCTION : EPIDEMIOLOGY <ul style="list-style-type: none"> <input type="checkbox"/> Concept, scope, definition, trends, History and development of modern epidemiology , contribution of epidemiology and its implications <input type="checkbox"/> Epidemiological methods <input type="checkbox"/> Measurement of health and disease <input type="checkbox"/> Health policies <input type="checkbox"/> Epidemiological approaches <input type="checkbox"/> Epidemiology of Communicable diseases and non-communicable diseases <input type="checkbox"/> Emerging and re-emerging diseases Epidemics <ul style="list-style-type: none"> <input type="checkbox"/> National Integrated disease Surveillance Programme <input type="checkbox"/> Health information system <input type="checkbox"/> Epidemiology study and reports <input type="checkbox"/> Role of Community health nurse | <p>Nice to know</p> <p>Must know</p> <p>Must know</p> <p>Desirable to know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Nice to know</p> <p>Desirable to know</p> <p>Nice to know</p> <p>Must know</p> | 20 |
| 2 | NATIONAL HEALTH AND FAMILY WELFARE PROGRAMMES <p>Objectives, Organisation/manpower/resources, Activities, Goals, inter-sectoral approach, implementation, item/purpose, role and responsibilities of community health nurse:</p> <ul style="list-style-type: none"> • National Vector Borne Disease Control Programme (NVBDCP) • National Filaria Control Programme • National Leprosy Eradication Programme • Revised national TB Control Programme • National Programme for Control of Blindness • National Iodine Deficiency disorders Control Programme • National Mental Health Programme • National AIDS Control Programme • National Cancer Control Programme • RCH I and II • Non- communicable disease programmes • NRHM • Health Schemes : ESI, CGHS, Health Insurance | <p>Must know</p> <p>Nice to know</p> <p>Nice to know</p> <p>Must know</p> <p>Desirable to know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Desirable to know</p> <p>Must know</p> <p>Desirable to know</p> <p>Must know</p> <p>Desirable to know</p> <p>Nice to know</p> | 40 |
| 3 | | Must know | 15 |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|---|---|--|----|
| 4 | <p>SCHOOL HEALTH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction: definition, concepts, objectives <input type="checkbox"/> Health assessment, Screening, identification, referral and follow up, <input type="checkbox"/> Safe environment <input type="checkbox"/> Services, programmes and plans- first aid, treatment of minor ailments <input type="checkbox"/> Inter-sectoral coordination <input type="checkbox"/> Adolescent health <input type="checkbox"/> Disaster, disaster preparedness, and management <input type="checkbox"/> Guidance and counseling <input type="checkbox"/> School health records - maintenance and its importance <input type="checkbox"/> Roles and responsibilities of community health nurse <p><u>INTERNATIONAL HEALTH</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Global burden of disease <input type="checkbox"/> Global health rules to halt disease spread <input type="checkbox"/> Global health priorities and programmes <input type="checkbox"/> International quarantine <input type="checkbox"/> Health tourism <input type="checkbox"/> International cooperation and assistance <input type="checkbox"/> International travel and trade <input type="checkbox"/> Health and food legislation, laws, adulteration of food <input type="checkbox"/> Disaster management <input type="checkbox"/> Migration <input type="checkbox"/> International health agencies –World Health organizations, World health assembly, UNICEF, UNFPA, SIDA, US AID, DANIDA, DFID. USAID etc <input type="checkbox"/> International health issues and problems <input type="checkbox"/> International nursing practice standards <input type="checkbox"/> International health vis-a vis national health <input type="checkbox"/> International health days and their significance | <p>Nice to know</p> <p>Must know Desirable to know</p> <p>Must know Must know Nice to know</p> <p>Must know Must know</p> <p>Nice to know</p> <p>Nice to know Must know Desirable to know Desirable to know Desirable to know Desirable to know Must know Must know</p> <p>Nice to know Must know Nice to know</p> <p>Must know Must know Nice to know Must know</p> | 15 |
|---|---|--|----|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

3RD SEMESTER
CLINICAL SPECIALITY – II
COMMUNITY HEALTH NURSING

| S. No | Topic | Learning Objectives (At the end of the session, the students should be able to :) | Teaching Guidelines | Methodology | Time |
|-------|--|--|--|--|----------|
| 1 | Epidemiology <ul style="list-style-type: none"> <input type="checkbox"/> Concept, scope, definition, trends, History and development of modern epidemiology , contribution and its implications <input type="checkbox"/> Epidemiological methods <input type="checkbox"/> Measurement of health and disease <input type="checkbox"/> Health policies <input type="checkbox"/> Epidemiological approaches <input type="checkbox"/> Epidemiology of Communicable diseases | <p>Apply epidemiological concepts and principles in community health nursing practice</p> <p>Describe the epidemiological methods</p> <p>Discuss the measurement of health and disease</p> <p>Discuss the Health policies</p> <p>Enumerate the epidemiological approaches</p> <p>Discuss the epidemiology of Communicable diseases and non-communicable diseases</p> | <p>To cover concept, scope, definition, trends, history and development of modern epidemiology ,contribution of epidemiology, implications, epidemiological methods, measurement of health and disease</p> | <p>Project on collection of vital statistics</p> <p>Teaching seminar on Communicable diseases and non-communicable diseases</p> <p>Interactive session</p> | 20 hours |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|---|--|---|--|---|----------|
| | <p>and non-communicable diseases</p> <p><input type="checkbox"/> Emerging and re-emerging diseases</p> <p>Epidemics</p> <p><input type="checkbox"/> National Integrated disease Surveillance Programme</p> <p><input type="checkbox"/> Health information system</p> <p><input type="checkbox"/> Epidemiology study and reports</p> <p><input type="checkbox"/> Role of Community health nurse</p> | <p>and emerging and re-emerging diseases</p> <p>Epidemics</p> <p>Explain National Integrated disease Surveillance Programme</p> <p>Discuss the Health information system</p> <p>Discuss the role of Community health nurse</p> | <p>,health policies, epidemiological approaches, study of disease causatives, epidemiology of communicable diseases and non-communicable diseases, and emerging and re-emerging diseases</p> <p>Epidemics, National Integrated disease Surveillance Programme, health information system, and Role of Community health nurse</p> | <p>Didactic lecture on National Integrated disease Surveillance Programme</p> | |
| 2 | <p>National Health and Family Welfare Programmes</p> <ul style="list-style-type: none"> • National Vector Borne Disease Control Program • National Filariasis Control Programme • National Leprosy Eradication Programme • Revised national TB Control Programme • National Programme for Control of Blindness | <p>Discuss the various national health programmes and Family Welfare Programmes</p> <p>Describe the various components of Reproductive and child health programme.</p> <p>Describe the role and responsibilities of community health nurse in</p> | <p>To cover the objectives, organisation /manpower/resources, activities, goals, inter-sectoral approach, implementation, item/purpose, role and</p> | <p>Teaching seminar on National Health and Family Welfare Programmes</p> <p>Interactive session</p> <p>Didactic lecture on NRHM, Health</p> | 40 hours |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|--|--|--|----------|
| 3 | <ul style="list-style-type: none"> • National Iodine Deficiency disorders Control Programme • National Mental Health Programme • National AIDS Control Programme • National Cancer Control Programme • RCH I and II • Non- communicable disease programmes • NRHM • Health Schemes: <ul style="list-style-type: none"> □ ESI, CGHS, Health Insurance | <p>various national health and family welfare programmes</p> <p>Participate in the implementation of various national health and family welfare programme</p> | <p>responsibilities of community health nurse in National Health and Family Welfare Programmes and NRHM and Health Schemes:</p> | <p>Schemes, ESI, CGHS, Health Insurance</p> <p>Field visits</p> <p>Clinical Postings in CHC, PHC</p> | 15 hours |
| | <p>SCHOOL HEALTH</p> <ul style="list-style-type: none"> □ Introduction: definition, concepts, objectives □ Health assessment, Screening, identification, referral and follow up, □ Safe environment □ Services, programmes and plans- first aid, treatment of minor ailments □ Inter-sectoral coordination □ Adolescent health □ Disaster, disaster preparedness, and management □ Guidance and counseling | <p>Define school health</p> <p>Discuss the health assessment, Screening, identification, referral and follow up, Safe environment</p> <p>Describe the services, programmes and plans- first aid, treatment of minor ailments</p> <p>Explain inter-sectoral coordination</p> <p>Discuss adolescent health</p> <p>Elaborate disaster preparedness and management</p> <p>Discuss guidance and</p> | <p>To cover the definition, concepts, objectives, health assessment, screening, identification, referral and follow up, safe environment , services, programmes and plans- first aid, treatment of minor ailments, inter-sectoral coordination, Adolescent health,</p> | <p>Teaching seminar</p> <p>Interactive session</p> <p>Didactic lecture</p> <p>Demonstration on Health assessment, Screening, identification, referral and follow up,</p> | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|--|--|---|--|--|
| | <p>DANIDA, DFID. USAID etc</p> <p><input type="checkbox"/> International health issues and problems</p> <p><input type="checkbox"/> International nursing practice standards</p> <p><input type="checkbox"/> International health vis-a vis national health</p> <p><input type="checkbox"/> International health days and their significance</p> | | <p>International health agencies –World Health Organizations, international health issues and problems, international nursing practice standards, International health vis-a vis national health and International health days.</p> | | |
|--|--|--|---|--|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

FOURTH SEMESTER

NURSING MANAGEMENT

Placement: Fourth Semester

Hours of Instruction

Theory 150 Hours (10 credits)

Practical 150 Hours (5 credits)



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

Preamble:-

This course is designed to assist students to develop a broad understanding of Principles, concepts, trends and issues related to nursing management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality nursing services.


Objectives

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

1. Describe the philosophy and objectives of the health care institutions at various levels.
2. Identify trends and issues in nursing
3. Discuss the public administration, health care administration vis a vis nursing administration
4. Describe the principles of administration applied to nursing
5. Explain the organization of health and nursing services at the various levels/institutions.
6. Collaborate and co-ordinate with various agencies by using multisectoral approach
7. Discuss the planning, supervision and management of nursing workforce for various health care settings.
8. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
9. Identify and analyse legal and ethical issues in nursing administration
10. Describe the process of quality assurance in nursing services.
11. Demonstrate leadership in nursing at various levels

Hours of Instruction

Theory 150 Hours (10 credits)



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| S.NO | TOPIC | DOMAIN | HRS |
|------|--|--|--------|
| 1. | Introduction <ul style="list-style-type: none"> □ Philosophy, purpose, elements, principles and scope of administration □ Indian Constitution, Indian Administrative system vis a vis health care delivery system: National, State and Local □ Organisation and functions of nursing services and education at National, State, District and institutions: Hospital and Community □ Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans, | <p>Must to know</p> <p>Must to know</p> <p>Desirable to know</p> <p>Must to know</p> <p>Nice to know</p> | 10 hrs |
| 2. | Management <ul style="list-style-type: none"> □ Functions of administration □ Planning and control □ Co-ordination and delegation □ Decision making – decentralization basic goals of decentralization. □ Concept of management Nursing management <ul style="list-style-type: none"> □ Concept, types, principles and techniques □ Vision and Mission Statements □ Philosophy, aims and objective □ Current trends and issues in Nursing Administration □ Theories and models <p>Application to nursing service and education</p> | <p>Must know</p> <p>.</p> <p>Must to know</p> | 5hrs |
| 3. | Planning <ul style="list-style-type: none"> □ Planning process: Concept, Principles, Institutional policies □ Mission, philosophy, objectives, □ Strategic planning □ Operational plans □ Management plans □ Programme evaluation and review technique(PERT), Gantt chart, | <p>Must know</p> | 12hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | |
|----|---|---|-------|
| | Management by objectives(MBO) <input type="checkbox"/> Planning new venture <input type="checkbox"/> Planning for change <input type="checkbox"/> Innovations in nursing Application to nursing service and education | Desirable to know | |
| 4. | Organisation <input type="checkbox"/> Concept , principles, objectives, Types and theories, Minimum requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizational Climate, <input type="checkbox"/> Organising nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care, <input type="checkbox"/> Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc) <input type="checkbox"/> Disaster management: plan, resources, drill, etc Application to nursing service and education | Desirable to know Nice to know Must to know Must to know Nice to know | 10hrs |
| 5 | Human Resource for health <input type="checkbox"/> Staffing • Philosophy • Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee, Indian nursing council (INC) • Estimation of nursing staff requirement- activity analysis • Various research studies <input type="checkbox"/> Recruitment: credentialing, selection, placement, promotion <input type="checkbox"/> Retention <input type="checkbox"/> Personnel policies <input type="checkbox"/> Termination <input type="checkbox"/> Staff development programme <input type="checkbox"/> Duties and responsibilities of various category of nursing personnel <ul style="list-style-type: none"> • Applications to nursing service and education | Desirable to know Nice to know Nice to know Must know | 5hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|----|--|--|-------|
| 6. | Directing <ul style="list-style-type: none"> □ Roles and functions □ Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories □ Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations □ Delegation; common delegation errors □ Managing conflict: process, management, negotiation, consensus □ Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager □ Occupational health and safety <p>Application to nursing service and education</p> | <p>Nice to know</p> <p>Must to know</p> <p>Nice to know</p> <p>Desirable to know</p> | 6hrs |
| 7. | Material management <ul style="list-style-type: none"> □ Concepts, principles and procedures □ Planning and procurement procedures : Specifications □ ABC analysis, □ VED (very important and essential daily use) analysis □ Planning equipments and supplies for nursing care: unit and hospital □ Inventory control □ Condemnation <p>Application to nursing service and education</p> | <p>Desirable to know</p> <p>Desirable to know</p> <p>Nice to know</p> | 20hrs |
| 8. | Controlling <ul style="list-style-type: none"> □ Quality assurance – Continuous Quality Improvement <ul style="list-style-type: none"> • Standards • Models <ul style="list-style-type: none"> • Nursing audit □ Performance appraisal: Tools, confidential reports, formats, Management, interviews □ Supervision and management: concepts and principles □ Discipline: service rules, self discipline, constructive versus | <p>Desirable to know</p> <p>Must know</p> <p>Nice to know</p> | 5hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | |
|-----|--|--|-------|
| | <p>destructive discipline, problem employees, disciplinary proceedings, enquiry etc</p> <p><input type="checkbox"/> Self evaluation or peer evaluation, patient satisfaction, utilization review</p> <ul style="list-style-type: none"> • Application to nursing service and education | Must to know | |
| 9. | <p>Fiscal planning</p> <p><input type="checkbox"/> Steps</p> <p><input type="checkbox"/> Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue</p> <p><input type="checkbox"/> Budget estimate, revised estimate, performance budget</p> <p><input type="checkbox"/> Audit</p> <p><input type="checkbox"/> Cost effectiveness</p> <p><input type="checkbox"/> Cost accounting</p> <p><input type="checkbox"/> Critical pathways</p> <p><input type="checkbox"/> Health care reforms</p> <p><input type="checkbox"/> Health economics</p> <p><input type="checkbox"/> Health insurance</p> <p><input type="checkbox"/> Budgeting for various units and levels</p> <p>Application to nursing service and education</p> | <p>Desirable to know</p> <p>Nice to know</p> | 10hrs |
| 10. | <p>Nursing informatics</p> <ul style="list-style-type: none"> • Trends • General purpose • Use of computers in hospital and community • Patient record system • Nursing records and reports • Management information and evaluation system (MIES) • E- nursing, Telemedicine, telenursing • Electronic medical records | <p>Must to know</p> <p>Nice to know</p> | 10hrs |
| 11. | <p>Leadership</p> <p><input type="checkbox"/> Concepts, Types, Theories</p> <p><input type="checkbox"/> Styles</p> <p><input type="checkbox"/> Manager behaviour</p> <p><input type="checkbox"/> Leader behaviour</p> <p><input type="checkbox"/> Effective leader: Characteristics, skills</p> <p><input type="checkbox"/> Group dynamics</p> <p><input type="checkbox"/> Power and politics</p> | Must to know | 3hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | |
|-----|--|--------------|------|
| | <input type="checkbox"/> lobbying <input type="checkbox"/> Critical thinking and decision making <input type="checkbox"/> Stress management Applications to nursing service and education | | |
| 12. | Legal and ethical issues Laws and ethics <input type="checkbox"/> Ethical committee <input type="checkbox"/> Code of ethics and professional conduct <input type="checkbox"/> Legal system: Types of law, tort law, and liabilities <input type="checkbox"/> Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character <input type="checkbox"/> Patient care issues, management issues, employment issues <input type="checkbox"/> Medico legal issues <input type="checkbox"/> Nursing regulatory mechanisms: licensure, renewal, accreditation <input type="checkbox"/> Patients rights, Consumer protection act(CPA) <input type="checkbox"/> Rights of special groups: children, women, HIV, handicap, ageing <input type="checkbox"/> Professional responsibility and accountability <input type="checkbox"/> Infection control <input type="checkbox"/> Standard safety measures | Must to know | 4hrs |

CURRICULUM


| 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 | <input type="checkbox"/> Philosophy, purpose, elements, principles and scope of administration <input type="checkbox"/> Indian Constitution, Indian Administrative system vis a vis | -Explain the <input type="checkbox"/> Philosophy, purpose, elements, principles and scope of administration <input type="checkbox"/> Indian Constitution, Indian Administrative system vis a vis | To cover <input type="checkbox"/> Philosophy, purpose, elements, principles and scope of administration <input type="checkbox"/> Indian Constitution, | student Interactive session student Interactive | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|---|--|---|-------|
| | <p>health care delivery system: National, State and Local</p> <p>□ Organisation and functions of nursing services and education at National, State , District and institutions: Hospital and Community</p> <p>□ Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population</p> <ul style="list-style-type: none"> • policy, national policy on AYUSH and plans, | <p>health care delivery system: National, State and Local</p> <p>□ Organisation and functions of nursing services and education at National, State , District and institutions: Hospital and Community</p> <p>□ Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population</p> <ul style="list-style-type: none"> • policy, national policy on AYUSH and plans, | <p>Indian Administrative system vis a vis health care delivery system: National, State and Local</p> <p>□ Organisation and functions of nursing services and education at National, State , District and institutions: Hospital and Community</p> <p>□ Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans,</p> | <p>session</p> <p>student Interactive session</p> <p>student Interactive session</p> <p>student Interactive session</p> | |
| 2 | <p>Management</p> <p>□ Functions of administration</p> <p>□ Planning and control</p> <p>□ Co-ordination and delegation</p> <p>□ Decision making – decentralization basic goals of decentralization.</p> <p>□ Concept of management</p> <p>Nursing management</p> <p>□ Concept, types,</p> | <p>-Discuss Management</p> <p>□ Functions of administration</p> <p>□ Planning and control</p> <p>□ Co-ordination and delegation</p> <p>□ Decision making – decentralization basic goals of decentralization.</p> <p>□ Concept of management</p> <p>Nursing management</p> | <p>To cover Management</p> <p>□ Functions of administration</p> <p>□ Planning and control</p> <p>□ Co-ordination and delegation</p> <p>□ Decision making – decentralization basic goals of decentralization.</p> <p>□ Concept of management</p> <p>Nursing</p> | <p>Didactic lecture through power point projections</p> <p>FGD</p> <p>SIS</p> <p>Teacher</p> | 10hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|---|---|-------|
| | to nursing service and education | | management: plan, resources, drill, etc -Application to nursing service and education | | |
| 5 | Human Resource for health <ul style="list-style-type: none"> <input type="checkbox"/> Staffing • Philosophy • Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee, Indian nursing council (INC) • Estimation of nursing staff requirement-activity analysis • Various research studies <input type="checkbox"/> Recruitment: credentialing, selection, placement, promotion <input type="checkbox"/> Retention <input type="checkbox"/> Personnel policies <input type="checkbox"/> Termination <input type="checkbox"/> Staff development programme <input type="checkbox"/> Duties and responsibilities of various category of nursing personnel <ul style="list-style-type: none"> • Applications to nursing service and education | Describe Human Resource for health <ul style="list-style-type: none"> <input type="checkbox"/> Staffing • Philosophy • Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee, Indian nursing council (INC) • Estimation of nursing staff requirement- activity analysis • Various research studies <input type="checkbox"/> Recruitment: credentialing, selection, placement, promotion <input type="checkbox"/> Retention <input type="checkbox"/> Personnel policies <input type="checkbox"/> Termination <input type="checkbox"/> Staff development programme <input type="checkbox"/> Duties and responsibilities of various category of nursing personnel Applications to nursing service and education | To cover Human Resource for health <ul style="list-style-type: none"> <input type="checkbox"/> Staffing • Philosophy • Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee, Indian nursing council (INC) • Estimation of nursing staff requirement-activity analysis • Various research studies <input type="checkbox"/> Recruitment: credentialing, selection, placement, promotion <input type="checkbox"/> Retention <input type="checkbox"/> Personnel policies <input type="checkbox"/> Termination <input type="checkbox"/> Staff development programme <input type="checkbox"/> Duties and responsibilities of various category of nursing personnel Applications to nursing service | Group discussion Pannel Descussion SIS SIS SS SIS SS SIS | 15hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


| | | | | | |
|---|---|---|---|---|-------|
| | | | and education | | |
| 6 | Directing <input type="checkbox"/> Roles and functions <input type="checkbox"/> Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories <input type="checkbox"/> Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations <input type="checkbox"/> Delegation; common delegation errors <input type="checkbox"/> Managing conflict: process, management, negotiation, consensus <input type="checkbox"/> Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager <input type="checkbox"/> Occupational health and safety Application to nursing service and education | Describe Directing <input type="checkbox"/> Roles and functions <input type="checkbox"/> Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories <input type="checkbox"/> Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations <input type="checkbox"/> Delegation; common delegation errors <input type="checkbox"/> Managing conflict: process, management, negotiation, consensus <input type="checkbox"/> Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager <input type="checkbox"/> Occupational health and safety Application to nursing service and education | To cover Directing <input type="checkbox"/> Roles and functions <input type="checkbox"/> Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories <input type="checkbox"/> Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations <input type="checkbox"/> Delegation; common delegation errors <input type="checkbox"/> Managing conflict: process, management, negotiation, consensus <input type="checkbox"/> Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager <input type="checkbox"/> Occupational health and safety Application to nursing service and education | Didactic lecture through PowerPoint presentations Group discussion SS SIS SIS SIS SIS | 15hrs |
| 7 | Material management | Describe Material management | To cover Material | | 10hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|---|---|---|---|-------|
| | <input type="checkbox"/> Concepts, principles and procedures <input type="checkbox"/> Planning and procurement procedures : Specifications <input type="checkbox"/> ABC analysis, <input type="checkbox"/> VED (very important and essential daily use) analysis <input type="checkbox"/> Planning equipments and supplies for nursing care: unit and hospital <input type="checkbox"/> Inventory control <input type="checkbox"/> Condemnation | <input type="checkbox"/> Concepts, principles and procedures <input type="checkbox"/> Planning and procurement procedures : Specifications <input type="checkbox"/> ABC analysis, <input type="checkbox"/> VED (very important and essential daily use) analysis <input type="checkbox"/> Planning equipments and supplies for nursing care: unit and hospital <input type="checkbox"/> Inventory control <input type="checkbox"/> Condemnation | management <input type="checkbox"/> Concepts, principles and procedures <input type="checkbox"/> Planning and procurement procedures : Specifications <input type="checkbox"/> ABC analysis, <input type="checkbox"/> VED (very important and essential daily use) analysis <input type="checkbox"/> Planning equipments and supplies for nursing care: unit and hospital <input type="checkbox"/> Inventory control <input type="checkbox"/> Condemnation methods, projective technique, Q sorts, vignettes, validity and reliability of research tools, pilot study. | Students Seminar Problem based learning Essay writing | |
| 8 | Controlling <input type="checkbox"/> Quality assurance – Continuous Quality Improvement • Standards • Models <input type="checkbox"/> Performance appraisal: Tools, confidential reports, formats, Management, interviews <input type="checkbox"/> Supervision and management: concepts and | Explain Quality assurance – Continuous Quality Improvement • Standards • Models <input type="checkbox"/> Performance appraisal: Tools, confidential reports, formats, Management, interviews <input type="checkbox"/> Supervision and management: concepts and principles | To cover <input type="checkbox"/> Quality assurance – Continuous Quality Improvement • Standards • Models <input type="checkbox"/> Performance appraisal: Tools, confidential reports, formats, Management, interviews <input type="checkbox"/> Supervision and | Student interactive session | 15hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|---|--|-------|
| | <p>principles</p> <p>□ Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceedingsenquiry etc</p> <p>□ Self evaluation or peer evaluation, patient satisfaction, utilization review</p> <p>-Application to nursing service and education</p> | <p>□ Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceedingsenquiry etc</p> <p>□ Self evaluation or peer evaluation, patient satisfaction, utilization review</p> <p>-Application to nursing service and</p> | <p>management: concepts and principles</p> <p>□ Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceedingsenquiry etc</p> <p>□ Self evaluation or peer evaluation, patient satisfaction, utilization review</p> <p>-Application to nursing service and</p> | | |
| 9 | <p>Fiscal planning</p> <p>□ Steps</p> <p>□ Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue</p> <p>□ Budget estimate, revised estimate, performance budget</p> <p>□ Audit</p> <p>□ Cost effectiveness</p> <p>□ Cost accounting</p> <p>□ Critical pathways</p> <p>□ Health care reforms</p> <p>□ Health economics</p> <p>□ Health insurance</p> <p>□ Budgeting for</p> | Discuss Fiscal planning | <p>To cover Fiscal planning</p> | <p>Integrated learning</p> <p>Group discussion</p> | 15hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|--|---|--|-------|
| | various units and levels -Application to nursing service and education | | | | |
| 10 | Nursing informatics <ul style="list-style-type: none"> □ Trends □ General purpose □ Use of computers in hospital and community □ Patient record system □ Nursing records and reports □ Management information and evaluation system (MIES) □ E- nursing, Telemedicine, telenursing <ul style="list-style-type: none"> □ Electronic medical records | To explain Nursing informatics <ul style="list-style-type: none"> □ Trends □ General purpose □ Use of computers in hospital and community □ Patient record system □ Nursing records and reports □ Management information and evaluation system (MIES) □ E- nursing, Telemedicine, telenursing <ul style="list-style-type: none"> • □ Electronic medical records | To cover Nursing informatics <ul style="list-style-type: none"> □ Trends □ General purpose □ Use of computers in hospital and community □ Patient record system □ Nursing records and reports □ Management information and evaluation system (MIES) □ E- nursing, Telemedicine, telenursing <ul style="list-style-type: none"> □ Electronic medical records | Didactic lecture through PowerPoint presentation | 10hrs |
| 11 | Leadership <ul style="list-style-type: none"> □ Concepts, Types, Theories □ Styles □ Manager behaviour □ Leader behaviour □ Effective leader: Characteristics, skills □ Group dynamics □ Power and politics □ lobbying | Elaborate Leadership <ul style="list-style-type: none"> □ Concepts, Types, Theories □ Styles □ Manager behaviour □ Leader behaviour □ Effective leader: Characteristics, skills □ Group dynamics □ Power and politics | To cover Leadership <ul style="list-style-type: none"> □ Concepts, Types, Theories □ Styles □ Manager behaviour □ Leader behaviour □ Effective leader: Characteristics, skills | Teachers seminar | 10hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|---|--|-----------------------------|-------|
| | <input type="checkbox"/> Critical thinking and decision making <input type="checkbox"/> Stress management Applications to nursing service and education | <input type="checkbox"/> lobbying <input type="checkbox"/> Critical thinking and decision making <input type="checkbox"/> Stress management Applications to nursing service and education | <input type="checkbox"/> Group dynamics <input type="checkbox"/> Power and politics <input type="checkbox"/> lobbying <input type="checkbox"/> Critical thinking and decision making <input type="checkbox"/> Stress management Applications to nursing service and education | | |
| 12 | Legal and ethical issues Laws and ethics <input type="checkbox"/> Ethical committee <input type="checkbox"/> Code of ethics and professional conduct <input type="checkbox"/> Legal system: Types of law, tort law, and liabilities <input type="checkbox"/> Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character <input type="checkbox"/> Patient care issues, management issues, employment issues <input type="checkbox"/> Medico legal issues <input type="checkbox"/> Nursing regulatory mechanisms: licensure, renewal, accreditation <input type="checkbox"/> Patients rights, Consumer protection act(CPA) <input type="checkbox"/> Rights of special groups: children, | Discuss Legal and ethical issues Laws and ethics <input type="checkbox"/> Ethical committee <input type="checkbox"/> Code of ethics and professional conduct <input type="checkbox"/> Legal system: Types of law, tort law, and liabilities <input type="checkbox"/> Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character <input type="checkbox"/> Patient care issues, management issues, employment issues <input type="checkbox"/> Medico legal issues <input type="checkbox"/> Nursing regulatory mechanisms: licensure, renewal, accreditation <input type="checkbox"/> Patients rights, Consumer protection act(CPA) <input type="checkbox"/> Rights of special groups: children, women, HIV, handicap, ageing <input type="checkbox"/> Professional | To cover Legal and ethical issues Laws and ethics <input type="checkbox"/> Ethical committee <input type="checkbox"/> Code of ethics and professional conduct <input type="checkbox"/> Legal system: Types of law, tort law, and liabilities <input type="checkbox"/> Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character <input type="checkbox"/> Patient care issues, management issues, employment issues <input type="checkbox"/> Medico legal issues <input type="checkbox"/> Nursing regulatory mechanisms: | Student interactive session | 10hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|--|--|--|--|--|
| | women, HIV, handicap, ageing <input type="checkbox"/> Professional responsibility and accountability <input type="checkbox"/> Infection control <input type="checkbox"/> Standard safety measures | responsibility and accountability <input type="checkbox"/> Infection control <input type="checkbox"/> Standard safety measures | licensure, renewal, accreditation <input type="checkbox"/> Patients rights, Consumer protection act(CPA) <input type="checkbox"/> Rights of special groups: children, women, HIV, handicap, ageing <input type="checkbox"/> Professional responsibility and accountability <input type="checkbox"/> Infection control <input type="checkbox"/> Standard safety measures | | |
|--|--|--|--|--|--|

PRACTICALS

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, Revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organisation Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for speciality units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel
8. Prepare a list of equipments and supplies for speciality units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions
12. Prepare a plan of action for performance appraisal
13. Identify the problems of the speciality units and develop plan of action by using problem solving approach
14. Plan a duty roster for speciality units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurses notes, Official letters, curriculum vitae, presentations etc
16. Prepare a plan for disaster management
17. Group work
18. Field appraisal report


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

2nd Year
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALITY – CARDIO VASCULAR AND THORACIC NURSING


Preamble:

This course is designed to assist students in developing expertise and in-depth understanding in the field of cardiovascular and thoracic nursing. It will help students to develop advanced skills for nursing intervention in various cardio medical and surgical conditions. It will enable the student to function as Cardio vascular and Thoracic Nurse practitioner/specialist. It will further enable the student to function as educator, manager and researcher in the field of cardio vascular and thoracic nursing.

Objectives:

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

13. Appreciate trends and issues related to cardio vascular and thoracic Nursing.
14. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of cardio vascular and thoracic conditions
15. Participate in national health programs for health promotion, prevention and rehabilitation of patients with cardio vascular and thoracic conditions
16. Perform physical, psychosocial & spiritual assessment
17. Assist in various diagnostic, therapeutic and surgical procedures
18. Apply nursing process in providing comprehensive care to patients with cardio vascular and thoracic conditions
19. Demonstrate advance skills/competence in managing patients with cardio vascular and thoracic conditions including Advance Cardiac Life Support.
20. Describe the various drugs used in cardio vascular and thoracic conditions and nurses responsibility
21. Demonstrate skill in handling various equipments/gadgets used for critical care of cardio vascular and thoracic patients
22. Appreciate team work & coordinate activities related to patient care.
23. Practice infection control measures.
24. Identify emergencies and complications & take appropriate measures


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

2nd Year
4th sem
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALITY – CARDIO VASCULAR AND THORACIC NURSING

Hours of Instruction
Theory: 60 hours (4credits)
Practical: 420 hours (14 credits)

| | | | | | |
|---|--|--|--|--|---|
| 9 | Nursing care of a patient with obstructive airway <ul style="list-style-type: none"> <input type="checkbox"/> Assessment <input type="checkbox"/> Use of artificial airway <input type="checkbox"/> Endotracheal intubation, tracheostomy and its care <input type="checkbox"/> Complication, minimum cuff leak, securing tubes Oxygen delivery systems. <ul style="list-style-type: none"> <input type="checkbox"/> Nasal Cannula Oxygen mask, Venturi mask <input type="checkbox"/> Partial rebreathing bag <input type="checkbox"/> Bi-PAP and C-PAP masks <input type="checkbox"/> Uses, advantages, disadvantages, nursing implications of each. Mechanical Ventilation <ul style="list-style-type: none"> <input type="checkbox"/> Principles of mechanical ventilation <input type="checkbox"/> Types of mechanical ventilation and ventilators. <input type="checkbox"/> Modes of ventilation, advantage, disadvantage, complications. <input type="checkbox"/> PEEP therapy, indications, physiology, and complications. Weaning | Desirable to perform Essential to perform | | Maintain Nursing care of a patient with obstructive airway | Demonstrate Oxygen delivery systems and Mechanical Ventilation. |
|---|--|--|--|--|---|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|----------------------|--|---|--|
| | off the ventilator. <input type="checkbox"/> Nursing assessment and interventions of ventilated patient. | | | | |
| 10 | Congenital Heart Diseases, <input type="checkbox"/> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: <ul style="list-style-type: none"> • Embryological development of heart. • Classification – cyanotic and acyanotic heart disease. • Tetralogy of Fallots. • Atrial Septal Defect, Ventricular Septal Defect., Eisenmenger's complex. • Patent ductus arteriosus, AP window • Truncus Arteriosus. • Transposition of great arteries. • Total Anomaly of Pulmonary Venous Connection. • Pulmonary stenosis, atresia. • Coarctation of aorta. • Ebstein's anomaly • Double outlet right ventricle, Single ventricle, Hypoplastic left heart syndrome. | Desirable to perform | | Examine the patients with disorders of Congenital Heart Diseases. | |
| 11 | Pharmacology <input type="checkbox"/> Review <input type="checkbox"/> Pharmacokinetics <input type="checkbox"/> Analgesics/Anti inflammatory agents <input type="checkbox"/> Antibiotics, antiseptics <input type="checkbox"/> Drug reaction & toxicity <input type="checkbox"/> Drugs used in cardiac emergencies <input type="checkbox"/> Blood and blood components <ul style="list-style-type: none"> • Antithrombolytic agents • Inotropic agents • Beta-blocking agents • Calcium channel blockers. • Vaso constrictors • Vaso dilators • ACE inhibitors. • Anticoagulents | Good to know | Aware the students about the Pharmacokinetics <input type="checkbox"/> Analgesic s/Anti inflammatory agents <input type="checkbox"/> Antibiotics, antiseptics <input type="checkbox"/> Drug reaction & toxicity <input type="checkbox"/> Drugs used in cardiac | | |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|--|--|--|--|
| | <input type="checkbox"/> Intermediate and late post operative care after CABG, valve surgery, others. Follow up care | | | | |
| 13 | Cardiac rehabilitation <input type="checkbox"/> Process <input type="checkbox"/> Physical evaluation <input type="checkbox"/> Life style modification <input type="checkbox"/> Physical conditioning for cardiovascular efficiency through exercise <input type="checkbox"/> Counseling a) <input type="checkbox"/> Follow up care | Desirable to perform | | Describes the Cardiac rehabilitation | |
| 14 | Intensive Coronary Care Unit/intensive cardio thoracic unit: <input type="checkbox"/> Quality assurance • Standards, Protocols, Policies, Procedures • Infection control; Standard safety measures • Nursing audit • Design of ICCU/ICTU • Staffing; cardiac team • Burn out syndrome <input type="checkbox"/> Nurse's role in the management of I.C.C.U and ICTU. <input type="checkbox"/> Mobile coronary care unit. <input type="checkbox"/> Planning inservice educational programme and teaching | Good to know Desirable to perform Essential to perform | Organize Intensive Coronary Care Unit/intensive cardio thoracic unit | Examine Standards, Protocols, Policies, Procedures | Plan for Infection control; Standard safety measures |

2nd Year
4th sem

CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALITY – CARDIO VASCULAR AND THORACIC NURSING

Hours of Instruction
Theory: 60 hours (4credits)
Practical: 420 hours (14 credits)


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|----|--|--|--|--|--------|
| 9 | <p>Nursing care of a patient with obstructive airway Assessment</p> <p>Use of artificial airway Endotracheal intubation, tracheostomy and its care</p> <p>Complication, minimum cuff leak, securing tubes</p> <p>Oxygen delivery systems.</p> <p>Nasal Cannula</p> <p>Oxygen mask, Venturi mask</p> <p>Partial rebreathing bag</p> <p>Bi-PAP and C-PAP masks Uses, advantages, disadvantages, nursing implications of each.</p> <p>Mechanical Ventilation</p> <p>Principles of mechanical ventilation Types of mechanical ventilation and ventilators. Modes of ventilation, advantage, disadvantage, complications.</p> <p>PEEP therapy, indications, physiology, and complications. Weaning off the ventilator.</p> <p>Nursing assessment and interventions of ventilated patient.</p> | Enumerate the Nursing care of a patient with obstructive airway | To teach and discuss about Nursing care of a patient with obstructive airway | Simulated learning on Nursing care of a patient with obstructive airway | 10 hrs |
| 10 | <p>Congenital Heart Diseases, Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of:</p> <p>Embryological development of heart.</p> <p>Classification – cyanotic and acyanotic heart disease.</p> <p>Tetralogy of Fallots.</p> <p>Atrial Septal Defect,</p> | Describe the Management of patients with Congenital Heart Diseases | To teach and discuss about Management of patients with Congenital Heart Diseases | Simulated learning regarding Management of patients with Congenital Heart Diseases | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|--|---|--|--------|
| | <p>Ventricular Septal Defect., Eisenmenger's complex.</p> <p>Patent ductus arteriosus, AP window</p> <p>Truncus Arteriosus.</p> <p>Transposition of great arteries.</p> <p>Total Anomaly of Pulmonary Venous Connection.</p> <p>Pulmonary stenosis, atresia.</p> <p>Coarctation of aorta.</p> <p>Ebstein's anomaly</p> <p>Double outlet right ventricle, Single ventricle, Hypoplastic left heart syndrome.</p> | | | | |
| 10 | <p>Pharmacology Review</p> <p>Pharmacokinetics</p> <p>Analgesics/Anti inflammatory agents</p> <p>Antibiotics, antiseptics</p> <p>Drug reaction & toxicity</p> <p>Drugs used in cardiac emergencies</p> <p>Blood and blood components</p> <p>Antithrombolytic agents</p> <p>Inotropic agents</p> <p>Beta-blocking agents</p> <p>Calcium channel blockers.</p> <p>Vaso constrictors</p> <p>Vaso dilators</p> <p>ACE inhibitors.</p> <p>Anticoagulents •</p> <p>Antiarrhythmic drugs.</p> <p>Anti hypertensives</p> <p>Diuretics</p> <p>Sedatives and tranquilizers.</p> <p>Digitalis. Antilipemics</p> <p>Principles of drug administration, role and responsibilities of nurses and care of drugs</p> | Elaborate the pharmacological treatment of patients with cardiovascular problems | To teach and discuss about pharmacological treatment of patients with cardiovascular problems | Panel discussion on pharmacological treatment of patients with cardiovascular problems | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|----|--|--|--|--|--------|
| 12 | <p>Nursing Care of patient undergoing cardio thoracic surgery</p> <p>Indications, selection of patient</p> <p>Preoperative assessment and preparation; counselling.</p> <p>Intraoperative care: Principles of open heart surgery, equipment, anaesthesia, cardiopulmonary by pass</p> <p>Surgical procedures for Coronary Artery Bypass Grafting, recent advances and types of grafts, Valve replacement or reconstruction, cardiac transplant, Palliative surgery and different Stents, vascular surgery, other recent advances.</p> <p>Thoracic surgery: lobectomy, pneumonectomy, tumour excision et</p> <p>Immediate postoperative care : assessment, post operative problems and interventions : Bleeding, Cardiac tamponade, Low cardiac output, Infarction, Pericardial effusion, Pleural effusion, Pneumothorax, Haemothorax, Coagulopathy, Thermal imbalance, Inadequate., ventilation/perfusion, Neurological problems, renal problems, Psychological problems</p> <p>Chest physiotherapy</p> <p>Nursing interventions- life style modification, complementary</p> | <p>Enumerate the% Nursing Care of patient undergoing cardio thoracic surgery</p> | <p>To teach and discuss about Nursing Care of patient undergoing cardio thoracic surgery</p> | <p>Seminar on Nursing Care of patient undergoing cardio thoracic surgery %</p> | 20 hrs |
|----|--|--|--|--|--------|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--|---|---|-------|
| | therapy/alternative systems of medicine. Intermediate and late post operative care after CABG, valve surgery, others. | | | | |
| 13 | Cardiac rehabilitation Process Physical evaluation Life style modification Physical conditioning for cardiovascular efficiency through exercise Counseling Follow up care | Describe the cardiac rehabilitation | To teach and discuss about cardiac rehabilitation | Simulated learning based on cardiac rehabilitation | 5 hrs |
| 14 | Intensive Coronary Care Unit/intensive cardio thoracic unit: Quality assurance Standards, Protocols, Policies, Procedures Infection control; Standard safety measures Nursing audit Design of ICCU/ICTU Staffing; cardiac team Burn out syndrome Nurse's role in the management of I.C.C.U and ICTU. Mobile coronary care unit. Planning inservice educational programme and teaching | Explain the Nurse's role in the management of I.C.C.U and ICTU | To teach and discuss about Nurse's role in the management of I.C.C.U and ICTU | Seminar on Nurse's role in the management of I.C.C.U and ICTU | 5 hrs |

2nd Year
4th sem

CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALITY – CARDIO VASCULAR AND THORACIC NURSING
Paper Code : 04040203


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

Practicals

| S.No. | Deptt/ Unit | No. of Week | Total Hours |
|-------|----------------------------|-----------------|------------------|
| 1 | Cardio thoracic -Medical | 2 | 60Hours |
| | -Surgical | 2 | 60 Hours |
| 2. | OTs (Cardiac and thoracic) | 2 | 60 Hours |
| 3. | ICCU | 2 | 60 Hours |
| 4. | ICU | 2 | 60 Hours |
| 5. | CCU | 2 | 60 Hours |
| 6. | Paediatric Intensive | 1 | 30 Hours |
| 7. | OPD | 1 | 30 Hours |
| | Total | 14 Weeks | 420 Hours |

Essential Nursing Skills**Procedures Observed**

12. Echo cardiogram
13. Ultrasound
14. Monitoring JVP , CVP
15. CT SCAN
16. MRI
17. Pet SCAN
18. Angiography
19. Cardiac cathetrisation
20. Angioplasty
21. Various Surgeries
22. Any other

I. Procedures Assisted

15. Arterial blood gas analysis
16. Thoracentesis
17. Lung biopsy
18. Computer assisted tomography (CAT Scan)
19. M.R.I.
20. Pulmonary angiography
21. Bronchoscopy
22. Pulmonary function test
23. ET tube insertion
24. Tracheostomy tube insertion
25. Cardiac catheterisation
26. Angiogram
27. Defibrillation
28. Treadmill test




Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

22. Echo cardiography
23. Doppler ultrasound
24. Cardiac surgery
25. Insertion of chest tube
26. CVP Monitoring
27. Measuring pulmonary artery pressure by Swan-Ganz Catheter
28. Cardiac Pacing

II. Procedures Performed

4. Preparation of assessment tool for CT client (Cardiac, thoracic and vascular).
5. ECG – Recording, Reading, Identification of abnormalities
6. Oxygen therapy – Cylinder, central supply,
Catheter, nasal canula, mask, tent
Through ET and Tracheostomy tube
Manual resuscitation bag
15. Mechanical ventilation
16. Spirometer
17. Tuberculen skin test
18. Aerosal therapy
19. Nebulizer therapy
20. Water seal drainage
21. Chest physiotherapy including – Breathing Exercises Coughing
Exercises
Percussion & Vibration
22. Suctioning – Oropharyngeal, nasotracheal, Endotracheal Through
tracheostomy tube
23. Artificial airway cuff maintenance
24. CPR
25. Care of client on ventilator
15. Identification of different – Arrhythmias
Abnormal pulses, respirations
B.P. Variation
Heart sounds
Breath sounds
25. Pulse oxymetry
26. Introduction of intracath
27. Bolus I.V. Injection
28. Life line
29. Maintenance of “Heplock”
30. Subcutaneous of Heparin
31. Obtaining leg measurements to detect early swelling in
thrombophlebetes
32. Identification of Homans signs
33. Buerger – Allen exercises


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

2nd Year
4th semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALITY – CRITICAL CARE NURSING


Course Description:

This course is designed to assist students in developing expertise and in-depth knowledge in the field of Critical care Nursing. It will help students to develop advanced skills for nursing intervention in caring for critically ill patients. It will enable the student to function as critical care nurse practitioner/ specialist. It will further enable the student to function as educator, manager and researcher in the field of Critical Care Nursing.

Objectives:

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


- Appreciate trends and issues related to Critical Care Nursing.
- Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of critically ill patients
- Describe the various drugs used in critical care and nurses responsibility
- Perform physical, psychosocial & spiritual assessment
- Demonstrate advance skills/competence in managing critically ill patients including Advance Cardiac Life Support.
- Demonstrate skill in handling various equipments/gadgets used for critical care
- Provide comprehensive care to critically ill patients.
- Appreciate team work & coordinate activities related to patient care.
- Practice infection control measures.
- Assess and manage pain .
- Identify complications & take appropriate measures.
- Discuss the legal and ethical issues in critical care nursing
- Assist patients and their family to cope with emotional distress, spiritual, grief and anxiety
- Assist in various diagnostic, therapeutic and surgical procedures
- Incorporate evidence based nursing practice and identify the areas of research in the field of critical care nursing


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


2nd Year
4th semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALITY – CRITICAL CARE NURSING

Hours of instruction
Theory: 60 hours (4credits)
Practical: 420 hours (14 credits)

| | | | | | |
|----|---|---|---|--|--|
| 11 | <p>Cardiovascular emergencies</p> <p>Principles of Nursing in caring for patient's with Cardiovascular disorders</p> <p>Assessment: Cardiovascular system: Heart sounds, Diagnostic studies:- Cardiac enzymes studies, Electrocardiographic monitoring, Holter monitoring, Stress test. Echocardiography, Coronary angiography, Nuclear medicine studies</p> <p>Causes, Pathophysiology, Clinical types, Clinical features, Diagnostic Prognosis, Management : Medical, Surgical & Nursing management of:-Hypertensive crisis, Coronary artery disease, Acute Myocardial infarction, Cardiomyopathy, Deep vein thrombosis, Valvular diseases, Heart block, Cardiac arrhythmias & conduction disturbances, Aneurysms, Endocarditis, Heart failure Cardio pulmonary resuscitation BCLS/ ACLS</p> <p>Management Modalities: Thrombolytic therapy, Pacemaker – temporary & permanent, Percutaneous transluminal coronary angioplasty, Cardioversion, Intra-Aortic Balloon pump monitoring,</p> | <p>Good to know</p> <p>Essential to perform</p> | <p>Develops knowledge in assessment, Clinical features, pathophysiology, diagnosis, and management of cardiovascular conditions</p> | <p>Provides nursing care to 5 patients with neurological conditions</p> <p>Demonstrate skill in handling various equipments used for the management of cardiovascular conditions</p> <p>Perform ACLS/BLS on 5 patients</p> | |
|----|---|---|---|--|--|


 Déan
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----|--|--|---|---|---|
| | Defibrillations, Cardiac surgeries, Coronary Artery Bypass Grafts (CABG/MICAS), Valvular surgeries, Heart Transplantation, Autologous blood transfusion, Radiofrequency Catheter Ablation | | | | |
| 12 | Respiratory System Acid-base balance & imbalance Assessment : History & Physical Examination Diagnostic Tests:Pulse Oximetry, End –Tidal Carbon Dioxide Monitoring, Arterial blood gas studies, chest radiography, pulmonary Angiography, Bronchoscopy, Pulmonary function Test, Ventilation perfusion scan, Lung ventilation scan Causes Pathophysiology, Clinical types, Clinical features, Prognosis, Management: Medical, Surgical and Nursing management of Common pulmonary disorders: - Pneumonia, Status asthmaticus, interstitial lung disease, Pleural effusion, Chronic obstructive pulmonary disease, Pulmonary tuberculosis,Pulmonary edema, Atelectasis, Pulmonary embolism, Acute respiratory failure, Acute respiratory distress syndrome (ARDS),Chest Trauma Hemothorax, Pneumothorax Management Modalities: -Airway Management %Ventilatory Management:- Invasive, non- invasive, long term mechanical ventilations Bronchial Hygiene: -Nebulization, deep breathing exercise, chest physiotherapy, postural drainage, Inter Costal Drainage, Thoracic surgeries | Good to know Essential to perform | Develops knowledge in assessment, Clinical features, pathophysiology, diagnosis, and management of respiratory conditions | Provides nursing care to 5 patients with respiratory conditions Demonstrate skill in handling various equipments used for the management of respiratory conditions Assist and perform various diagnostic tests related to respiratory system Perform bronchial hygiene on 3 patients | |
| 13. | Burns Clinical types, classification, pathophysiology, clinical features, assessment, diagnosis, prognosis, | Good to know Essential to | Describes theclassification, pathophysiol | Assists in reconstructive surgery and rehabilitation | Understands the prevention and management |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|--------------------------------------|--|---|-----------------------|
| | Management: Medical, Surgical & Nursing management of burns Fluid and electrolyte therapy – calculation of fluids and its administration Pain management Wound care Infection control Prevention and management of burn complications Grafts and flaps Reconstructive surgery Rehabilitation | perform | ogy, clinical features, assessment, diagnosis, prognosis and management of burns | of burn patient | of burn complications |
| 14 | Obstetrical Emergencies Causes, Pathophysiology, Clinical types, clinical features, diagnostic Prognosis, Management: Medical, Surgical and Nursing management of :Antepartum hemorrhage, Preeclampsia, eclampsia, Obstructed labor and ruptured uterus, Post partum haemorrhage, Puerperal sepsis, Obstetrical shock | Good to know | Describes the Causes, Pathophysiology, Clinical types, clinical features, diagnostic Prognosis, Management of obstetrical emergencies | | |
| 15 | Neonatal Paediatric emergencies Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of Neonatal emergencies Asphyxia Neonatarum, Pathological Jaundice in Neonates, Neonatal seizures, Metabolic disorders, Intra cranial Hemorrhage, Neonatal Sepsis, RDS/HMD (Respiratory Distress Syndrome/Hyaline Membrane Disease), Congenital disorders:- • Cyanotic heart disease, tracheoesophageal fistula, congenital hypertrophic pyloric stenosis, | Good to know Desirable to perform | Develops knowledge in Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis and Management of Neonatal emergencies | Demonstrate skill in managing Neonatal Paediatric emergencies | |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|-----|--|----------------------|--|--|--|
| | imperforate anus • Pediatric emergencies Dehydration, Acute broncho pneumonia, Acute respiratory distress syndrome, Poisoning, Foreign bodies, seizures, traumas, Status asthmaticus | | | | |
| 16. | Legal and ethical issues in critical care-Nurse's role Brain death Organ donation & Counselling Do Not Resuscitate(DNR) Euthanasia Living will | Essential to perform | | Practices within the legal framework of the country towards the interest of patients, families and communities | |
| 17. | Quality assurance Standards, Protocols, Policies, Procedures Infection control; Standard safety measures Nursing audit Staffing Design of ICU/CCU | Essential to perform | | Teach and supervise nurses and allied health workers. Design a layout of ICU and develop standards for critical care nursing practice. | |

2nd Year
4th semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALITY – CRITICAL CARE NURSING


Hours of Instruction
Theory: 60 hours (4credits)
Practical: 420 hours (14 credits)


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| S. NO | CONTENT OF TOPICS | LEARNING OBJECTIVES (at the end of the session the student should be able to) | TEACHING OBJECTIVES | METHODOLOGY | TIME |
|-------|---|--|--|---|--------|
| 11 | <p>Cardiovascular emergencies</p> <ul style="list-style-type: none"> Principles of Nursing in caring for patient's with Cardiovascular disorders <p>Assessment: Cardiovascular system: Heart sounds, Diagnostic studies:- Cardiac enzymes studies, Electrocardiographic monitoring, Holter monitoring, Stress test. Echo cardiography, Coronary angiography, Nuclear medicine studies</p> <ul style="list-style-type: none"> Causes, Pathophysiology, Clinical types, Clinical features, Diagnostic Prognosis, Management : Medical, Surgical & Nursing management of:- Hypertensive crisis, Coronary artery disease, Acute Myocardial infarction, Cardiomyopathy, Deep vein thrombosis, Valvular diseases, | Elaborate the cardiovascular emergencies and its management | To teach and discuss about cardiovascular emergencies and its management | Panel discussion on cardiovascular emergencies and its management | 20 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|--|---|--|--------|
| | <p>Heart block, Cardiac arrhythmias & conduction disturbances, Aneurysms, Endocarditis, Heart failure Cardio pulmonary resuscitation BCLS/ ACLS</p> <ul style="list-style-type: none"> Management Modalities: Thrombolytic therapy, Pacemaker – temporary & permanent, Percutaneous transluminal coronary angioplasty, Cardioversion, Intra Aortic Balloon pump monitoring, Defibrillations, Cardiac surgeries, Coronary Artery Bypass Grafts (CABG/MICAS), Valvular surgeries, Heart Transplantation, Autologous blood transfusion, Radiofrequency Catheter Ablation | | | | |
| 12 | <p>Respiratory System</p> <ul style="list-style-type: none"> Acid-base balance & imbalance Assesment : History & Physical Examination Diagnostic Tests: Pulse Oximetry, End – Tidal Carbon Dioxide | Enumerate therespiratory disorders and its management | To teach and discuss about respiratory disorders and its management | Seminar on respiratory disorders and its management | 15 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|---|--|--|--|--|
| | <p>Monitoring, Arterial blood gas studies, chest radiography, pulmonary Angiography, Bronchoscopy, Pulmonary function Test, Ventilation perfusion scan, Lung ventilation scan</p> <ul style="list-style-type: none"> Causes Pathophysiology, Clinical types, Clinical features, Prognosis, Management: Medical, Surgical and Nursing management of Common pulmonary disorders:- Pneumonia, Status asthmaticus, interstitial drug disease, Pleural effusion, Chronic obstructive pulmonary disease, Pulmonary tuberculosis, Pulmonary edema, Atelectasis, Pulmonary embolism, Acute respiratory failure, Acute respiratory distress syndrome (ARDS), Chest Trauma Haemothorax, Pneumothorax Management Modalities:-Airway Management | | | | |
|--|---|--|--|--|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|---|---|--|-------|
| | <ul style="list-style-type: none"> • Ventilatory Management:- Invasive, non-invasive, long term mechanical ventilations • Bronchial Hygiene:- Nebulization, deep breathing exercise, chest physiotherapy, postural drainage, Inter Costal Drainage, Thoracic surgeries | | | | |
| 13 | <p>Burns</p> <ul style="list-style-type: none"> • Clinical types, classification, pathophysiology, clinical features, assessment, diagnosis, prognosis, Management: Medical, Surgical & Nursing management of burns • Fluid and electrolyte therapy – calculation of fluids and its administration • Pain management • Wound care • Infection control • Prevention and management of burn complications • Grafts and flaps • Reconstructive surgery • Rehabilitation | Describe the nursing care of patients with burns and its management | To teach and discuss about nursing care of patients with burns and its management | Simulated learning based on nursing care of patients with burns and its management | 7 hrs |
| 14 | <p>Obstetrical Emergencies</p> <ul style="list-style-type: none"> • Causes, Pathophysiology, | Explain the Nurse's role in the management of | To teach and discuss about Nurse's role in | Seminar on Nurse's role in the management | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|----|--|--|---|--|--------|
| | Clinical types, clinical features, diagnostic Prognosis, Management: Medical, Surgical and Nursing management of :Antepartum haemorrhage, Preeclampsia, eclampsia, Obstructed labour and ruptured uterus, Post partum haemorrhage, Puerperal sepsis, Obstetrical shock | I.C.C.U and ICTU | the management of I.C.C.U and ICTU | of I.C.C.U and ICTU | |
| 15 | <p>Neonatal Paediatric emergencies</p> <ul style="list-style-type: none"> Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of Neonatal emergencies Asphyxia Neonatarum, Pathological Jaundice in Neonates, Neonatal seizures, Metabolic disorders, Intra cranial Hemorrhage, Neonatal Sepsis, RDS/HMD (Respiratory Distress Syndrome/Hyaline Membrane | Elaborate the neonatal paediatric emergencies and its management | To teach and discuss about neonatal paediatric emergencies and its management | Students interactive session on neonatal paediatric emergencies and its management | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|---|--|--|-------|
| | Disease), Congenital disorders: <ul style="list-style-type: none"> • Cyanotic heart disease, tracheo oesophageal fistula, congenital hypertrophic pyloric stenosis, imperforate anus • Pediatric emergencies • Dehydration, Acute broncho pneumonia, Acute respiratory distress syndrome, Poisoning, Foreign bodies, seizures, traumas, Status asthmaticus | | | | |
| 16 | Legal and ethical issues in critical care-Nurse's role <ul style="list-style-type: none"> • Brain death • Organ donation & Counselling • Do Not Resuscitate(DNR) • Euthanasia • Living will | Explain the Legal and ethical issues in critical care | To teach and discuss about Legal and ethical issues in critical care | Seminar on Legal and ethical issues in critical care | 2 hrs |
| 17 | Quality assurance <ul style="list-style-type: none"> • Standards, Protocols, Policies, Procedures • Infection control; Standard safety measures • Nursing audit • Staffing • Design of ICU/CCU | Describe the Quality assurance % and nursing audit | To teach and discuss about Quality assurance % And nursing audit | Student interactive session on Quality assurance % And nursing audit | 2 hrs |

Practicals

Total = 420 Hours (14 credits)


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| S.No. | Deptt./Unit | No. of Weeks | Total Hours |
|-------|----------------------|-----------------|------------------|
| 1 | Burns ICU | 1 | 30 Hours |
| 2 | Medical ICU | 4 | 120 Hours |
| 3 | Surgical ICU | 5 | 150 Hours |
| 5 | Emergency Department | 2 | 60Hours |
| 6 | Dialysis Unit | 1 | 30 Hours |
| 7 | Transplant Room | 1 | 30 Hours |
| | Total | 14 Weeks | 420 Hours |

ESSENTIAL CRITICAL CARE NURSING SKILLS

I. Procedures Observed

7. CT Scan
8. MRI
9. EEG
10. Hemodialysis
11. Endoscopic Retrograde cholangioPancreaticogram(ERCP)
12. Heart/ Neuro/GI./ Renal Surgeries

II. Procedures Assisted

12. Advanced life support system
13. Basic cardiac life support
14. Arterial line/arterial pressure monitoring/blood taking
15. Arterial blood gas
16. ECG recording
17. Blood transfusion
18. IV cannulation therapy
19. Arterial Catheterization
20. Chest tube insertion



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

21. Endotracheal intubations
22. Ventilation
14. Insertion of central line/cvp line
15. Connecting lines for dialysis

III. Procedure Performed

6. Airway management
 - a. Application of oropharyngeal airway
 - b. Oxygen therapy
 - c. CPAP (Continuous Positive Airway pressure)
 - d. Care of tracheostomy
 - e. Endotracheal extubation
7. Cardiopulmonary resuscitation, Basic cardiac life support, ECG
8. Monitoring of critically ill patients – clinically with monitors, capillary refill time (CRT) assessment of jaundice, ECG.
9. Gastric lavage
10. Assessment of critically ill patients

Identification & assessment of risk factors, Glasgow coma scale, and dolls eye movement, arterial pressure monitoring, cardiac output/pulmonary artery pressure monitoring, and detection of life threatening abnormalities
12. Admission & discharge of critically ill patients
13. Nutritional needs – gastrostomy feeds, pharyngeal feeds, jejunostomy feeds, TPN, formula preparation & patient education.
14. Assessment of patient for alteration in blood sugar levels monitoring blood sugar levels periodically & administering insulin periodically.
15. Administration of drugs: IM, IV injection, IV cannulation & fixation of infusion pump, calculation of dosages, use of insulin syringes/ tuberculin, monitoring fluid therapy, blood administration.
16. Setting up dialysis machine and starting, monitoring and closing dialysis
17. Procedures for prevention of infections:

Hand washing, disinfection & sterilization surveillance, and fumigation universal precautions.
13. Collection of specimen.
13. Setting, use & maintenance of basic equipment, ventilator, analyzer, monitoring equipment, transducers, defibrillator, infusion & syringe pumps, centrifuge machine.


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


2nd Year
4th semester
CLINICAL SPECIALITY-II
MEDICAL SURGICAL NURSING
SUB SPECIALTY - ONCOLOGY NURSING

Preamble:

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

Objectives:

- Explain the prevention, screening and early detection of cancer
- Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of oncological disorders of various body systems.
- Describe the psychosocial effects of cancer on patients and families.
- Demonstrate skill in administering/assisting in various treatment modalities used for patients with cancer
- Apply nursing process in providing holistic care to patients with cancer.
- Apply specific concepts of pain management
- Appreciate the care of death and dying patients and value of bereavement support.
- Describe the philosophy, concept and various dimensions of palliative care
- Appreciate the role of alternative systems of medicine in care of cancer patients
- Appreciate the legal & ethical issues relevant to oncology nursing
- Recognize and manage Oncological emergencies
- Counsel the patients with cancer and their families
- Incorporate evidence based nursing practice and identify the areas of research in the field of oncology nursing
- Recognize the role of oncology nurse practitioner as a member of oncology team
- Collaborate with other agencies and utilize resources in caring for cancer patients.


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

Hours of Instruction
Theory 60 hours (4 credits)

| S. No | | Domains | Cognitive | psychomotor | Affective |
|-------|--|--|-----------|---|--------------------------------------|
| 9 | Infection control: <ul style="list-style-type: none"> • Process of infection, risk of hospitalization, nosocomial infections- prevention and control of infection in acute, long term care facility and community based care • Standard safety measures | Desirable to perform Essential to perform | | Maintain the Process of infection, risk of hospitalization, nosocomial infections- prevention and control of infection in acute, long term care facility and community based care | Demonstrate Standard safety measures |
| 10 | Nursing Care of Patients With Specific Malignant Disorders <ul style="list-style-type: none"> <input type="checkbox"/> Malignancies of G.I. system-oral, oesophagus, stomach, rectal, liver & pancreas, care of ostomies/stoma <input type="checkbox"/> Respiratory malignancies <input type="checkbox"/> Genito urinary system malignancies- prostate Bladder, renal testicular malignancies, <input type="checkbox"/> Gynecological malignancies- cervix, uterus, ovary <input type="checkbox"/> Hematological malignancies- Lymphomas, Leukemias. <input type="checkbox"/> Malignancies of musculoskeletal system <input type="checkbox"/> Endocrine malignancies <input type="checkbox"/> Skin <input type="checkbox"/> Head and Neck -brain tumors <input type="checkbox"/> Other malignancies – Breast cancer, AIDS related | Desirable to perform | | Examine the patients with disorders of Malignancies of G.I. system-oral, oesophagus, stomach, rectal, liver & pancreas, care of ostomies/stoma <ul style="list-style-type: none"> <input type="checkbox"/> Respiratory malignancies <input type="checkbox"/> Genito urinary system malignancies- prostate Bladder, renal testicular malignancies, <input type="checkbox"/> Gynecological malignancies- cervix, uterus, ovary <input type="checkbox"/> Hematological malignancies- Lymphomas, Leukemias. <input type="checkbox"/> Malignancies of | |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|----|--|--|---|---|--|
| | Malignancies (Kaposi's Sarcoma) | | | musculoskeletal system <input type="checkbox"/> Endocrine malignancies <input type="checkbox"/> Skin <input type="checkbox"/> Head and Neck - brain tumors <input type="checkbox"/> Other malignancies – Breast cancer, AIDS related Malignancies | |
| 11 | Paediatric malignancies <input type="checkbox"/> Leukemia, Lymphoma, Neuro- blastoma <input type="checkbox"/> Wilm's tumor, Soft tissue sarcoma, Retinoblastoma <input type="checkbox"/> Nursing Management of children with Paediatric Malignancies | Good know to | Aware the students about the Paediatric malignancies. | | |
| 12 | Cancer Emergencies <input type="checkbox"/> Disseminated intravascular coagulation(DIC), <input type="checkbox"/> Malignant pleural effusion <input type="checkbox"/> Neoplastic cardiac tamponade and septic shock spinal cord compression <input type="checkbox"/> Superior venacava syndrome <input type="checkbox"/> Metabolic emergency: hyper and hypo calcemia <input type="checkbox"/> Surgical emergency <input type="checkbox"/> Urological emergency <input type="checkbox"/> Hemorrhage <input type="checkbox"/> Organ obstruction <input type="checkbox"/> Brain metastasis a) <input type="checkbox"/> Nurses role in managing oncologic emergencies | Desirable to perform | | Describes the Cancer Emergencies | |
| 13 | Psycho-Social Aspects of Nursing Care <input type="checkbox"/> Psychological responses of patients with cancer <input type="checkbox"/> Psychosocial assessment – <input type="checkbox"/> Crisis intervention, coping mechanisms <input type="checkbox"/> Stress management, spiritual/cultural care and needs <input type="checkbox"/> Counseling: individual and family | Desirable to perform Essential to perform | | Examine Psycho-Social Aspects of Nursing Care | Plan for Counseling: individual and family |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--------------|--|--|--|
| | <input type="checkbox"/> Maximizing quality of life of patient and family Ethical, moral and legal issues- <input type="checkbox"/> End of life care <input type="checkbox"/> Grief and grieving process <input type="checkbox"/> Bereavement support <input type="checkbox"/> Care of Nurses who care for the dying. | | | | |
| 14 | Layout and Design of an oncology institution/ ward, OPD, chemotherapy unit, Bone marrow transplantation unit, Pain clinic etc <input type="checkbox"/> Practice Standards of oncology nursing • Policies and Procedures <input type="checkbox"/> Establishing Standing orders and Protocols Quality Assurance Programme in oncology units <input type="checkbox"/> Nursing audit | Good to Know | Organize Layout and Design of an oncology institution/ ward, OPD, chemotherapy unit, Bone marrow transplantation unit, Pain clinic | | |

2nd Year
4th semester
CLINICAL SPECIALITY-II
MEDICAL SURGICAL NURSING
SUB SPECIALTY - ONCOLOGY NURSING

Hours of Instruction
Theory: 60 hours (4credits)
Practical: 420 hours (14 credits)

| S. NO | CONTENT OF TOPICS | LEARNING OBJECTIVES (at the end of the session the student should be able to) | TEACHING OBJECTIVES | METHODOLOGY | TIME |
|-------|--------------------|--|---------------------|-------------|-------|
| 9 | Infection control: | Enumerate the | To teach and | Simulated | 2 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|-----------|---|---|---|---|--------|
| | <ul style="list-style-type: none"> • Process of infection, risk of hospitalization, nosocomial infections- prevention and control of infection in acute, long term care facility and community based care • Standard safety measures | endocrine disorders and its management | discuss about endocrine disorders and its management | learning on endocrine disorders and its management | |
| 10 | <p>Nursing Care of Patients With Specific Malignant Disorders</p> <ul style="list-style-type: none"> • Malignancies of G.I. system-oral, oesophagus, stomach, rectal, liver & pancreas, care of ostomies/stoma • Respiratory malignancies • Genito urinary system malignancies- prostate Bladder, renal testicular malignancies, • Gynecological malignancies-cervix, uterus, ovary • Hematological malignancies- Lymphomas, Leukemias. • Malignancies of musculoskeletal system • Endocrine malignancies • Skin • Head and Neck -brain tumors • Other malignancies – Breast cancer, AIDS related Malignancies (Kaposi's Sarcoma) | Describe the Management of emergency conditions | To teach and discuss about Management of emergency conditions | Simulated learning regarding Management of emergency conditions | 30 hrs |
| 11 | <p>Paediatric malignancies</p> <ul style="list-style-type: none"> • Leukemia, Lymphoma, Neuro- blastoma • Wilm's tumor, Soft tissue sarcoma, Retinoblastoma • Nursing Management of children with Paediatric Malignancies | Elaborate the cardiovascular emergencies and its management | To teach and discuss aboutcardiovascular emergencies and its management | Panel discussion on cardiovascular emergencies and its management | 10 hrs |
| 12 | Cancer Emergencies Disseminated intravascular coagulation(DIC), Malignant | Describe the nursing care of patients with | To teach and discuss about nursing care | Simulated learning based onnursing care | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----------|--|---|---|--|-------|
| | pleural effusion Neoplastic cardiac tamponade and septic shock spinal cord compression Superior venacava syndrome % <ul style="list-style-type: none"> • Metabolic emergency: hyper and hypo calcemia Surgical emergency Urological emergency Hemorrhage • Organ obstruction Brain metastasis Nurses role in managing oncologic emergencies | burns and its management | of patients with burns and its management | of patients with burns and its management | |
| 13 | Psycho-Social Aspects of Nursing Care <ul style="list-style-type: none"> • Psychological responses of patients with cancer • Psychosocial assessment • Crisis intervention, coping mechanisms • Stress management, spiritual/cultural care and needs • Counseling: individual and family • Maximizing quality of life of patient and family • Ethical, moral and legal issues- End of life care • Grief and grieving process • Bereavement support • Care of Nurses who care for the dying. | Explain the Nurse's role in the management of I.C.C.U and ICTU | To teach and discuss about Nurse's role in the management of I.C.C.U and ICTU | Seminar on Nurse's role in the management of I.C.C.U and ICTU | 8 hrs |
| 14 | Layout and Design of an oncology institution/ ward, OPD, chemotherapy unit, Bone marrow transplantation unit, Pain clinic etc <ul style="list-style-type: none"> • Practice Standards of oncology nursing • Policies and Procedures • Establishing Standing orders and Protocol • Quality Assurance Programme in oncology units | Elaborate the neonatal paediatric emergencies and its management | To teach and discuss about neonatal paediatric emergencies and its management | Students interactive session on neonatal paediatric emergencies and its management | 2 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|-----------------|--|--|--|--|
| | • Nursing audit | | | | |
|--|-----------------|--|--|--|--|

Clinical Experience


| S. No. | Deptt./ Unit | No. of Week | Total Hours |
|--------|--|-----------------|------------------|
| 1 | Medical Oncology ward | 3 | 90 Hours |
| 2 | Surgical Oncology ward | 3 | 90 Hours |
| 3 | Bone marrow transplantation Unit | 1 | 30 Hours |
| 4 | Chemotherapy Unit | 1 | 30 Hours |
| 5 | Out patient department and pain clinic | 1 | 30 Hours |
| 6 | Pediatric Oncology ward | 1 | 30 Hours |
| 7 | Palliative Care ward | 1 | 30 Hours |
| 8 | Community oncology | 1 | 30 Hours |
| 9 | Hospice | 1 | 30 Hours |
| 10 | Other field visits | 1 | 30 Hours |
| | Total | 14 Weeks | 420 Hours |

Procedures Observed

12. CT Scan
13. MRI
14. PET Scan(Positron Emission Tomography)
15. Ultra sound
16. Mammography
17. Radio Nuclide Imaging
18. Bone Scan
19. Thyroid Function Test
20. Functional and Metabolic Imaging
21. Transportation of radioactive materials
22. Others

Procedures Assisted

10. IV cannulation – Open method
11. Chemotherapy
12. Radiotherapy – Brachytherapy – Low Density Radiation, High Density Radiation.
13. Interstitial implantation
14. Bio-therapy and Gene therapy
15. Teletherapy – Treatment planning
16. Bone marrow aspiration and biopsy
17. Biopsy – tissue
18. FNAC – Fine Needle Aspiration Cytology and biopsy
22. Advance Cardiac life support


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

23. Endotracheal intubation
24. Defibrillation Ventilation
25. Tracheostomy
26. Thoracentesis
27. Paracentesis
28. Lumbar Puncture
29. Arterial Blood Gas
30. Nerve Block
31. Chest tube insertion
32. Intercostal drainage
33. CVP monitoring

Procedure Performed

16. Screening for cancer
17. Assessment of pain
18. Assessment of Nutritional status
19. Care of Tracheostomy
20. Endotracheal intubation
21. Gastric gavage
22. Pap smear
23. IV cannulation
24. Care of surgical flaps
25. Care of ostomies
26. Blood transfusion and component therapy
27. Counseling
28. Practice standard safety measures
29. Care of dead body and mortuary formalities
30. Alternative therapies


2nd Year
4th semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES- NEUROSCIENCES NURSING

Preamble:

This course is designed to assist students in developing expertise and in-depth knowledge in the field of neurology and neurosurgical Nursing. It will help students to develop advanced skills for nursing intervention in caring for patients with neurological and neurosurgical disorders. It will enable the student to function as neuroscience nurse practitioner/ specialist. It will further enable the student to function as educator, manager and researcher in the field of neurology and neurosurgical Nursing.

Objectives:

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


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

- Appreciate trends and issues related to neurology and neurosurgical Nursing.
- Review the anatomy and physiology of nervous system
- Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of patients with neurological and neurosurgical disorders
- Perform neurological assessment and assist in diagnostic procedures
- Describe the concepts and principles of neuroscience nursing
- Describe the various drugs used in neurosciences and nurses responsibility
- Assist in various therapeutic and surgical procedures in neuroscience nursing
- Demonstrate advance skills/competence in managing patients with neurological and neurosurgical disorder following nursing process approach
- Identify psychosocial problems of patients with disabilities and assist patients and their family to cope with emotional distress, spiritual, grief and anxiety
- Participate in preventive, promotive and rehabilitative services for neurological and neurosurgical patients.
- Explain the legal and ethical issues related to brain death, organ transplantation and practice of neuroscience nursing
- Incorporate evidence based nursing practice and identify the areas of research in the field of neuroscience nursing
- Organise and conduct inservice education program for nursing personnel.
- Develop standards of care for quality assurance in neuroscience nursing practice
- Identify the sources of stress and manage burnout syndrome among health care providers.
- Teach and supervise nurses and allied health workers.
- Plan and develop physical layout of neuro intensive care unit

2nd Year

4th sem

**CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES- NEUROSCIENCES NURSING**

Hours of Instruction

Theory: 60 hours (4credits)

Practical: 420 hours (14 credits)



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| S. No | | Domains | Cognitive | psychomotor | Affective |
|-------|--|--|---|---|--|
| 13 | Developmental disorders. <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> • Hydrocephalus. • Craniosynostosis. • spina bifida- Meningocele, Meningomyelocele encephalocele • syringomyelia. • Cerebro vascular system anomalies. • Cerebral palsies. • Down's syndrome | Good to know | To determine Developmental disorders | | |
| 14 | Neuro muscular disorders. <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> • Polyneuritis – G B Syndrome. • Muscular dystrophy. • Myasthenia gravis. • Trigeminal neuralgia. • Bell's palsy. • Menier's disease • Carpal tunnel syndrome <ul style="list-style-type: none"> a) • Peripheral neuropathies | Good to Know Desirable to perform | Differentiate the Neuro muscular disorders. | Describes about the Nursing management of <ul style="list-style-type: none"> • Polyneuritis – G B Syndrome. • Muscular dystrophy. • Myasthenia gravis. • Trigeminal neuralgia. • Bell's palsy. • Menier's disease • Carpal tunnel syndrome | |
| 15. | Other disorders <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <input type="checkbox"/> Metabolic disorders- diabetes, insipidus, metabolic encephalopathy <input type="checkbox"/> Sleep disorders <input type="checkbox"/> Auto immune disorders- multiple sclerosis, inflammatory Myopathies | Good to know Essential to perform | Identify the other disorders. | | Revise Nursing management of Metabolic disorders- diabetes, insipidus, metabolic encephalopathy <input type="checkbox"/> Sleep disorders <input type="checkbox"/> Auto |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----|---|--|---|--|---|
| | | | | | immune disorders- multiple sclerosis, inflammatory myopathies |
| 16. | Neuro emergencies <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> • Increased intracranial pressure • Unconscious • Herniation syndrome • Seizures • Severe head injuries • Spinal injuries • Cerebro vascular accidents | Good to know Desirable to perform | Identify the neuro emergencies. | Demonstrate the students about neuro emergencies. | |
| 17. | Rehabilitation. <input type="checkbox"/> Concept and Principles of Rehabilitation. <input type="checkbox"/> Factors affecting quality of life and coping <input type="checkbox"/> Rehabilitation in acute care setting, and following stroke, head injury and degenerative disorders of brain <input type="checkbox"/> Physiotherapy. <input type="checkbox"/> Counselling <input type="checkbox"/> Care giver's role Speech & Language.- Neurogenic communication disorders, Speech Therapy | Good to know | Formulate the Concept and Principles of Rehabilitation | | |
| 18. | Ethical and legal issues in neuroscience nursing <input type="checkbox"/> Brain death and organ transplantation <input type="checkbox"/> Euthanasia <input type="checkbox"/> Negligence and malpractice <input type="checkbox"/> Nosocomial infections | Good to know | Explain about the Ethical and legal issues in neuroscience nursing. | | |
| 19. | Quality assurance in neurological nursing practice <input type="checkbox"/> Role of advance practitioner in neurological nursing <input type="checkbox"/> Professional practice standards <input type="checkbox"/> Quality control in neurologic | Good to know Desirable to perform | Organize the role of advance practitioner in neurological nursing | Record the Quality control in neurologic nursing and Nursing audit | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|--|--|--|--|--|
| nursing <input type="checkbox"/> Nursing audit <input type="checkbox"/> Neuro ICU • Philosophy, aims and objectives • Policies, staffing pattern, design and physical plan of neuro ICU • Team approach, functions • Psychosocial aspects in relation to staff and clients of neuro ICU, • In-service education | | | | |
|--|--|--|--|--|

2nd Year
4th sem
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES- NEUROSCIENCES NURSING

Hours of Instruction
Theory: 60 hours (4credits)
Practical: 420 hours (14 credits)

| S.no | CONTENT OF TOPIC | LEARNING OBJECTIVES(at the end of the session the student should be able to) | TEACHING OBJECTIVES | METHODOLOGY | TIME |
|------|---|---|--|---|------|
| 13 | Developmental disorders. <input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of • Hydrocephalus. • Craniosynostosis. • spina bifida- Meningocele, Meningomyelocele encephalocele | Enumerate the developmental disorders | To teach and discuss about developmental disorders | Simulated learning on developmental disorders | 10 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|-----------|--|---|--|---|-----------|
| | <ul style="list-style-type: none"> • syringomyelia. • Cerebro vascular system anomalies. • Cerebral palsies. • Down's syndrome | | | | |
| 14 | Neuro muscular disorders. <ul style="list-style-type: none"> □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of • Polyneuritis – G B Syndrome. • Muscular dystrophy. • Myasthenia gravis. • Trigeminal neuralgia. • Bell's palsy. • Menier's disease • Carpal tunnel syndrome • Peripheral neuropathies | Elaborate the Neuro muscular disorders. | To teach and discuss about Neuro muscular disorders. | Panel discussion on Neuro muscular disorders. | 10 |
| 15 | Other disorders <ul style="list-style-type: none"> □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of □ Metabolic disorders- diabetes, insipidus, metabolic encephalopathy □ Sleep disorders □ Auto immune disorders- multiple sclerosis, inflammatory myopathies | Explain the Other disorders | To teach and discuss about Other disorders | Seminar on Other disorders | 5 |
| 16 | Neuro emergencies <ul style="list-style-type: none"> □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and | Enumerate the Neuro emergencies | To teach and discuss about Neuro emergencies | Simulated learning on Neuro emergencies | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|---|--|--|---|
| | Nursing management of <ul style="list-style-type: none"> • Increased intracranial pressure • Unconscious • Herniation syndrome • Seizures • Severe head injuries • Spinal injuries • Cerebro vascular accidents | | | | |
| 17 | Rehabilitation. <ul style="list-style-type: none"> □ Concept and Principles of Rehabilitation. □ Factors affecting quality of life and coping □ Rehabilitation in acute care setting, and following stroke, head injury and degenerative disorders of brain □ Physiotherapy. □ Counselling □ Care giver's role Speech & Language.- Neurogenic communication disorders, Speech therapy | Elaborate the Rehabilitation. | To teach and discuss about Rehabilitation. | Panel discussion on Rehabilitation | 5 |
| 18 | Ethical and legal issues in neuroscience nursing <ul style="list-style-type: none"> □ Brain death and organ transplantation □ Euthanasia □ Negligence and malpractice □ Nosocomial infections | Explain the ethical and legal issues in neuroscience nursing. | To teach and discuss about ethical and legal issues in neuroscience nursing. | Seminar on ethical and legal issues in neuroscience nursing. | 5 |
| 19 | Quality assurance in neurological nursing practice <ul style="list-style-type: none"> □ Role of advance practitioner in neurological nursing □ Professional practice standards □ Quality control in neurologic nursing □ Nursing audit | Explain the Quality assurance in neurological nursing practice. | To teach and discuss about Quality assurance in neurological nursing practice. | Seminar on Quality assurance in neurological nursing practice. | 5 |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|---|--|--|--|--|
| | <input type="checkbox"/> Neuro ICU • Philosophy, aims and objectives • Policies, staffing pattern, design and physical plan of neuro ICU • Team approach, functions • Psychosocial aspects in relation to staff and clients of neuro ICU, • In-service education | | | | |
|--|---|--|--|--|--|

Practical: 420 Hours (14 credits)

Practicals

| S.No. | AREA OF POSTING | No. of Week | Total Hours |
|-------|------------------------|-----------------|------------------|
| 1 | O.P.D. | 1 | 30 |
| 2 | Casualty | 1 | 30 |
| 3 | Diagnostics | 1 | 30 |
| 4 | Neuro psychiatry | 1 | 30 |
| 5 | Neuro Medical wards | 2 | 60 |
| 6 | Paediatric Neuro ward | 1 | 30 |
| 7 | Neuro surgical wards | 2 | 60 |
| 8 | Head Injury ward | 1 | 30 |
| 9 | ICU- neuro medicine | 2 | 60 |
| 10 | I.C.U.- neuro surgical | 2 | 60 |
| | Total | 14 Weeks | 420 Hours |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|


ESSENTIAL NEURO NURSING SKILLS

I. Procedures Observed

1. CT scan
2. MRI
3. PET
4. EEG
5. EMG
6. Sleep pattern studies/Therapy
7. Radiographical studies
8. Neuro surgeries
9. Nerve conduction studies
10. Ultrasound studies
11. Any other

II. Procedures Assisted

1. Advanced Cardiac life support
2. Lumbar Puncture
3. Biopsies – muscle, nerve and Brain
4. Arterial Blood Gas
5. ECG Recording
6. Blood transfusion
7. IV cannulation – open method




Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

8. Endotracheal intubation
9. Ventilation
10. Tracheostomy
11. ICP monitoring
12. Gama Knife
13. Cerebral angiography
14. Myelography
15. Neuro surgeries

III. Procedures Performed:

1. Airway management
 - a. Application of Oro Pharyngeal Airway
 - b. Care of Tracheostomy
 - c. Conduct Endotracheal Intubation
 - d. use of AMBU bag, artificial respirators
 - e. Setting of Ventilators and Care of patients on ventilators
2. Cardio Pulmonary Resuscitation -Defibrillation
3. Neurological assessment -Glasgow coma scale
4. Gastric Lavage
5. IV Cannulation
6. Administration of emergency IV Drugs, fluid
7. Care of patients with incontinence, bladder training Catheterization
8. Care of patients on traction related to the neurological conditions
9. Blood Administration.


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

10. Muscle strengthening exercises
11. Guidance and counseling
12. Monitoring – management and care of monitors.

2nd Year
4th semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES - NEPHRO-UROLOGY NURSING


Hours of Instruction
Theory: 60 hours (4credits)
Practical: 420 hours (14 credits)

Preamble:

This course is designed to assist students in developing expertise and in-depth understanding in the field of Nephro and urological Nursing. It will help students to develop advanced skills for nursing intervention in various nephro and urological conditions. It will enable the student to function as nephro and urology nurse practitioner/specialist and provide quality care. It will further enable the student to function as educator, manager, and researcher in the field of nephro and urology nursing

Objectives:

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


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


1. Appreciate trends and issues related to nephro and urological nursing
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of nephro and urological conditions
3. Perform physical, psychosocial & spiritual assessment
4. Assist in various diagnostic, therapeutic and surgical interventions
5. Provide comprehensive nursing care to patients with nephro and urological conditions
6. Describe the various drugs used in nephro and urological conditions and nurses responsibility
7. Demonstrate skill in handling various equipments/gadgets used for patients with nephro and urological conditions
8. Appreciate team work & coordinate activities related to patient care.
9. Practice infection control measures.
10. Identify emergencies and complications & take appropriate measures
11. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs
12. Discuss the legal and ethical issues in nephro and urological nursing
13. Identify the sources of stress and manage burnout syndrome among health care providers
14. Appreciate the role of alternative system of medicine in the care of patient
15. Incorporate evidence based nursing practice and identify the areas of research in the field of nephro and urological nursing
16. Teach and supervise nurses and allied health workers.
17. Design a layout of kidney transplant unit and dialysis unit
18. Develop standards of nephro urological nursing practice

Hours of Instruction


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

Theory: 60 hours (4credits)
Practical: 420 hours (14 credits)

| S. No | UNIT | Domains | Cognitive | psychomotor | Affective |
|-------|---|--|---|---|--|
| 9 | Drugs used in urinary disorders Classification Indications, contraindications, actions and effects, toxic effects Role of nurse | Good to know | Describe the various drugs used in nephro and urological conditions and nurses responsibility | | |
| 10 | Dialysis Dialysis- Historical, types, Principles, goals • Haemodialysis- vascular access sites- temporary and permanent • Peritoneal dialysis Dialysis Procedures- steps, equipments, maintenance, Role of nurse- pre dialysis, intra and post dialysis Complications- Counseling patient education Records and reports | Good to know Essential to perform | Develops knowledge in haemodialysis and peritoneal dialysis | Assist in dialysis of 5 patients | Appreciate the role of nurse in dialysis procedure |
| 11 | Kidney transplantation Nursing management of a patient with Kidney transplantation Kidney transplantations- a historical review Immunology of graft rejections | Good to know Essential to perform | Develop knowledge in kidney transplantation and its nursing management | Design a layout of kidney transplant unit Assist in kidney transplantation | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|---|--|--|---|
| | <p>The recipient of a renal transplant</p> <p>Renal preservations</p> <p>Human Leucocytic Antigen(HLA) typing matching and cross matching in renal transplantation</p> <p>Surgical techniques of renal transplantations</p> <p>Chronic renal transplant rejection</p> <p>Complication after KTP: Vascular and lymphatic, Urological, cardiovascular, liver and neurological, infectious complication</p> <p>KTP in children and management of pediatric patient with KTP</p> <p>KTP in developing countries</p> <p>Results of KTP</p> <p>Work up of donor and recipient for renal transplant</p> <p>Psychological aspect of KTP and organ donations</p> <p>Ethics in transplants</p> <p>Cadaveric transplantation</p> | | | | |
| 12 | <p>Rehabilitation of patient with nephrological problems</p> <p>Risk factors and prevention</p> <p>Rehabilitation of patients on dialysis and after kidney transplant</p> <p>Rehabilitation of patients after urinary diversions</p> | <p>Good to know</p> <p>Essential to perform</p> | | <p>Demonstrate family and patient teaching</p> | <p>Appreciate therehabilitation of patients on dialysis and after kidney transplant</p> |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--------------------------------------|---|---|--|
| | Family and patient teaching | | | | |
| 13 | Pediatric urinary disorders Aetiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of children with Renal Diseases -UTI, ureteral reflux, glomerulonephritis, nephrotic syndrome infantile nephrosis, cystic kidneys, familial factors in renal diseases in childhood, Haemolytic uraemic syndrome. Benign recurrent haematuria, nephropathy, wilms' tumour | Good to know Essential to perform | Develops knowledge in pediatric urinary disorders | Provides comprehensive nursing care to 5 patients with Pediatric urinary disorders | |
| 14 | Critical care units- dialysis, KTP unit Philosophy, aims and objectives Policies, staffing pattern, design and physical plan of Dialysis and KTP units Team approach, functions Psychosocial aspects in relation to staff and clients of ICU, dialysis unit In-service education Ethical and legal issues | Good to know Essential to perform | Discuss the legal and ethical issues in nephro and urological nursing | Supervises nurses and allied health workers. | |
| 15 | Quality assurance in nephrological nursing practice Role of advance practitioner in nephrological nursing Professional practice standards Quality control in nephrological | | | Develop standards of nephro urological nursing practice Participate in nursing audit | Appreciate the Role of advance practitioner in nephrological nursing |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | |
|---------------|--|--|--|--|
| nursing | | | | |
| Nursing audit | | | | |

2nd Year
4th semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES - NEPHRO-UROLOGY NURSING

Hours of Instruction

Theory : 60 Hours (4 credits)
Practical : 420 Hours (14 credits)

| S. NO | CONTENT OF TOPICS | LEARNING OBJECTIVES (at the end of the session the student should be able to) | TEACHING OBJECTIVES | METHODOLOGY | TIME |
|-------|---|--|--|--|--------|
| 9 | Drugs used in urinary disorders <ul style="list-style-type: none"> • Classification • Indications, contraindications, actions and effects, toxic effects • Role of nurse | Enumerate the Drugs used in urinary disorders | To teach and discuss about Drugs used in urinary disorders | Group discussion on Drugs used in urinary disorders | 10 hrs |
| 10 | Dialysis <ul style="list-style-type: none"> • Dialysis- Historical, types, Principles, goals • Hemodialysis-vascular access sites-temporary and permanent • Peritoneal dialysis • Dialysis Procedures-steps, equipments, maintenance, • Role of nurse- pre dialysis, intra and post | Review the dialysis, its types and role of nurse | To teach and discuss about dialysis, its types and role of nurse | Simulated learning regarding dialysis, its types and role of nurse | 10 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|---|--|---|--------|
| | dialysis <ul style="list-style-type: none"> • Complications- • Counseling • patient education • Records and reports | | | | |
| 11 | <ul style="list-style-type: none"> • Kidney transplantation • Nursing management of a patient with Kidney transplantation • Kidney transplantations- a historical review • Immunology of graft rejections • The recipient of a renal transplant • Renal preservations • Human Leucocytic Antigen(HLA) typing matching and cross matching in renal transplantation • Surgical techniques of renal transplantations • Chronic renal transplant rejection • Complication after KTP: Vascular and lymphatic, Uroloical, cardiovascular, liver and neurological, infectious complication • KTP in children and management of pediatric patient with KTP • KTP in developing countries • Results of KTP • Work up of donor and recipient for renal transplant • Psychological aspect of KTP and organ donations • Ethics in transplants | Elaborate the kidney transplantation and its nursing management | To teach and discuss about kidney transplantation and its nursing management | Panel discussion on kidney transplantation and its nursing management | 10 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|-----------|--|--|---|--|--------|
| | <ul style="list-style-type: none"> • Cadaveric transplantation | | | | |
| 12 | <ul style="list-style-type: none"> • Rehabilitation of patient with nephrological problems • Risk factors and prevention • Rehabilitation of patients on dialysis and after kidney transplant • Rehabilitation of patients after urinary diversions • Family and patient teaching | Enumerate the rehabilitation of patients with nephrological problems | To teach and discuss about rehabilitation of patients with nephrological problems | Seminar on rehabilitation of patients with nephrological problems | 5 hrs |
| 13 | <p>Pediatric urinary disorders</p> <ul style="list-style-type: none"> • Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of children with Renal Diseases -UTI, ureteral reflux, glomerulo nephritis, nephrotic syndrome infantile nephrosis, cystic kidneys, familial factors in renal diseases in childhood, Haemolytic uraemic syndrome. Benign recurrent haematuria, nephropathy, wilms' tumour | Describe the Pediatric urinary disorders and its management | To teach and discuss about Pediatric urinary disorders and its management | Simulated learning based on Pediatric urinary disorders and its management | 10 hrs |
| 14 | <p>Critical care units- dialysis , KTP unit</p> <ul style="list-style-type: none"> • Philosophy, aims and objectives • Policies, staffing pattern, design and physical plan of Dialysis and KTP units • Team approach, functions | Explain the Critical care units- dialysis , KTP unit | To teach and discuss about Critical care units- dialysis , KTP unit | Seminar on Critical care units- dialysis , KTP unit | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|----|--|---|--|---|-------|
| | <ul style="list-style-type: none"> • Psychosocial aspects in relation to staff and clients of ICU, dialysis unit • In-service education • Ethical and legal issues | | | | |
| 15 | <ul style="list-style-type: none"> • Quality assurance in nephrological nursing practice • Role of advance practioner in nephrological nursing • Professional practice standards • Quality control in nephrological nursing • Nursing audit | Elaborate the Quality assurance and role of advance practioner in nephrological nursing | To teach and discuss about Quality assurance and role of advance practioner in nephrological nursing | Panel discussion on Quality assurance and role of advance practioner in nephrological nursing | 5 hrs |

Practicals

420 hours (14 credits)

| S. No. | Deptt./ Unit | No. of Week | Total Hours |
|--------|--------------------|-----------------|------------------|
| 1 | Nephrology Ward | 3 | 90 Hours |
| 2 | Pediatrics | 1 | 30 Hours |
| 3 | Critical Care Unit | 1 | 30 Hours |
| 4 | Urology Ward | 3 | 90 Hours |
| 5 | Dialysis Unit | 2 | 60 Hours |
| 6 | Emergency Wards | 1 | 30 Hours |
| 7 | UroNephro OPDs | 2 | 60 Hours |
| 8 | Diagnostic Labs | 1 | 30 Hours |
| | Total | 14 Weeks | 420 Hours |

Procedures Observed


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

- 1 CT Scan
- 2 MRI
- 3 Radiographic studies
- 4 Urodynamics
- 5 Hemodialysis
- 6 Renal Surgeries

Procedures Assisted

1. Blood transfusion
2. I V cannulation therapy
3. Arterial Catheterization
4. Insertion of central line/cvp line
5. Connecting lines for dialysis
6. Peritoneal dialysis
7. Renal biopsy
8. Endoscopies- Bladder, urethra

III. Procedure Performed

- 1 Health assessment
- 2 Insertion of urethral and suprapubic catheters
- 3 Urine analysis
- 4 Catheterisation
- 5 Peritoneal dialysis
- 6 Bladder irrigation
- 7 Care of ostomies
- 8 Care of urinary drainage
- 9 Bladder training
- 10 Care of vascular access
- 11 Setting up dialysis machine and starting, monitoring and closing dialysis
- 12 Procedures for prevention of infections:
- 13 Hand washing, disinfection & sterilization surveillance, and fumigation universal precautions.
- 14 Collection of specimen.
- 15 Administration of drugs: IM, IV injection, IV cannulation & fixation of infusion pump, calculation of dosages, blood administration. monitoring -fluid therapy, electrolyte imbalance,
- 16 Nutritional needs , diet therapy & patient education.
- 17 Counselling



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

2nd Year
4th semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES - ORTHOPEDIC NURSING


Preamble:

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

Objectives:

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

- (i) Appreciate the history and developments in the field of orthopedic nursing
- 18 Identify the psycho-social needs of the patient while providing holistic care.
- 19 Perform physical and psychological assessment of patients with orthopedic conditions and disabilities.
- 20 Describe various disease conditions and their management
- 21 Discuss various diagnostic tests required in orthopedic conditions
- 22 Apply nursing process in providing care to patients with orthopedic conditions and those requiring rehabilitation.
- 23 Recognize and manage orthopedic emergencies.
- 24 Describe recent technologies and treatment modalities in the management of patients with orthopedic conditions and those requiring rehabilitation.
- 25 Integrate the concept of family centered, long term care and community based rehabilitation to patients with orthopedic conditions.
- 26 Counsel the patients and their families with orthopedic conditions
- 27 Describe various orthotic and prosthetic appliances
- 28 Appreciate the legal and ethical issues pertaining to patients with orthopedic conditions and those requiring rehabilitation.
- 29 Appreciate the role of alternative system of medicine in care of patients with orthopedic conditio
- (xiv) Incorporate evidence based nursing practice and identify the areas of research in


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


the field of orthopedic nursing.

- (xv) Recognize the role of orthopedic nurse practitioner and as a member of the orthopedic and rehabilitation team.
- (xvi) Teach orthopedic nursing to undergraduate students and in-service nurses.
- (xvii) Prepare a design and layout of orthopedic and rehabilitative units.


2nd Year
4th semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES - ORTHOPEDIC NURSING

Hours of Instruction
Theory: 60 Hours (4 credits)
Practical: 420 Hours (14 credits)


| S. No | UNIT | Domains | Cognitive | Psychomotor | Affective |
|-------|---|----------------------|--|---|---|
| 12 | Orthopaedic Disorders in Children: General and special consideration on paediatric orthopaedics Genetic disorders Congenital anomalies Growth disorders Genetic counselling Nurses role in genetic counselling | Good to know | Develop knowledge in Orthopaedic Disorders in Children | | Appreciate Nurses role in genetic counselling |
| 13 | Geriatric Problems Geriatric population, types of disabilities, causes, treatment and Management – Hospitalization, | Essential to perform | | Provide comprehensive nursing care to 2 geriatric patients with | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|--|---|--|--|
| | rest, physiotherapy, involvement of family members, social opportunities. Care at home – involvement of family and community, follow up care and rehabilitation | | | orthopaedic problems | |
| 14 | Pharmacokinetics Principles of drug administration Analgesics and anti-inflammatory agents Antibiotics, Antiseptics, Drugs used in orthopedics and neuromuscular disorders Blood and blood components Care of drugs and nurses role | Good to know | Analyses Pharmacokinetics relevant to drugs used in treatment of orthopaedic conditions Describe the various drugs used in orthopedics and neuromuscular disorders and nurses responsibility | | |
| 15 | Nurses Role in Orthopedic Conditions Gait analysis Urodynamic studies Prevention of physical deformities Alteration of body temperature regulatory system and immune systems Immobilization – cast, splints, braces and tractions Prevention and care of problems related to immobility | Good to know Essential to perform | | Assist in Orthopaedic Reconstructive Surgeries Perform physiotherapy for orthopaedic patients | Appreciate the nurses role in Orthopaedic Conditions |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | |
|--|--|--|--|--|
| <p>Altered sleep patterns</p> <p>Impaired communication</p> <p>Self care and activities of daily living</p> <p>Bladder and bowel rehabilitation</p> <p>Sensory function rehabilitation</p> <p>Psychological reaction related to disabilities and disorders.</p> <p>Coping of individual and family with disabilities and disorders</p> <p>Maintaining sexuality</p> <p>Spirituality – A rehabilitative prospective</p> <p>Orthopaedic Reconstructive Surgeries</p> <p>Replacement surgeries – Hip, Knee, Shoulder</p> <p>Spine surgeries</p> <p>Grafts and flaps surgery</p> <p>Deformity correction.</p> <p>Physiotherapy</p> <p>Concepts, Principles, purpose,</p> <ul style="list-style-type: none"> • Mobilization – Exercises: types, re-education in walking: <p>Crutch walking, wheel chair, Transfer techniques,</p> <ul style="list-style-type: none"> • Types of gaits: Non-weight bearing, partial weight bearing, four point crutch, tripod, walking | | | | |
|--|--|--|--|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----------|--|--------------|---|--|--|
| | <p>with sticks, callipers</p> <ul style="list-style-type: none"> • Forms of therapies: Hydrotherapy, electrotherapy, wax bath, heat therapy, ice, helio therapy, radiant heat, • Chest physiotherapy | | | | |
| 16 | <p>Rehabilitation</p> <p>Principles of rehabilitation, definition, philosophy, process,</p> <p>Various types of therapies</p> <p>Special therapies and alternative therapies</p> <p>Rehabilitation counselling</p> <p>Preventive and restorative measures.</p> <p>Community based rehabilitation (CBR)</p> <p>Challenges in rehabilitation.</p> <p>Role of the nurse in rehabilitation,</p> <p>Legal and ethical issues in rehabilitation nursing</p> <p>Occupational therapy</p> | | Develop the knowledge in rehabilitation of orthopaedic patients | Assist in rehabilitation of 5 patients with orthopaedic conditions | |
| 17 | <p>National Policies and Programmes</p> <p>National programmes for rehabilitation of persons with disability -</p> <p>National Institutes, artificial limbs manufacturing Corporation,</p> <p>District Rehabilitation Centers and</p> | Good to know | Analyse the National programmes for rehabilitation of persons with disability | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|----|---|----------------------|--|---|--|
| | <p>their schemes</p> <p>Regional rehabilitation centers etc.</p> <p>Public policy in rehabilitation nursing</p> <p>The persons with disabilities act 1995,</p> <p>Mental rehabilitation and Multiple disabilities act 1992,</p> <p>The National Trust Rules 1999 and 2000</p> <p>Rehabilitation Council of India</p> <p>Legal and ethical aspects in orthopedic nursing</p> <p>Rehabilitation health team and different categories of team members.</p> | | | | |
| 18 | <p>Quality assurance</p> <p>Standards, Protocols, Policies, Procedures</p> <p>Nursing audit</p> <p>Staffing</p> <p>Design of orthopaedic, physiotherapy and rehabilitation unit</p> | Essential to perform | | <p>Teaches orthopaedic nursing to undergraduate students and in-service nurses.</p> <p>Prepares design and layout of orthopaedic and rehabilitative units.</p> <p>Participates in nursing audit</p> | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

2nd Year
4th semester
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALTIES - ORTHOPEDIC NURSING

Hours of Instruction
Theory: 60 Hours (4 credits)
Practical: 420 Hours (14 credits)

| S. NO | CONTENT OF TOPICS | LEARNING OBJECTIVES (at the end of the session the student should be able to) | TEACHING OBJECTIVES | METHODOLOGY | TIME |
|--------------|--|--|---|--|-------------|
| 12 | Orthopedic Disorders in Children: <ul style="list-style-type: none"> • General and special consideration on pediatric orthopedics • Genetic disorders • Congenital anomalies • Growth disorders • Genetic counseling • Nurses role in genetic counseling | Enumerate the Orthopedic Disorders in Children and its management | To teach and discuss about Orthopedic Disorders in Children and its management | Seminar on Orthopedic Disorders in Children and its management | 5 hrs |
| 13 | Geriatric Problems <ul style="list-style-type: none"> • Geriatric population, types of disabilities, causes, treatment and Management – Hospitalization, rest, physiotherapy, involvement of family members, social opportunities. • Care at home – involvement of family and community, follow up care and rehabilitation | Describe the Geriatric Problems, types of disabilities and its management | To teach and discuss about Geriatric Problems, types of disabilities and its management | Simulated learning based on Geriatric Problems, types of disabilities and its management | 5 hrs |
| 14 | Pharmacokinetics <ul style="list-style-type: none"> • Principles of drug administration • Analgesics and anti inflammatory agents | Explain the drugs used in orthopedics and neuromuscular disorders | To teach and discuss about drugs used in orthopedics and | Seminar on drugs used in orthopedics and | 6 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--|---|--|--------|
| | <ul style="list-style-type: none"> Antibiotics, Antiseptics, Drugs used in orthopedics and neuromuscular disorders Blood and blood components Care of drugs and nurses role | | neuromuscular disorders | neuromuscular disorders | |
| 15 | <p>Nurses Role in Orthopedic Conditions</p> <ul style="list-style-type: none"> Gait analysis Urodynamic studies Prevention of physical deformities Alteration of body temperature regulatory system and immune systems Immobilization – cast, splints, braces and tractions Prevention and care of problems related to immobility Altered sleep patterns Impaired communication Self care and activities of daily living Bladder and bowel rehabilitation Sensory function rehabilitation Psychological reaction related to disabilities and disorders. Coping of individual and family with disabilities and disorders Maintaining sexuality Spirituality – A rehabilitative prospective Orthopedic Reconstructive Surgeries Replacement surgeries – Hip, Knee, Shoulder Spine surgeries | Elaborate the Nurses Role in Orthopedic Conditions % | To teach and discuss about Nurses Role in Orthopedic Conditions % | Panel discussion on Nurses Role in Orthopedic Conditions % | 30 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----------|---|---|---|--|-------|
| | <ul style="list-style-type: none"> • Grafts and flaps surgery • Deformity correction. • Physiotherapy • Concepts, Principles, purpose, • Mobilization – Exercises: types, re-education in walking: Crutch walking, wheel chair, Transfer techniques, • Types of gaits: Non-weight bearing, partial weight bearing, four point crutch, tripod, walking with sticks, calipers • Forms of therapies: Hydrotherapy, electrotherapy, wax bath, heat therapy, ice, helio therapy, radiant heat, • Chest physiotherapy | | | | |
| 16 | Rehabilitation <ul style="list-style-type: none"> • Principles of rehabilitation, definition, philosophy, process, • Various types of therapies • Special therapies and alternative therapies • Rehabilitation counseling • Preventive and restorative measures. • Community based rehabilitation (CBR) • Challenges in rehabilitation. Role of the nurse in rehabilitation, • Legal and ethical issues in rehabilitation nursing • Occupational therapy | Review the principles, legal and ethical issues in rehabilitation | To teach and discuss about principles, legal and ethical issues in rehabilitation | Focused group discussion on principles, legal and ethical issues in rehabilitation | 8 hrs |
| 17 | National Policies and Programmes <ul style="list-style-type: none"> • National programmes for rehabilitation of persons with disability - National Institutes, artificial limbs manufacturing Corporation, District Rehabilitation Centers | Enumerate the National Policies and Programmes % | To teach and discuss about National Policies and Programmes % | Students interactive session on National Policies and Programmes % | 5 hrs |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--|--|--|-------|
| | and their schemes <ul style="list-style-type: none"> • Regional rehabilitation centers etc. • Public policy in rehabilitation nursing • The persons with disabilities act 1995, • Mental rehabilitation and Multiple disabilities act 1992, • The National Trust Rules 1999 and 2000 • Rehabilitation Council of India • Legal and ethical aspects in orthopedic nursing • Rehabilitation health team and different categories of team members. | | | | |
| 18 | Quality assurance <ul style="list-style-type: none"> • Standards, Protocols, Policies, Procedures • Nursing audit • Staffing • Design of orthopedic, physiotherapy and rehabilitation unit | Explain the Quality assurance, Design of orthopedic, physiotherapy and rehabilitation unit | To teach and discuss about Design of orthopedic, physiotherapy and rehabilitation unit | Seminar on Design of orthopedic, physiotherapy and rehabilitation unit | 4 hrs |

Clinical Experience:

Total = 420 Hours
1 Week = 30 Hours

| S. No. | Deptt./Unit | No. of Week | Total Hours |
|--------|-------------------------------|-------------|-------------|
| 1 | Orthopedic Ward | 2 | 60 Hours |
| 2 | Orthopedic Operation theatre | 2 | 60 Hours |
| 3 | Neurosurgical Ward | 1 | 30 Hours |
| 4 | Orthopedic O.P.D. | 2 | 60 Hours |
| 5 | Casualty/Emergency and Trauma | 2 | 60 Hours |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|---|-------------------------------------|-----------------|------------------|
| 6 | Rehabilitation Units | 1 | 30 Hours |
| 7 | Physiotherapy Unit | 2 | 60 Hours |
| 8 | Paediatric /paediatric surgery unit | 1 | 30 Hours |
| 9 | Field Visit | 1 | 30 Hours |
| | Total | 14 Weeks | 420 Hours |

Procedures Observed


- 1 X Ray
- 2 Ultrasound
- 3 MRI
- 4 C T Scan/bone scan
- 5 Arthroscopy
- 6 Electrothermally – assisted capsule shift or ETAC (Thermal capsulorrhaphy)
- 7 Fluoroscopy
- 8 Electromyography
- 9 Myelography
- 10 Discography
- 11 Others

Procedures Assisted

- 1 Blood Transfusion
- 2 IV cannulation and therapy
- 3 Ventilation
- 4 Various types of tractions
- 5 Orthopedic surgeries – Arthrocentesis, Arthroscopy, Bone lengthening, Arthrodesis, grafting, Fractures fixation, reconstructive, reimplantation, replantation, spinal decompression, transplantation of bone, muscle or articular cartilage, autografting, allografting.
- 6 Injection – Intra articular, intra osseous.
- 7 Advance Life Support

Procedures Performed

- 1 Interpretation of X ray films.
- 2 Application and removal of splints, casts, and braces.
- 3 Care of tractions – skin and skeletal traction, pin site care.
- 4 Cold therapy.
- 5 Heat therapy
- 6 Hydrotherapy
- 7 Therapeutic exercises
- 8 Use of TENS (Transcutaneous electrical nerve stimulation)
- 9 Techniques of transportation


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

- 10 Crutch walking, walkers, wheel chair.
- 11 Use of devices for activities of daily living and prevention of deformities.
- 12 Administration of drugs: IV injection, IV cannulation, and Blood transfusion.
- 13 Procedures for prevention of infections: disinfection and sterilization, surveillance, fumigation.
- 14 Special skin/ part preparations for orthopedic surgeries.
- 15 Surgical dressings – Debridement.
- 16 Bladder and bowel training



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

2nd Year
4th semester
CLINICAL SPECIALITY - II
MEDICAL SURGICAL NURSING
SUB SPECILTIES - GASTRO ENTEROLOGY NURSING

Hours of Instruction
Theory: 60 Hours (4 credits)
Practical: 420 Hours (14 credits)


Preamble:

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

Objectives:

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

- 1 Appreciate trends and issues related to gastro enterologynusing
- 2 Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of gastrointestinal conditions
- 3 Participate in national health programs for health promotion, prevention and rehabilitation of patients with gastrointestinal conditions
- 4 Perform physical, psychosocial & spiritual assessment
- 5 Assist in various diagnostic, therapeutic and surgical procedures
- 6 Provide comprehensive care to patients with gastrointestinal conditions
- 7 Describe the various drugs used in gastrointestinal conditions and nurses responsibility
- 8 Demonstrate skill in handling various equipments/gadgets used for patients with gastrointestinal conditions
- 9 Appreciate team work & coordinate activities related to patient care.
- 10 Practice infection control measures.
- 11 Identify emergencies and complications & take appropriate measures
- 12 Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs
- 13 Discuss the legal and ethical issues in GE nursing
- 14 Identify the sources of stress and manage burnout syndrome among health care providers



Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

- 15 Appreciate the role of alternative system of medicine in care of patient
- 16 Incorporate evidence based nursing practice and identify the areas of research in the field of gastrointestinal nursing
- 17 Teach and supervise nurses and allied health workers.

2nd Year
4th semester
CLINICAL SPECIALITY - II
MEDICAL SURGICAL NURSING
SUB SPECILTIES - GASTRO ENTEROLOGY NURSING

Hours of Instruction
 Theory 60 hours (4 credits)

| S. No | | Domains | Cognitive | psychomotor | Affective |
|-------|---|--------------|---|-------------|-----------|
| 8 | <input type="checkbox"/> Congenital Anomalies of Esophagus <ul style="list-style-type: none"> • Esophageal atresia • Tracheo esophageal fistula Esophageal stenosis • Esophageal duplications • Dysphagia – Lusoria – aberrant right subclavian artery compressing esophagus • Esophageal rings – schalzkiring • Esophageal webs <input type="checkbox"/> Congenital Anomalies of Stomach <ul style="list-style-type: none"> • Gastric atresia • Micro gastria • Gastric diverticulum • Gastric duplication • Gastric teratoma • Gastric volvulus • Infantile hypertrophic pyloric stenosis • Adult hypertrophic pyloric stenosis <input type="checkbox"/> Congenital Anomalies of Duodenal <ul style="list-style-type: none"> • Duodenal Atresia or stenosis • Annular pancreas • Duodenal duplication cysts • Malrotation and mid gut volvulus <input type="checkbox"/> Developmental anomalies of | Good know to | Analyse the patients with Congenital Anomalies of Esophagus, stomach, duodenal and intestine. | | |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|--|--|--|--|--|
| | the intestine: <ul style="list-style-type: none"> • Abdominal wall defects (omphalocele and Gastroschisis) • Meckel's diverticulum Intestinal atresia <input type="checkbox"/> Hirschsprung's disease | | | | |
| 9 | Pharmo Kinetics <ul style="list-style-type: none"> <input type="checkbox"/> Drugs used in GIT <input type="checkbox"/> Principles of administration <input type="checkbox"/> Roles responsibilities of nurses <input type="checkbox"/> Drugs in Peptic ulcer disease <input type="checkbox"/> Proton Pump inhibitors <input type="checkbox"/> H2 Receptor Antagonists <input type="checkbox"/> Cytoprotective Agents: <input type="checkbox"/> Drugs used in Diarrhea <input type="checkbox"/> Drugs used in constipation <input type="checkbox"/> Drugs used in Inflammatory Bowel Disease <input type="checkbox"/> Aminosalicylates <input type="checkbox"/> Corticosteroids <input type="checkbox"/> Immunomodulators <input type="checkbox"/> chemotherapy <input type="checkbox"/> Antibiotics <input type="checkbox"/> Antiemetics: <input type="checkbox"/> Anticholinergics <input type="checkbox"/> Antihistaminics <input type="checkbox"/> Anthelminthics <input type="checkbox"/> Vitamin Supplements | Good to know Desirable to perform | Explain Drugs used in GIT | Compare the Drugs used in GIT | |
| 10 | Nutrition and nutritional problems related to GI system <ul style="list-style-type: none"> <input type="checkbox"/> Nutritional assessment and nursing interventions <input type="checkbox"/> Therapeutic diets <input type="checkbox"/> Adverse reactions between drugs and various foods <input type="checkbox"/> Malnutrition- etiology , clinical manifestations and management <input type="checkbox"/> Tube feeding, parenteral nutrition, total parenteral nutrition <input type="checkbox"/> Obesity- etiology, clinical manifestations and management <input type="checkbox"/> Eating disorders- anorexia nervosa, bulimia nervosa <input type="checkbox"/> Recent advances in nutrition | Desirable to perform | | Examine the Nutrition and nutritional problems related to GI system. | |
| 11 | Malignant disorders of gastro intestinal system <ul style="list-style-type: none"> <input type="checkbox"/> Etiology, clinical manifestations, | Good to | Aware the students about the Malignant | | |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--------------|--|--|--|
| | diagnosis, prognosis, related pathophysiology, medical , surgical, other modalities and nursing management of: • Malignancy of oral cavity ,Lip,Tongue,buccal mucosa, oropharynx, Salivary gland • Esophageal , Gastric , Carcinoma of bowel - Small bowel, Colorectal and Anal carcinoma, • Liver, biliary tract and Pancreatic carcinoma | know | disorders of gastro intestinal system. | | |
| 12 | Education and training in GE care <input type="checkbox"/> Staff orientation, training and development, <input type="checkbox"/> In-service education program, a) • Clinical teaching programs | Good to know | Tell the students about Education and training in GE care. | | |


2nd Year
4th sem
CLINICAL SPECIALITY - II
MEDICAL SURGICAL NURSING
SUB SPECILTIES - GASTRO ENTEROLOGY NURSING

Theory 60 hours (4 credits)


| S. NO | CONTENT OF TOPICS | LEARNING OBJECTIVES (at the end of the session the student should be able to) | TEACHING OBJECTIVES | METHODOLOGY | TIME |
|-------|--|--|--|--|--------|
| 8 | Congenital Anomalies of Esophagus • Esophageal atresia • Tracheo esophageal fistula • Esophageal stenosis | Enumerate the Congenital Anomalies of Esophagus and its management | To teach and discuss about Congenital Anomalies of Esophagus and its | Presentation cum panel discussion (by students) on Congenital Anomalies of | 15 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


| | | | | | |
|---|---|---------------------------------------|--|---|--------|
| | <ul style="list-style-type: none"> • Esophageal duplications • Dysphagia – Lusoria – aberrant right subclavian artery compressing esophagus • Esophageal rings – schalzkiring • Esophageal webs • Congenital Anomalies of Stomach • Gastric atresia • Micro gastria • Gastric diverticulum • Gastric duplication • Gastric teratoma • Gastric volvulus • Infantile hypertrophic pyloric stenosis • Adult hypertrophic pyloric stenosis • Congenital Anomalies of Duodenal • Duodenal Atresia or stenosis • Annular pancreas • Duodenal duplication cysts • Malrotation and mid gut volvulus • Developmental anomalies of the intestine: • Abdominal wall defects (omphalocele and Gastroschisis) • Meckel's diverticulum • Intestinal atresia • Hirschsprung's disease | | management | Esophagus and its management | |
| 9 | Pharmo Kinetics <ul style="list-style-type: none"> • Drugs used in GIT • Principles of administration • Roles responsibilities of nurses • Drugs in Peptic ulcer disease • Proton Pump inhibitors | Enumerate the drugs used in GI system | To teach and discuss about drugs used in GI system | Group discussion on drugs used in GI system | 15 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--|--|--|--------|
| | <ul style="list-style-type: none"> • H2 Receptor Antagonists • Cytoprotective Agents: • Drugs used in Diarrhea • Drugs used in constipation • Drugs used in Inflammatory Bowel Disease • Aminosalicylates • Corticosteroids • Immunomodulators • chemotherapy • Antibiotics • Antiemetics • Anticholinergics • Antihistaminics • Anthelmintics • Vitamin Supplements | | | | |
| 10 | <p>Nutrition and nutritional problems related to GI system</p> <ul style="list-style-type: none"> • Nutritional assessment and nursing interventions • Therapeutic diets • Adverse reactions between drugs and various foods • Malnutrition- etiology, clinical manifestations and management • Tube feeding, parenteral nutrition, total parenteral nutrition • Obesity- etiology, clinical manifestations and management • Eating disorders- anorexia nervosa, bulimia nervosa • Recent advances in nutrition | Review the Nutrition and nutritional problems related to GI system | To teach and discuss about Nutrition and nutritional problems related to GI system | Problem based learning Nutrition and nutritional problems related to GI system | 10 hrs |
| 11 | <p>Malignant disorders of gastro intestinal system</p> <ul style="list-style-type: none"> • Etiology, clinical manifestations, diagnosis, prognosis, | Elaborate the Malignant disorders of gastro intestinal system | To teach and discuss about Malignant disorders of gastro | Panel discussion on Malignant disorders of gastro | 15 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--|--|--|-------|
| | <p>related pathophysiology, medical , surgical, other modalities and nursing management of:</p> <ul style="list-style-type: none"> • Malignancy of oral cavity ,Lip,Tongue,buccal mucosa, oropharynx, Salivary gland • Esophageal , Gastric , Carcinoma of bowel - Small bowel, Colorectal and Anal carcinoma, • Liver, biliary tract and Pancreatic carcinoma | | intestinal system | intestinal system | |
| 12 | <p>Education and training in GE care</p> <ul style="list-style-type: none"> • Staff orientation, training and development, • In-service education program, • Clinical teaching programs | Describe the Education and training in GE care | To teach and discuss about Education and training in GE care | Student seminar on Education and training in GE care | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

1 Week = 30 Hours


| S.No. | Deptt./Unit | No. of Weeks | Total Hours |
|-------|----------------------------|-----------------|------------------|
| 1 | Diagnostic labs | 1 | 30 Hours |
| 2 | Emergency and casualty | 1 | 30 Hours |
| 4 | GE Medical Ward | 2 | 60 Hours |
| 5 | GE Surgical Ward | 4 | 120 Hours |
| 6 | OT | 1 | 30 Hours |
| 7 | ICU | 2 | 60 Hours |
| 8 | Pediatric gastroenterology | 1 | 30 Hours |
| 9 | Oncology | 1 | 30 Hours |
| 10 | GE OPD | 1 | 30 Hours |
| | Total | 14 Weeks | 420 Hours |

Procedures Assisted

- 1 Endoscopy room – Upper G.I. Endoscopy (Diagnostic and therapeutic).
- 2 Sigmoidoscopy
- 3 Colonoscopy
- 4 Polypectomy
- 5 Endoscopic retrograde cholangiopancreatography (ERCP)
- 6 Liver biopsy
- 7 Percutaneous catheter drainage (PCD) of Pseudocyst pancreas
- 8 Abdominal paracentesis
- 9 Percutaneous aspiration of liver abscess
- 10 GE Lab : PT, HbsAg, Markers – A, B, C virus, CBP, ESR, Stool Test

Procedures Performed

- 1 History and Physical assessment
- 2 RT intubation / extubation / aspiration/suction
- 3 Gastric lavage and gavage
- 4 Bowel wash
- 5 Therapeutic Diets


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

- 6 Ostomy feeding
- 7 Stoma care
- 8 Monitoring vital parameters
- 9 Plan of inservice education programme for nursing staff and Class-IV employees
- 10 Counseling

4th Semester

PSYCHIATRIC NURSING


Placement: MSC Nursing 2nd Year

Hours of Instruction

Theory 60 Hours=4 credit

Practical 420 Hours= 14 credit

| S.NO. | TOPIC | DOMAIN | HOUR |
|-------|--|--|------|
| 1. | Medical Conditions due to Psychological Factors <ul style="list-style-type: none"> • Asthma • Cancer • Coronary Heart Disease • Peptic Ulcer • Essential Hypertension • Migraine Headache • Rheumatoid Arthritis • Ulcerative Colitis • Treatment & Nursing Management | Must know Desirable to know Desirable to know Must know Desirable to know Must know Desirable to know Desirable to know Must know | 4 |
| 2. | Personality Disorders <ul style="list-style-type: none"> • Historical perspectives • Types Of Personality Disorders • Paranoid Personality Disorder • Schizoid Personality Disorder • Antisocial Personality Disorder • Borderline Personality Disorder • Histrionic Personality Disorder • Narcissitic Personality Disorder • Avoidance Personality Disorder • Dependent Personality Disorder • Obsessive-Compulsive Personality Disorder • Passive-Aggressive Personality Disorders • Identification, diagnostic, symptoms • Psychopharmacology • Treatment & Nursing Management | Must know Desirable to know Nice to know Must know Desirable to know Nice to know Desirable to know Desirable to know Must know Desirable to know Must know Desirable to know Desirable to know Must know | 7 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | |
|----|---|---|---|
| | | | |
| 3. | The Aging Individual <ul style="list-style-type: none"> • Epidemiological Statistics • Biological Theories • Biological Aspects of Aging • Psychological Aspects of Aging • Memory Functioning • Socio-cultural aspects of aging • Sexual aspects of aging • Special Concerns of the Elderly Population • Psychiatric problems among elderly population • Treatment & Nursing Management | Desirable to know Nice to know Must know Desirable to know Nice to know Desirable to know Desirable to know Must know Desirable to know Desirable to know | 8 |
| 4. | The person living with HIV Disease <ul style="list-style-type: none"> • Psychological problems of individual HIV/AIDS • Counseling • Treatment & Nursing Management | Desirable to know Desirable to know Must know | 5 |
| 5. | Problems Related to Abuse or Neglect <ul style="list-style-type: none"> • Vulnerable groups, Women, Children, elderly, Psychiatric patients, under privileged, challenged • Predisposing Factors • Treatment & Nursing management-Counseling | Desirable to know Desirable to know Must know | 8 |
| 6. | Community Mental Health Nursing <ul style="list-style-type: none"> • National Mental Health Program-Community mental health program • The Changing Focus of care • The Public Health Model • The Role of the Nurse • Case Management • The community as Client • Primary Prevention • Populations at Risk • Secondary prevention • Tertiary Prevention • Community based rehabilitation | Desirable to know Desirable to know Must know Desirable to know Desirable to know Desirable to know Desirable to know Must know Desirable to know Desirable to know Desirable to know | 7 |
| 7. | Ethical and Legal Issues in Psychiatric/Mental Health Nursing | Desirable to know | 5 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | |
|-----|---|--|---|
| | <ul style="list-style-type: none"> • Ethical Considerations • Legal Consideration • Nurse Practice Acts • Types of Law • Classification within Statutory and Common Law • Legal Issues in Psychiatric/Mental Health Nursing • Nursing Liability | Desirable to know Must know Desirable to know Desirable to know Desirable to know Desirable to know | |
| 8. | Psychosocial rehabilitation <ul style="list-style-type: none"> • Principles of rehabilitation • Disability assessment • Day care centers • Half way homes • Reintegration into the community • Training and support to care givers • Sheltered workshops • Correctional homes | Desirable to know Desirable to know Must know Desirable to know Desirable to know Desirable to know Desirable to know Must know | 5 |
| 9. | Counseling <ul style="list-style-type: none"> • Liaison Psychiatric Nursing • Terminal illnesses-Counseling • Post partum psychosis-treatment, care and counseling • Death dying- Counseling • Treatment, care and counseling – • Unwed mothers • HIV and AIDS | Desirable to know Desirable to know Must know Desirable to know Desirable to know | 5 |
| 10. | Administration and management of Psychiatric units including emergency units <ul style="list-style-type: none"> • Design & layout • Staffing, • Equipment, supplies, • Norms, policies and protocols • Quality assurance • Practice standards for Psychiatric Nursing • Documentation | Desirable to know Desirable to know Must know Desirable to know Desirable to know Desirable to know Desirable to know Must know | 5 |
| 11. | Education and training in Psychiatric care <ul style="list-style-type: none"> • Staff orientation, training and development, • In-service education program, • Clinical teaching programs. | Desirable to know Desirable to know Must know | 5 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


4th Semester
PSYCHIATRIC NURSING

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. | Medical Conditions due to Psychological Factors <ul style="list-style-type: none">• Asthma• Cancer• Coronary Heart | Explain the medical conditions due to psychological factors | To cover the concept of Medical Conditions due to Psychological Factors <ul style="list-style-type: none">• Asthma• Cancer | Student interaction on Medical Conditions due to Psychological | 4 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|--|--|--|---|---|--|
| | Disease • Peptic Ulcer • Essential Hypertension • Migraine Headache • Rheumatoid Arthritis • Ulcerative Colitis • Treatment & Nursing Management | | • Coronary Heart Disease • Peptic Ulcer • Essential Hypertension • Migraine Headache • Rheumatoid Arthritis • Ulcerative Colitis • Treatment & Nursing Management | Factors. Teacher Seminar on Asthma • Cancer • Coronary Heart Disease • Peptic Ulcer • Essential Hypertension • Migraine Headache • Rheumatoid Arthritis • Ulcerative Colitis • Treatment & Nursing Management | |
|--|--|--|---|---|--|

| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|--|-------------------------------------|---|---|-------|
| 2. | Personality Disorders • Historical perspectives • Types Of Personality Disorders • Paranoid Personality Disorder • Schizoid Personality Disorder • Antisocial Personality Disorder • Borderline Personality Disorder • Histrionic Personality Disorder • Narcissitic Personality Disorder • Avoidance Personality Disorder • Dependent Personality Disorder | Describe the personality disorders. | To cover the concept of Personality Disorders its Historical perspectives, Types Of Personality Disorders • Paranoid Personality Disorder • Schizoid Personality Disorder • Antisocial Personality Disorder • Borderline Personality Disorder • Histrionic Personality Disorder • Narcissitic Personality Disorder • Avoidance Personality Disorder • Dependent Personality Disorder • Obsessive- | Student interaction on Personality Disorders its Historical perspectives, Types Of Personality Disorders. Teacher seminar on various types of personality disorders and Psychopharmacology ,Treatment & Nursing Management | 7 hrs |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram


| | | | | | |
|----|---|---|---|---|-------|
| | <ul style="list-style-type: none"> • Obsessive-Compulsive Personality Disorder • Passive-Aggressive Personality Disorders • Identification, diagnostic, symptoms • Psychopharmacology • Treatment & Nursing Management | | Compulsive Personality Disorder <ul style="list-style-type: none"> • Passive-Aggressive Personality Disorders • Identification, diagnostic, symptoms • Psychopharmacology • Treatment & Nursing Management | | |
| 3. | The Aging Individual <ul style="list-style-type: none"> • Epidemiological Statistics • Biological Theories • Biological Aspects of Aging • Psychological Aspects of Aging • Memory Functioning • Socio-cultural aspects of aging • Sexual aspects of aging • Special Concerns of the Elderly Population • Psychiatric problems among elderly population • Treatment & Nursing Management | To discuss about the aging individual. | To cover the concept of the Aging Individual, its Epidemiological Statistics, Biological Theories, Biological Aspects of Aging, Psychological Aspects of Aging, Memory Functioning, Socio-cultural aspects of aging, Sexual aspects of aging <ul style="list-style-type: none"> • Special Concerns of the Elderly Population • Psychiatric problems among elderly population • Treatment & Nursing Management | Teacher seminar on concept of the Aging Individual. Its Epidemiological Statistics, Biological Theories, Biological Aspects of Aging <ul style="list-style-type: none"> • Psychological Aspects of Aging Student interaction on Memory Functioning, Socio-cultural aspects of aging, Sexual aspects of aging, Special Concerns of the Elderly Population Teacher seminar on Psychiatric problems among elderly population <ul style="list-style-type: none"> • Treatment & Nursing Management | 7hrs |
| 4. | The person living with HIV Disease <ul style="list-style-type: none"> • Psychological problems of individual HIV/AIDS • Counseling • Treatment & Nursing Management | To describe the person living with HIV Disease. | To cover the concept of the person living with HIV Disease, its Psychological problems of individual HIV/AIDS, Counseling <ul style="list-style-type: none"> • Treatment & Nursing Management | Teacher seminar on the concept of the person living with HIV Disease, its Psychological problems of individual HIV/AIDS, Counseling Student interactive session on Treatment & Nursing | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|----|---|--|---|---|-------|
| | | | | Management | |
| 5. | Problems Related to Abuse or Neglect <ul style="list-style-type: none"> • Vulnerable groups, Women, Children, elderly, Psychiatric patients, under privileged, challenged • Predisposing Factors • Treatment & Nursing management-Counseling | To describe the Problems Related to Abuse or Neglect | To cover the concept of Problems Related to Abuse or Neglect i.e. Vulnerable groups, Women, Children, elderly, Psychiatric patients, under privileged, challenged <ul style="list-style-type: none"> • Predisposing Factors • Treatment & Nursing management-Counseling | Teacher seminar on the concept of Problems Related to Abuse or Neglect i.e. Vulnerable groups, Women, Children, elderly, Psychiatric patients, under privileged, challenged Student seminar on Predisposing Factors And Treatment & Nursing management-Counseling | 8 hrs |
| 6. | Community Mental Health Nursing <ul style="list-style-type: none"> • National Mental Health Program-Community mental health program • The Changing Focus of care • The Public Health Model • The Role of the Nurse • Case Management • The community as Client • Primary Prevention • Populations at Risk • Secondary prevention • Tertiary Prevention • Community based rehabilitation | To describe the concept of community mental health nursing | Community Mental Health Nursing <ul style="list-style-type: none"> • National Mental Health Program-Community mental health program • The Changing Focus of care • The Public Health Model • The Role of the Nurse • Case Management • The community as Client • Primary Prevention • Populations at Risk • Secondary prevention • Tertiary Prevention • Community based rehabilitation | Student interactive session on Community Mental Health Nursing Teacher seminar on National Mental Health Program-Community mental health program, The Changing Focus of care, The Public Health Model Student seminar on the Role of the Nurse, Case Management, The community as Client student interactive session on Primary Prevention, Populations at Risk, Secondary prevention, Tertiary Prevention, Community based rehabilitation | 7 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|----|---|--|---|--|-------|
| 7. | Ethical and Legal Issues in Psychiatric/Mental Health Nursing <ul style="list-style-type: none"> • Ethical Considerations • Legal Consideration • Nurse Practice Acts • Types of Law • Classification within Statutory and Common Law • Legal Issues in Psychiatric/Mental Health Nursing • Nursing Liability | To describe the ethical and legal issues in mental health nursing. | To cover the concept of Ethical and Legal Issues in Psychiatric/Mental Health Nursing its Ethical Considerations, Legal Consideration, Nurse Practice Acts, Types of Law, Classification within Statutory and Common Law, Legal Issues in Psychiatric/Mental Health Nursing, Nursing Liability | Teacher seminar on Ethical and Legal Issues in Psychiatric/Mental Health Nursing | 5 hrs |
| 8. | Psychosocial rehabilitation <ul style="list-style-type: none"> • Principles of rehabilitation • Disability assessment • Day care centers • Half way homes • Reintegration into the community • Training and support to care givers • Sheltered workshops • Correctional homes | Describe the concept, principles of psychosocial rehabilitation. | To cover the concept of Psychosocial rehabilitation its Principles of rehabilitation, Disability assessment, Day care centers, Half way homes, Reintegration into the community, Training and support to care givers, Sheltered workshops, Correctional homes | Psychosocial rehabilitation <ul style="list-style-type: none"> • Principles of rehabilitation • Disability assessment • Day care centers • Half way homes • Reintegration into the community • Training and support to care givers • Sheltered workshops • Correctional homes | 5 hrs |
| 9. | Counseling <ul style="list-style-type: none"> • Liaison Psychiatric Nursing • Terminal illnesses-Counseling • Post partum psychosis-treatment, care and counseling • Death dying-Counseling • Treatment, care and counseling – | Describe the concept of counseling in various areas. | To cover the concept of Counseling, Liaison Psychiatric Nursing, Terminal illnesses-Counseling, Post partum psychosis-treatment, care and counseling, Death dying-Counseling, Treatment, care and counseling – Unwed mothers | Teacher seminar on Counseling, Liaison Psychiatric Nursing, Terminal illnesses-Counseling Student interactive session on Post partum psychosis-treatment, care and counseling Student seminar on Death dying- | 5 hrs |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|-----|---|---|--|---|-------|
| | <ul style="list-style-type: none"> • Unwed mothers • HIV and AIDS | | And HIV and AIDS | Counseling, Treatment, care and counseling – <ul style="list-style-type: none"> • Unwed mothers • HIV and AIDS | |
| 10. | Administration and management of Psychiatric units including emergency units <ul style="list-style-type: none"> • Design & layout • Staffing, • Equipment, supplies, • Norms, policies and protocols • Quality assurance • Practice standards for Psychiatric Nursing • Documentation | Describe the Administration and management of Psychiatric units including emergency units | To cover the concept of Administration and management of Psychiatric units including emergency units, its Design & layout, Staffing, Equipment, supplies, <ul style="list-style-type: none"> • Norms, policies and protocols • Quality assurance, Practice standards for Psychiatric Nursing, Documentation | Teacher seminar on Administration and management of Psychiatric units including emergency units its Design & layout, Staffing, Student interactive session on Equipment, supplies, Norms, policies and protocols Teacher seminar on Quality assurance, Practice standards for Psychiatric Nursing And Documentation | 5 hrs |
| 11. | Education and training in Psychiatric care <ul style="list-style-type: none"> • Staff orientation, training and development, • In-service education program, • Clinical teaching programs. | Describe the concept of education and training in psychiatric care | Education and training in Psychiatric care <ul style="list-style-type: none"> • Staff orientation, training and development, • In-service education program, • Clinical teaching programs. | Education and training in Psychiatric care <ul style="list-style-type: none"> • Staff orientation, training and development, • In-service education program, • Clinical teaching programs. | 5 hrs |

References

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


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

2. Beck M. C. Rawtins P. R. and et al, *Mental Health – Psychiatric Nursing*. The C.V. MosbyCo., Ltd. 1984, Toronto.
3. Coleman C. J, *Abnormal Psychology and Modern Life*. P. B. Tara and Sons Co. Pvt Ltd .1982.
4. Kaplan H. Saddock B, *Synopsis of Psychiatry*, William sand Wilkins, 1991, Bathmov.
5. Stuart W. G. Sundeen J. S, *Principles and Practice of Psychiatric Nursing*, Mosby Year book,1991, London.
6. Taylor C.M., *Essentials of Psychiatric Nursing*, 14th edition CV Mosby Co., 1982, London.
7. Bimlakapoor CV, *A Text book of Psychiatric Nursing*, 4th edition Mosby Co., 1982, Delhi.
8. Shivas, “*Basic Cocept of Psychiatric Mental Health Nursing*, 3rd edition, B.I Publications, 1994.

Practicals

| S.NO. | Area of Posting | No. Of Weeks | Total Hours |
|-------|--|----------------|---------------|
| 1. | Acute Psychiatric Ward | 1 | 40 Hours |
| 2. | Chronic psychiatric ward | 2 | 60 Hours |
| 3. | De-addiction unit | 1 | 40 Hours |
| 4. | Psychiatric Emergency unit | 2 | 60 Hours |
| 5. | O.P.D Neuro and psychiatric | 1 | 40 Hours |
| 6. | Child Psychiatric Unit and Child guidance Clinic | 2 | 30 Hours |
| 10. | Rehabilitation | 1 | 30 Hours |
| 11. | Community Mental Health Unit | 4 | 120 Hours |
| | TOTAL | 14WEEKS | 420HRS |

M.Sc. Nursing :- 4th Semester


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

CLINICAL SPECIALTY –II
CHILD HEALTH (PEDIATRIC) NURSING
Paper Code : 04040211

PLACEMENT: M.Sc. NURSING 2ND YEAR

HOURS OF INSTRUCTION

THEORY: 60Hours/4credit

TOTAL : 60 Hours/4 credit

PREAMBLE

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


GOALS :

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

OBJECTIVES :

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

1. Appreciate the history and developments in the field of pediatrics and pediatric nursing as a specialty
2. Apply the concepts of growth and development in providing care to the pediatric clients and their families.
3. Appreciate the child as a holistic individual
4. Perform physical, developmental, and nutritional assessment of pediatric clients
5. Apply nursing process in providing nursing care to neonates & children
6. Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness.
7. Recognize and manage emergencies in neonates
8. Describe various recent technologies and treatment modalities in the management of high risk neonates


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

9. Appreciate the legal and ethical issues pertaining to pediatric and neonatal nursing
10. Prepare a design for layout and management of neonatal units
11. Incorporate evidence based nursing practice and identify the areas of research in the field of pediatric/neonatal nursing
12. Recognize the role of pediatric nurse practitioner and as a member of the pediatric and neonatal health team
13. Teach pediatric nursing to undergraduate students & in-service nurse.

M.Sc. Nursing :- 4th Semester

CLINICAL SPECIALTY –II CHILD HEALTH (PEDIATRIC) NURSING

Paper Code : 04040211

PLACEMENT: M.Sc. NURSING 2ND YEAR

HOURS OF INSTRUCTION


THEORY: 60Hours/4credit

TOTAL : 60 Hours/4 credit

| COMPETENCIES The student is able to: | | CONTENTS | DOMAIN | HOURS |
|--|--|--|---|--------------|
| /1. | Provide care to normal & high risk neonates <ul style="list-style-type: none"> • Perform neonatal resuscitation. • Recognize and manage Common neonatal problems | High Risk Newborn <ul style="list-style-type: none"> □ Concept, goals, assessment, principles. □ Nursing management of <ul style="list-style-type: none"> • Post-mature infant, and baby of diabetic and substance use mothers. • Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum • Icterus neonatorum. • Birth injuries. • Hypoxic ischaemic encephelopathy • Congenital anomalies. • Neonatal seizures. • Neonatal hypocalcaemia, hypoglycemia, | Need to know Need to know Must to know Must to know Need to know Desirable to know Must to know Must to know Must to know | 20 |



 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|-----|--|--|---|-----------|
| | | <p>hypomagnesaemia.</p> <ul style="list-style-type: none"> • Neonatal heart diseases. • Neonatal hemolytic diseases • Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS • Advanced neonatal procedures. • Calculation of fluid requirements. <p>Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn</p> <ul style="list-style-type: none"> • Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU | | |
| II. | <ul style="list-style-type: none"> • Manage the child with behavioral and social problems. • Identify the social and welfare services for challenged children. | <p>Developmental disturbances and implications for nursing</p> <ul style="list-style-type: none"> □ Adjustment reaction to school, □ Learning disabilities □ Habit disorders, speech disorders, □ Conduct disorders, □ Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia | <p>Desirable to know Must to know</p> <p>Must to know</p> <p>Need to know</p> <p>Need to know</p> | 10 |
| II. | Discuss implication for nursing of challenged child | <p>Challenged child and implications for nursing</p> <ul style="list-style-type: none"> □ Physically challenged, | <p>Desirable to know Must to know Must to know</p> <p>Must to know</p> | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | |
|-----|---|---|--|----|
| | | causes, features, early detection & management <input type="checkbox"/> Cerebral palsied child, <input type="checkbox"/> Mentally challenged child. <input type="checkbox"/> Training & rehabilitation of challenged children | Must to know | |
| X. | Discuss the drugs used in paediatrics | Drugs used in Pediatrics <input type="checkbox"/> Criteria for dose calculation <input type="checkbox"/> Administration of drugs, oxygen and blood <input type="checkbox"/> Drug interactions <input type="checkbox"/> Adverse effects and their management | Must to know Desirable to know | 5 |
| X. | <ul style="list-style-type: none"> Describe the administration and management of pediatric care unit. Discuss the standards for pediatric care unit | Administration and management of pediatric care unit <input type="checkbox"/> Design & layout <input type="checkbox"/> Staffing, <input type="checkbox"/> Equipment, supplies, <input type="checkbox"/> Norms, policies and protocols <input type="checkbox"/> Practice standards for pediatric care unit <input type="checkbox"/> Documentation | Desirable to know Desirable to know Must to know Must to know | 10 |
| XI. | Provide education and training in pediatric care | Education and training in Pediatric care <input type="checkbox"/> Staff orientation, training and development, <input type="checkbox"/> In-service education program, <input type="checkbox"/> Clinical teaching programs | Desirable to know Desirable to know Must to know | 5 |

CURRICULUM


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| S.No | Topic | Learning objective | Teaching Guidelines | Methodology | Time |
|------|---|--|--|---|------|
| V | <p>Provide care to normal & high risk neonates</p> <ul style="list-style-type: none"> • Perform neonatal resuscitation. • Recognize and manage Common neonatal problems | <p>High Risk Newborn</p> <ul style="list-style-type: none"> □ Concept, goals, assessment, principles. □ Nursing management of <ul style="list-style-type: none"> • Post-mature infant, and baby of diabetic and substance use mothers. • Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum • Icterus neonatorum. • Birth injuries. • Hypoxic ischaemic encephalopathy • Congenital anomalies. • Neonatal seizures. • Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. • Neonatal heart diseases. • Neonatal hemolytic diseases • Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS • Advanced neonatal procedures. • Calculation of fluid requirements. <p>Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn</p> <ul style="list-style-type: none"> • Organization of neonatal care, services(Levels), transport, | <p>To cover High Risk Newborn Concept, goals, assessment, principles, Nursing management of, Post-mature infant, and baby of diabetic and substance use mothers., Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum, Icterus neonatorum., Birth injuries., Hypoxic ischaemic encephalopathy, Congenital anomalies, Neonatal seizures., Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia., Neonatal</p> | <p>Role play Videos Plotting of growth chart</p> <p>Conventional method</p> <p>Teaching seminar Demonstration</p> | 20 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---------|--|--|--|--|----|
| | | neonatal intensive care unit, organization and management of nursing services in NICU | heart diseases. | | |
| VI | <ul style="list-style-type: none"> • Manage the child with behavioral and social problems. • Identify the social and welfare services for challenged children. | Developmental disturbances and implications for nursing <ul style="list-style-type: none"> □ Adjustment reaction to school, □ Learning disabilities □ Habit disorders, speech disorders, □ Conduct disorders, □ Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia | To cover Adjustment reaction to school, Learning disabilities Habit disorders, speech disorders, Conduct disorders, Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia | Student seminar Teaching seminar Interactive seminar Unconventional method | 10 |
| V II | Discuss implication for nursing of challenged child | Challenged child and implications for nursing <ul style="list-style-type: none"> □ Physically challenged, causes, features, early detection & management □ Cerebral palsied child, □ Mentally challenged child. □ Training & rehabilitation of challenged children | To cover Physically challenged, causes, features, early detection & management Cerebral palsied child, Mentally challenged child. Training & rehabilitation of challenged children | Demonstration Simulation. Visit to anganwadi schools, remand homes & adoption centers Teaching seminar Student seminar | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| | | | | | |
|--------|---|--|--|---|-----------|
| IX. | Discuss the drugs used in paediatrics | Drugs used in Pediatrics <ul style="list-style-type: none"> <input type="checkbox"/> Criteria for dose calculation <input type="checkbox"/> Administration of drugs, oxygen and blood <input type="checkbox"/> Drug interactions <input type="checkbox"/> Adverse effects and their management | | Student seminar Interactive seminar | 5 |
| X | <ul style="list-style-type: none"> • Describe the administration and management of pediatric care unit. • Discuss the standards for pediatric care unit | Administration and management of pediatric care unit <ul style="list-style-type: none"> <input type="checkbox"/> Design & layout <input type="checkbox"/> Staffing, <input type="checkbox"/> Equipment, supplies, <input type="checkbox"/> Norms, policies and protocols <input type="checkbox"/> Practice standards for pediatric care unit <input type="checkbox"/> Documentation | | Demonstration Conventional method Student seminar Teaching seminar | 10 |
| X I | Provide education and training in pediatric care | Education and training in Pediatric care <ul style="list-style-type: none"> <input type="checkbox"/> Staff orientation, training and development, <input type="checkbox"/> In-service education program, <input type="checkbox"/> Clinical teaching programs | | Student seminar | 5 |

M.Sc. Nursing :- 4th Semester

CLINICAL SPECIALTY –II
CHILD HEALTH (PEDIATRIC) NURSING
Paper Code : 04040211

PLACEMENT: M.Sc. NURSING 2ND YEAR

HOURS OF INSTRUCTION
 420 Hours/ 14 Credits


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram


| TOPIC | No. of week | Hours | Credits |
|-------------------------|--------------------|------------------|-------------------|
| Pediatric Medicine ICU | 2 | 60 Hours | 2 |
| Pediatric Surgical ICU | 2 | 60 Hours | 2 |
| NICU | 2 | 60 Hours | 2 |
| Pediatric OT | 1 | 30 Hours | 1 |
| Pediatric medicine ward | 2 | 60 Hours | 2 |
| Pediatric Surgery ward | 2 | 60 Hours | 2 |
| Emergency/Casualty | 2 | 60 Hours | 2 |
| Field Visit | 1 | 30 Hours | 1 |
| TOTAL | 14 Weeks | 420 Hours | 14 Credits |

Field visits:

*Child care center, Anganwadi, play school, Special schools for challenged children, Juvenile court, UNICEF, Orphanage, Creche, SOS village

Student Activities

- Clinical presentations
- Growth & developmental assessment
- Assessment & prescription of nursing interventions for sick children
- Health education related to disease conditions
- Nutritional assessment


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

- Project work
- Field visits

Essential

I. Procedures Observed:


- Echo cardiogram
- Ultrasound head
- ROP screening (Retinopathy of prematurity)
- Any other

II. Procedures Assisted

- Advanced neonatal life support
- Lumbar Puncture
- Arterial Blood Gas
- ECG Recording
- Umbilical catheterization – arterial and venous
- Arterial B P monitoring
- Blood transfusion- exchange transfusion full and partial
- IV cannulation & therapy
- Arterial catheterization
- Chest tube insertion
- Endotracheal intubation
- Ventilation
- Insertion of long line
- Assist in surgery

III. Procedures Performed:

- Airway Management
 - Application of Oro Pharyngeal Airway
 - Oxygen therapy
 - CPAP(Continuous Positive Airway Pressure)
 - Care of Tracheostomy
 - Endotracheal Intubation
- Neonatal Resuscitation
- Monitoring of Neonates – clinically & with monitors, CRT(Capillary Refill Time), assessment of jaundice, ECG
- Gastric Lavage


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

- Setting of Ventilators
- Phototherapy
- Assessment of Neonates: Identification & assessment of risk factors, APGAR Score, gestation age, Anthropometric assessment, Weighing the baby, Newborn examination, detection of life threatening congenital abnormalities,
- Admission & discharge of neonates
- Feeding - management of breast feeding, artificial feeding, expression of breast milk, OG(Orogastric) tube insertion, gavage feeding, TPN, Breast feeding counseling
- Thermoregulation- Axillary temperature, Kangaroo Mother Care (KMC), Use of Radiant warmer, incubators, management of thermoregulation & control
- Administration of Drugs: I/M, IV injection, IV Cannulation & fixation infusion pump, Calculation of dosages, Neonatal formulation of drugs, use of tuberculin/ insulin syringes, Monitoring fluid therapy, Blood administration.
- Procedures for prevention of infections: Hand washing, disinfections & sterilization, surveillance, fumigation
- Collection of specimens
- Setting, Use & maintenance of basic equipment: Ventilator, O2 analyzer, monitoring equipment, Photo therapy unit, Flux meter, Infusion pump, Radiant warmer, incubator, Centrifuge machine, Bilimeter, Refractometer, laminar flow


MSc(N) 2ND YEAR
CLINICAL SPECIALITY -2
COMMUNITY HEALTH NURSING

PLACEMENT : FOURTH SEMESTER

THEORY -04 credit (60 hours)

PRACTICAL -14credit (420 hours)


TOTAL -18 credit (480 hours)


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

COURSE DESCRIPTION

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


| S. NO | TOPIC | DOMAIN | HRS |
|-------|---|--|-----|
| 1 | <u>EDUCATION AND ADMINISTRATION</u> <ul style="list-style-type: none"> <input type="checkbox"/> Quality assurance <input type="checkbox"/> Standards, Protocols, Policies, Procedures <input type="checkbox"/> Infection control; Standard safety measures <input type="checkbox"/> Nursing audit <input type="checkbox"/> Design of Sub-Centre/Primary Health Centre/ Community health center <input type="checkbox"/> Staffing; Supervision and monitoring- Performance appraisal <input type="checkbox"/> Budgeting <input type="checkbox"/> Material management <input type="checkbox"/> Role and responsibilities of different categories of personnel in community health <input type="checkbox"/> Referral chain- community outreach services <input type="checkbox"/> Transportation <input type="checkbox"/> Public relations <input type="checkbox"/> Planning in-service educational programme and Teaching <input type="checkbox"/> Training of various categories of health workers ,preparation of manuals | <p>Nice to know Must know Must know Nice to know Must know</p> <p>Must know Must know Must know Must know Must know Must know Must know Must know Must know</p> <p>Must know Desirable to know</p> <p>Nice to know</p> | 15 |
| 2 | <u>GERIATRIC</u> <ul style="list-style-type: none"> <input type="checkbox"/> Concept, trends, problems and issues <input type="checkbox"/> Aging process, and changes <input type="checkbox"/> Theories of ageing <input type="checkbox"/> Health problems and needs <input type="checkbox"/> Psycho-physiological stressors and disorders <input type="checkbox"/> Myths and facts of aging <input type="checkbox"/> Health assessment <input type="checkbox"/> Home for aged-various agencies <input type="checkbox"/> Rehabilitation of elderly <input type="checkbox"/> Care of elderly <input type="checkbox"/> Elderly abuse <input type="checkbox"/> Training and supervision of care givers | <p>Must know Must know Must know Must know Must know</p> <p>Desirable to know Must know Must know Nice to know Must know</p> | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

[illegible]

Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | |
|--|---|---|--|
| | <p>Objectives, Workplace safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ergonomics and Ergonomic solutions <input type="checkbox"/> Occupational environment- Physical, social, Decision making, Critical thinking <input type="checkbox"/> Occupational hazards for different categories of people – physical ,chemical, biological, mechanical, , Accidents, <input type="checkbox"/> Occupational diseases and disorders <input type="checkbox"/> Measures for Health promotion of workers; Prevention and control of occupational diseases, disability limitations and rehabilitation <input type="checkbox"/> Women and occupational health <input type="checkbox"/> Occupational education and counseling <input type="checkbox"/> Violence at workplace <input type="checkbox"/> Child labour <input type="checkbox"/> Disaster preparedness and management <input type="checkbox"/> Legal issues: Legislation, Labour unions, ILO and WHO recommendations, Factories act, ESI act <input type="checkbox"/> Role of Community health nurse, Occupational health team | <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>Nice to know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> <p>Must know</p> | |
|--|---|---|--|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

4TH semester
CLINICAL SPECIALITY- 2
COMMUNITY HEALTH NURSING

| S. No | Topic | Learning Objectives (At the end of the session, the students should be able to :) | Teaching Guidelines | Methodology | Time |
|-------|---|--|---|---|------|
| 1 | <u>EDUCATION AND ADMINISTRATION</u> <input type="checkbox"/> Quality assurance <input type="checkbox"/> Standards, Protocols, Policies, Procedures <input type="checkbox"/> Infection control; Standard safety measures <input type="checkbox"/> Nursing audit <input type="checkbox"/> Design of Sub-Centre/Primary Health Centre, Community health center <input type="checkbox"/> Staffing; Supervision and monitoring-Performance appraisal <input type="checkbox"/> Budgeting <input type="checkbox"/> Material management <input type="checkbox"/> Role and responsibilities of different categories of personnel in community health <input type="checkbox"/> Referral chain-community outreach services <input type="checkbox"/> Transportation <input type="checkbox"/> Public relations <input type="checkbox"/> Planning in-service | Describe quality assurance, Standards, Protocols, Policies, Procedures Discuss Infection control; Standard safety measures, Nursing audit Discuss the design of Sub-Centre/Primary Health Centre, CHC, Staffing; Supervision and monitoring-Performance appraisal Elaborate budgeting, material management , role and responsibilities of different categories of personnel in community health discuss Referral chain-community outreach services, Transportation, Public relations, Planning in- | To cover quality assurance, standards, protocols, Policies, Procedures, infection control; Standard safety measures, nursing audit, design of Sub-Centre/Primary Health Centre, Community health center,staffing; Supervision and monitoring-Performance appraisal, budgeting ,material management,role and responsibilities of different categories of personnel in community health, referral chain-community outreach | Didactic lecture through Power point projections. Teaching seminar Interactive session Didactic lecture Report writing. | 15 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|---|---|--|--|--|----|
| | <p>educational programme and Teaching</p> <p><input type="checkbox"/> Training of various categories of health workers ,preparation of manuals</p> | <p>service educational programme and Teaching and training of various categories of health workers ,preparation of manuals</p> | <p>services And training of various categories of health workers ,preparation of manuals</p> | | |
| 2 | <p><u>GERIATRIC</u></p> <p><input type="checkbox"/> Concept, trends, problems and issues</p> <p><input type="checkbox"/> Aging process, and changes</p> <p><input type="checkbox"/> Theories of ageing</p> <p><input type="checkbox"/> Health problems and needs</p> <p><input type="checkbox"/> Psycho-physiological stressors and disorders</p> <p><input type="checkbox"/> Myths and facts of aging</p> <p><input type="checkbox"/> Health assessment</p> <p><input type="checkbox"/> Home for aged-various agencies</p> <p><input type="checkbox"/> Rehabilitation of elderly</p> <p><input type="checkbox"/> Care of elderly</p> <p><input type="checkbox"/> Elderly abuse</p> <p><input type="checkbox"/> Training and supervision of care givers</p> <p><input type="checkbox"/> Government welfare measures Programmes for elderly-Role of NGOs</p> <p><input type="checkbox"/> Roles and responsibilities of Geriatric nurse in the Community</p> | <p>Describe the Concept, trends, problems and issues</p> <p>Explain Aging process, and changes,Theories of ageing , Health problems and needs, Psycho-physiological stressors and Myths and facts of aging.</p> <p>Explain health assessment</p> <p>Discuss rehabilitation of elderly, care of elderly, elderly abuse</p> <p>Discuss the Training and supervision of care givers , Government welfare measures Programmes for elderly-Role of NGOs</p> <p>Elaborate the Roles and responsibilities of Geriatric nurse in the community</p> | <p>To cover the concept, trends, problems and issues, aging process, and changes, theories of ageing, health problems and needs, psycho-physiological stressors and disorders, myths and facts of aging, health assessment, home for aged-various agencies, rehabilitation of elderly, care of elderly, elderly abuse, training and supervision of care givers, government welfare measures Programmes for elderly-Role of</p> | <p>Didactic lecture through Power point projections.</p> <p>Teaching seminar</p> <p>Interactive session</p> <p>Didactic lecture</p> <p>Field visits</p> <p>Report writing.</p> | 10 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|--|---|----|
| 3 | <p><u>REHABILITATION</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction: Concepts, principles, trends, issues, <input type="checkbox"/> Rehabilitation team <input type="checkbox"/> Models, Methods <input type="checkbox"/> Community based rehabilitation <input type="checkbox"/> Ethical issues <input type="checkbox"/> Rehabilitation Council of India <input type="checkbox"/> Disability and rehabilitation- Use of various prosthetic devices <input type="checkbox"/> Psychosocial rehabilitation <input type="checkbox"/> Rehabilitation of chronic diseases <input type="checkbox"/> Restorative rehabilitation <input type="checkbox"/> Vocational rehabilitation <input type="checkbox"/> Role of voluntary organizations <input type="checkbox"/> Guidance and counseling <input type="checkbox"/> Welfare measures <input type="checkbox"/> Role and responsibilities of community health nurse | <p>Discuss : Concepts, principles, trends, issues, Rehabilitation team</p> <p>Explain Models, Methods and Community based rehabilitation</p> <p>Discuss the Ethical issues</p> <p>Discuss the Rehabilitation Council of India</p> <p>Explain disability and rehabilitation and use of various prosthetic devices</p> <p>Explain Psychosocial rehabilitation, rehabilitation of chronic diseases, restorative rehabilitation, vocational rehabilitation and role of voluntary organizations</p> <p>Describe guidance and counseling, welfare measures, role and responsibilities of community health nurse</p> | <p>NGOs, roles and responsibilities of Geriatric nurse in the Community</p> <p>To cover: <input type="checkbox"/></p> <p>Introduction: Concepts, principles, trends, issues,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rehabilitation team <input type="checkbox"/> Models, Methods <input type="checkbox"/> Community based rehabilitation <input type="checkbox"/> Ethical issues <input type="checkbox"/> Rehabilitation Council of India <input type="checkbox"/> Disability and rehabilitation- Use of various prosthetic devices <input type="checkbox"/> Psychosocial rehabilitation <input type="checkbox"/> Rehabilitation of chronic diseases <input type="checkbox"/> Restorative rehabilitation <input type="checkbox"/> Vocational rehabilitation <input type="checkbox"/> Role of voluntary organizations <input type="checkbox"/> Guidance and counseling | <p>Didactic lecture through Power point projections.</p> <p>Teaching seminar</p> <p>Interactive session</p> <p>Didactic lecture</p> <p>Disaster drill</p> <p>Field visits</p> | 10 |
|---|--|---|--|---|----|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|---|---|---|----|
| 4 | <p><u>COMMUNITY MENTAL HEALTH</u></p> <p><input type="checkbox"/> Magnitude, trends and issues</p> <p><input type="checkbox"/> National Mental Health Program- Community mental health program</p> <p><input type="checkbox"/> The Changing Focus of care</p> <p><input type="checkbox"/> The Public Health Model</p> <p><input type="checkbox"/> Case Management- Collaborative care</p> <p><input type="checkbox"/> Crisis intervention</p> <p><input type="checkbox"/> Welfare agencies</p> <p><input type="checkbox"/> Population at Risk</p> <p><input type="checkbox"/> The community as Client</p> <p>• Primary Prevention</p> <p>Secondary prevention</p> <p>• Tertiary Prevention</p> <p><input type="checkbox"/> Community based rehabilitation</p> <p><input type="checkbox"/> Human rights of mentally ill</p> <p><input type="checkbox"/> Substance use</p> <p><input type="checkbox"/> Mentally challenged groups</p> <p><input type="checkbox"/> Role of community</p> | <p>Discuss Magnitude, trends and issues</p> <p>Discuss National Mental Health Program- Community mental health program</p> <p>explain the Changing Focus of care and the Public Health Model</p> <p>explain Case Management- Collaborative care, Crisis intervention, Welfare agencies, Population at Risk</p> <p>Elaborate community based rehabilitation</p> <p>Discuss Human rights of mentally ill, Substance use and mentally challenged groups and role of community health nurse</p> | <p><input type="checkbox"/> Welfare measures</p> <p><input type="checkbox"/> Role and responsibilities of community health nurse</p> <p>To cover magnitude, trends and issues, National Mental Health Program- Community mental health program, the changing focus of care, the Public Health Model, case management- Collaborative care, crisis intervention, welfare agencies, population at risk, community based rehabilitation, human rights of mentally ill, substance use, mentally challenged groups and role of community health nurse</p> | <p>Didactic lecture through Power point projections.</p> <p>Teaching seminar</p> <p>Interactive session</p> <p>Disaster drill</p> <p>Field visits</p> <p>Report writing</p> | 10 |
|---|--|---|---|---|----|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|---|--|--|---|---|----|
| 5 | <p>health nurse</p> <p><u>OCCUPATIONAL HEALTH</u></p> <p><input type="checkbox"/> Introduction: Trends, issues, Definition, Aims, Objectives, Workplace safety</p> <p><input type="checkbox"/> Ergonomics and Ergonomic solutions</p> <p><input type="checkbox"/> Occupational environment- Physical, social, Decision making, Critical thinking</p> <p><input type="checkbox"/> Occupational hazards for different categories of people – physical ,chemical, biological, mechanical, , Accidents,</p> <p><input type="checkbox"/> Occupational diseases and disorders</p> <p><input type="checkbox"/> Measures for Health promotion of workers; Prevention and control of occupational diseases, disability limitations and rehabilitation</p> <p><input type="checkbox"/> Women and occupational health</p> <p><input type="checkbox"/> Occupational education and counseling</p> <p><input type="checkbox"/> Violence at workplace</p> <p><input type="checkbox"/> Child labour</p> <p><input type="checkbox"/> Disaster preparedness</p> | <p>Describe the trends, issues, definition, aims, objectives, workplace safety</p> <p>Explain ergonomics and ergonomic solutions</p> <p>Describe occupational environment- Physical, social, Decision making, Critical thinking</p> <p>Discuss Occupational hazards for different categories of people and occupational diseases and various preventive and control measures</p> <p>discuss the measures for health promotion of workers, prevention and control of occupational diseases, disability limitations and rehabilitation</p> <p>Discuss violence at workplace and child labour</p> <p>Explain disaster preparedness and management</p> <p>Elaborate Legal issues</p> <p>Explain the role of Community health nurse and</p> | <p>To cover trends, issues, definition, aims, objectives, workplace safety, ergonomics and ergonomic solutions, occupational environment, decision making, Critical thinking, occupational hazards, occupational diseases and disorders, measures for Health promotion of workers, prevention and control of occupational diseases, disability limitations and rehabilitation, women and occupational health, occupational education and counseling, violence at workplace, child labour, disaster preparedness and management, legal</p> | <p>Didactic lecture through Power point projections.</p> <p>Teaching seminar</p> <p>Interactive session</p> <p>Disaster drill</p> <p>Field visits</p> | 15 |
|---|--|--|---|---|----|


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| | | | | | |
|--|--|--------------------------|--|--|--|
| | and management □ Legal issues □ Role of Community health nurse, Occupational health team | occupational health team | issue and role of Community health nurse, Occupational health team | | |
|--|--|--------------------------|--|--|--|

CLINICAL SPECIALITY – II OBSTETRIC AND GYNAECOLOGICAL NURSING

Placement: Fourth Semester

Hours of Instruction
Theory :60 Hours(4credits)
Practical : 420Hours(14credits)


PREAMBLE:

Obstetrical nursing, also called **perinatal nursing**, is a nursing specialty that works with patients who are attempting to become pregnant, are currently pregnant, or have recently delivered. Obstetrical nurses help provide prenatal care and testing, care of patients experiencing pregnancy complications, care during labor and delivery, and care of patients following delivery. Obstetrical nurses work closely with obstetricians, midwives, and nurse practitioners. They also provide supervision of patient care technicians and surgical technologists.

Obstetrical nurses perform postoperative care on a surgical unit, stress test evaluations, cardiac monitoring, vascular monitoring, and health assessments. Obstetrical nurses are required to possess specialized skills such as electronic fetal monitoring, nonstress tests, neonatal resuscitation, and medication administration by continuous intravenous drip.

Obstetrical nurses work in many different environments such as medical offices, prenatal clinics, labor & delivery units, antepartum units, postpartum units, operating theatres, and clinical research.

Gynaecology nursing is the medical practice dealing with the health of the female reproductive systems (vagina, uterus, and ovaries) and the breasts. Literally, outside medicine, the term means


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

"the science of women". Its counterpart is andrology, which deals with medical issues specific to the male reproductive system.

Midwifery, as known as **obstetrics**, is a health science and health profession that deals with pregnancy, childbirth, and the postpartum period (including care of the newborn), besides sexual and reproductive health of women throughout their lives. In many countries, midwifery is a medical profession (special for its independent and direct specialized education; should not be confused with a medical specialty, which depends on a previous general training). A professional in midwifery is known as a midwife.

GOALS

An obstetrics and gynaecological nursing student will learn from leading researchers in nursing practice and the study of obstetrics and gynaecological. This course will solidify the theoretical foundations of nursing practice and develop the confidence to use the latest research based evidence to make practice cost effective. During this one year degree, the student will build on the knowledge they have gained through clinical practice, with an emphasis on the provision of high quality care and patient safety. It will cover core units in the foundations of clinical practice and assessment before taking a range of elective units which allow the student to further advance their knowledge in clinical areas of particular interest. A work-based project or research thesis will comprise the capstone experience of this degree, providing the opportunity for the student to apply expertise as they develop a nuanced understanding of nursing practice and clinical environments. Upon completion of this course, students will have the knowledge, skills and attributes required to develop initiatives in healthcare and make a substantial contribution to healthcare policy and development. Completion of this degree can also be a pathway into the Master of Nursing (Nurse Practitioner).


OBJECTIVES:

1. Teach and supervise nurses and allied health workers.
2. Design a layout of speciality units of obstetrics and gynecology
3. Develop standards for obstetrical and gynaecological nursing practice.
4. Counsel women and families.
5. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetrical and gynaecological nursing.
6. Function as independent midwifery nurse practitioner.

Subject distribution:

3 SEMESTER –PART 1

| S. no. | Units | Hours | Credit |
|--------|--|-------|--------|
| 1. | HIV/AIDS | 15 | 04 |
| 2. | Gynaecological Problems and Nursing Management | 25 | |
| 3. | Administration and management of obstetrical and gynaecological Units. | 05 | |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | |
|----|--|----|--|
| 4. | Education and training in obstetrical and gynaecological care. | 05 | |
|----|--|----|--|

Hrs to be taken per semester:

15hr=1credit

Teaching Learning Activities

(iii) Methods of Teaching:

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


(iv) A.V Aids:

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

METHODS OF ASSESSMENT:

- √ Written examination
- √ Objective type
- √ Short notes
- √ Assignments
- √ Case studies/care notes
- √ Clinical presentation
- √ Seminars
- √ Project

Examination Pattern:


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

The students will be assessed on the weekly, monthly and periodically based tests and exams. The final assessments will be given on the basis of internal assessment and university exams.

| Sr. No. | Letter Grade | Grade Point |
|---------|----------------------------------|-------------|
| 10 | O (outstanding) | 10 |
| 11 | A⁺ (excellent) | 09 |
| 12 | A (very Good) | 08 |
| 13 | B⁺(good) | 07 |
| 14 | B (above average) | 06 |
| 15 | C (average) | 05 |
| 16 | P (pass) | 04 |
| 17 | F (fail) | 00 |
| 18 | Ab (absent) | 00 |

Question paper setting: -

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

4. **Long Essay questions:**

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

5. **Short notes:**

Definitions and differentiations. Each question will consist of 5 marks each. The questions will be theory based and direct. No applied questions will be asked and no negative markings will be given.

6. **Short Answers:**

They can be MCQ, true and false and single response type questions, multiple choice questions, sequencing order questions, assertion and reasoning types, match the columns. Student shall be required to answer every Question. No negative markings will be given.

**Time Allotted: Theory -60hrs
Practical - 420 hrs**

| S. NO | TOPIC | DOMAIN | HRS |
|-------|--|--|-----|
| 1 | HIV/AIDS HIV positive mother and her baby Epidemiology Screening Parent to child transmission(PTCT) | Must know HIV positive mother and her baby Epidemiology Screening Desirable to know Parent to | 15 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | |
|---|---|---|----|
| | Prophylaxis for mother and baby Standard safety measures Counseling Breast feeding issues National policies and guidelines Issues: Legal, ethical, Psychosocial and rehabilitation Role of nurse | child transmission(PTCT) Prophylaxis for mother and baby Standard safety measures Counseling Breast feeding issues National policies and guidelines Issues: Legal, ethical, Psychosocial and rehabilitation Role of nurse | |
| 2 | Gynecological problems and nursing management Gynecological assessment Gynecological procedures Etiology, pathophysiology, diagnosis and nursing management of <ul style="list-style-type: none"> • Menstrual irregularities • Diseases of genital tract • Genital tract infections • Uterine displacement • Genital prolapse • Genital injuries • Uterine malformation • Uterine fibroid, ovarian tumors, Breast carcinoma, Pelvic inflammatory diseases, reproductive tract malignancies, hysterectomy – vaginal and abdominal. • Sexual abuse, rape, trauma , assault | Must know Gynecological assessment Gynecological procedures Etiology, pathophysiology, diagnosis and nursing management of <ul style="list-style-type: none"> • Menstrual irregularities • Diseases of genital tract • Genital tract infections • Uterine displacement • Genital prolapse • Genital injuries • Uterine malformation • Uterine fibroid, ovarian tumors, Breast carcinoma, Pelvic inflammatory diseases, reproductive tract malignancies, hysterectomy – vaginal and abdominal. • Sexual abuse, rape, trauma , assault | 25 |
| 3 | Administration and management of obstetrical and gynecological unit Design & layout Staffing, Equipment, supplies, Infection control; Standard safety measures Quality Assurance:-Obstetric auditing – records /reports, Norms, policies and protocols Practice standards for obstetrical and gynecological unit. | Must know Design & layout Staffing, Equipment, supplies, Infection control; Standard safety measures Quality Assurance:-Obstetric auditing –records /reports, Norms, policies and protocols Desirable to know Practice standards for obstetrical and gynecological unit. | 5 |
| 4 | Education and training in obstetrical and gynaecological care Staff orientation, training and development, In-service education program, Clinical teaching programs. | Must know Staff orientation, training and development, In-service education program, Clinical teaching programs. | 5 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

| S.No | Topic | Learning Objectives (At the end of the session, the students should be able to :) | Teaching Guidelines | Methodology | Time |
|------|---|---|---|--|------|
| I | HIV/AIDS HIV positive mother and her baby Epidemiology Screening Parent to child transmission(PTCT) Prophylaxis for mother and baby Standard safety measures Counseling Breast feeding issues National policies and guidelines Issues: Legal, ethical, Psychosocial and rehabilitation Role of nurse | 1.Discuss about HIV/AIDS 2.Describe the National policies and guidelines Issues: Legal, ethical, Psychosocial and rehabilitation Role of nurse | To cover HIV positive mother and her baby Epidemiology Screening Parent to child transmission(PTCT) Prophylaxis for mother and baby Standard safety measures Counseling Breast feeding issues National policies and guidelines Issues: Legal, ethical, Psychosocial and rehabilitation Role of nurse | 1. Didactic lecture through power point projections 2.Students seminar on Issues: Legal, ethical, Psychosocial and rehabilitation Role of nurse | 15 |
| II | Gynecological problems and nursing management Gynecological assessment Gynecological procedures Etiology, pathophysiology, diagnosis and nursing management of <ul style="list-style-type: none"> • Menstrual irregularities • Diseases of genital tract • Genital tract infections • Uterine displacement • Genital prolapse • Genital injuries • Uterine malformation • Uterine fibroid, ovarian tumors, Breast carcinoma, Pelvic inflammatory diseases, reproductive tract malignancies, hysterectomy – vaginal and abdominal. • Sexual abuse, rape, trauma , assault | 1.Discuss the Gynecological assessment Gynecological procedures 2.Explain the Etiology, pathophysiology, diagnosis and nursing management of gynecological problems | To cover Gynecological assessment Gynecological procedures Etiology, pathophysiology, diagnosis and nursing management of <ul style="list-style-type: none"> • Menstrual irregularities • Diseases of genital tract • Genital tract infections • Uterine displacement • Genital prolapse • Genital injuries • Uterine malformation • Uterine fibroid, ovarian tumors, Breast carcinoma, | 1. Didactic lecture through power point projections 2.Teachers seminar on Gynecological assessment Gynecological procedures 3.Students seminar on gynecological disorders | 25 |


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram

| | | | | | |
|------------|--|--|---|--|---|
| | | | Pelvic inflammatory diseases, reproductive tract malignancies, hysterectomy – vaginal and abdominal. • Sexual abuse, rape, trauma , assault | | |
| III | Administration and management of obstetrical and gynecological unit Design & layout Staffing, Equipment, supplies, Infection control; Standard safety measures Quality Assurance:-Obstetric auditing –records /reports, Norms, policies and protocols Practice standards for obstetrical and gynecological unit | 1.Explain about Administration and management of obstetrical and gynecological unit 2. Discuss about Norms, policies and protocols Practice standards for obstetrical and gynecological unit | To cover Administration and management of obstetrical and gynecological unit Design & layout Staffing, Equipment, supplies, Infection control; Standard safety measures Quality Assurance:- Obstetric auditing – records /reports, Norms, policies and protocols Practice standards for obstetrical and gynecological unit | 1.Students interactive session on Design & layout Staffing, Equipment, supplies, Infection control; Standard safety measures 2.Group discussion on Quality Assurance:- Obstetric auditing – records /reports, Norms, policies and protocols 3.Integrated teaching on Practice standards for obstetrical and gynecological unit | 5 |
| IV | Education and training in obstetrical and gynaecological care Staff orientation, training and development, In-service education program, Clinical teaching programs. | 1. Elaborate Education and training in obstetrical and gynaecological care | To cover Education and training in obstetrical and gynaecological care | Visit to obstetrics and gynecological unit | 5 |


 Dean
 Faculty of Nursing
 SGT University
 Budhera, Gurugram

CLINICAL TRAINING

Clinical posting in the following areas:

| S.No. | Deptt./Unit | No. of Week | Total Hours |
|-------|------------------------------|-----------------|-----------------|
| 1 | Septic Labour room | 4 | 120 |
| 2 | Family Welfare services | 4 | 120 |
| 3 | Gynae ward | 2 | 60 |
| 4 | PHC/Rural maternity settings | 2 | 60 |
| 5 | Gynae OT | 2 | 60 |
| | | | |
| | Total | 14 Weeks | 420Hours |

Hrs to be taken per semester:


30hr=1credit

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.


Dean
Faculty of Nursing
SGT University
Budhera, Gurugram