ROHILKHAND COLLEGE OF NURSING

Rohilkhand Medical College Campus Pilibhit Bypass Road, Bareilly. (U.P.) 243006 INDIA
Phone : 0581-2526011, 2526012 (EPABX) Fax : 0581-2526054, 2303345
e-mail : info@rmcbareilly.com, www.rmcbareilly.com

List of Courses Relevant to Local, National Regional and Global Health Care Needs.

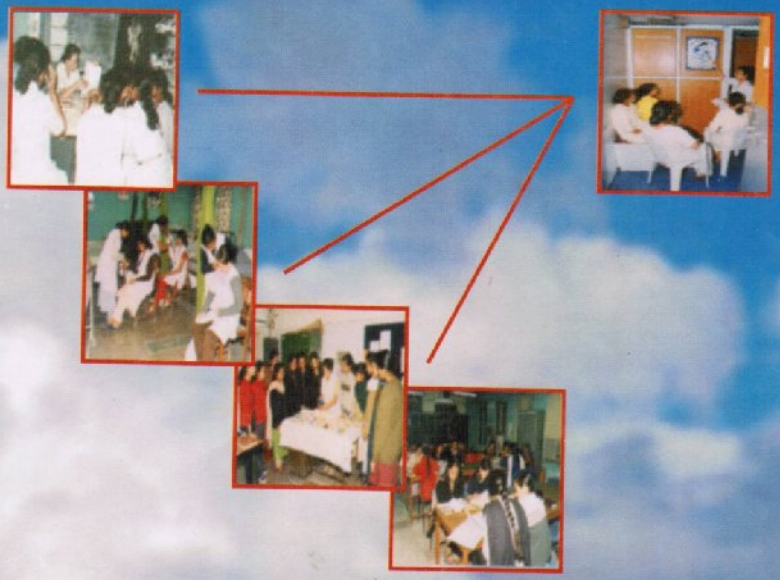
S. No.	Programme	Programme Code	Course	Course Code	Relevance Local, National, Regional and Global
1	B.Sc. Nursing	1301	Communicative English	13037	National, Global
			Applied Nutrition and Dietetics	13038	Local. Regional, National, Global
			Infection Control & Safety	13041	National, Global
			Adult Health Nursing I	13042	National, Global
			Adult Health Nursing II	13044	National, Global
			Professionalism, Professional Values & Ethics	13045	Local. Regional, National, Global
			Child Health Nursing I	13049	Local. Regional, National, Global
			Community Health Nursing I	13046	Local. Regional, National, Global
			Mental Health Nursing II	13050	Local. Regional, National
			Nursing Management and Leadership	13051	National, Global
			Obstetrics and Gynecology Nursing (OBG) I	13054	Local. Regional, National, Global
			Community Health Nursing II	13052	Local. Regional, National, Global
			Applied Sociology and Psychology	13036	Local. Regional
			Nursing Foundation I	13039	Local. Regional, National, Global
			Health/Nursing Informatics and Technology	13040	National, Global
2	Post Basic B.Sc. Nursing	1302	Nursing Foundation	13072	Local. Regional, National, Global
			Nutrition & Dietetics	13073	Local. Regional, National, Global
			Maternal Nursing	13077	Local. Regional, National, Global
			Child Health Nursing	13078	Local. Regional, National, Global
			Community Health Nursing	13082	Local. Regional, National, Global
			Mental Health Nursing	13083	Local. Regional, National, Global
3	M.Sc. Nursing in Medical Surgical Nursing	1312	Nursing Education	13216	National, Global
			Advance Nursing Practice	13214	Local. Regional, National, Global
			Medical Surgical Nursing	13217	National, Global
			Nursing Management	13222	Local. Regional, National, Global
4	M.Sc. Nursing in Obstetric & Gynaecological Nursing	1313	Nursing Education	13216	National, Global
			Advance Nursing Practice	13214	Local. Regional, National, Global
			Obstetric and Gynaecological Nursing II	13223	Local. Regional, National
			Nursing Management	13222	Local. Regional, National, Global
5	M.Sc. Nursing in Child Health Nursing	1314	Nursing Education	13216	National, Global
			Advance Nursing Practice	13214	Local. Regional, National, Global
			Nursing Management	13222	Local. Regional, National, Global
6	M.Sc. Nursing in Mental Health Nursing	1315	Nursing Education	13216	National, Global
			Advance Nursing Practice	13214	Local. Regional, National, Global
			Mental Health Nursing I	13220	National
			Nursing Management	13222	Local. Regional, National, Global
			Mental Health Nursing II	13225	Local. Regional, National
7	M.Sc. Nursing in Community Health Nursing	1316	Nursing Education	13216	National, Global
			Advance Nursing Practice	13214	Local. Regional, National, Global
			Community Health Nursing I	13221	Local. Regional, National, Global
			Nursing Management	13222	Local. Regional, National, Global
			Community Health Nursing II	13226	Local. Regional, National, Global
8	NPCC	1311	Theoretical Basis for Advanced Practice Nursing	13205	Local. Regional, National, Global
			Foundation of Critical Care Nursing Practice	13207	Local. Regional, National, Global

Principal

Principal
Rohilkhand College of Nursin
Bareilly

SYLLABUS

Post Basic B.Sc. in Nursing



Indian Nursing Council
Combined Councils Building, Kotla Road, Temple Lane, New Delhi -110002

SYLLABUS

B.Sc. in NURSING (Post Basic)

Published by
Indian Nursing Council
Combined Council Building, Kotla Road, Temple Lane, New Delhi-110002

Philosophy

INC believes that:

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

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

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

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

Undergraduate nursing program at the post basic level is a broad based education within an academic framework, which builds upon the skills

and competencies acquired at the diploma level. It is specifically directed to the upgrading of critical thinking skills, competencies & standards required for practice of professional nursing and midwifery as envisaged in National Health Policy 2002.

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

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

Aims

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

- assume responsibilities as professional, competent nurses and midwives at basic level in providing promotive, preventive, curative, and rehabilitative services.

- make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services,and conduct research studies in the areas of nursing practice.They are also expected to assume the role of teacher, supervisor, manager in a clinical/public health settings.

Objectives

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

1. Assess health status, identify nursing needs, plan, implement and evaluate nursing care for patients/clients that contribute to health of individuals, families and communities.
2. Demonstrate competency in techniques of nursing based on concepts and principles from selected areas of nursing, physical, biological and behavioral sciences.
3. Participate as members of health team in the promotive, preventive, curative and restorative health care delivery system of the country.
4. Demonstrate skills in communication and interpersonal relationship.
5. Demonstrate leadership qualities and decision-making abilities in various situations.
6. Demonstrate skills in teaching to individuals and groups in community health settings.
7. Demonstrate managerial skills in community health settings.
8. Practice ethical values in their personal and professional life.
9. Participate in research activities and utilize research findings in improving nursing practice.
10. Recognize the need for continued learning for their personal and professional development.

Courses of Study

S.No.	Subject	Hours Theory	Hours Practical
1st Year			
1.	Nursing Foundation	45	
2.	Nutrition & Dietetics	30	15
3.	Biochemistry & Biophysics	60	
4.	Psychology	60	15
5.	Maternal Nursing	60	240
6.	Child Health Nursing	60	240
7.	Microbiology	60	30
8.	Medical & Surgical Nursing	90	270
9.	English (Qualifying)	60	-
Total		**525**	**810**

Note: Hindi/local language as per the need of the institution.

2nd Year			
10.	Sociology	60	
11.	Community Health Nursing	60	240
12.	Mental Health Nursing	60	240
13.	Introduction to Nursing Education	60	75
14.	Introduction to Nursing Administration	60	180
15.	Introduction to Nursing Research & Statistics	45	120
Total		**345**	**855**

Scheme of Examination

PAPER	SUBJECT	DURATION	INT. ASS.	EXT. ASS.	TOTAL MARKS
1st Year					
1.	Nursing foundation	2	15	35	50
2.	Nutrition & Dietetics	2	15	35	50
3.	Biochemistry & Biophysics	3	25	75	100
4.	Psychology	3	25	75	100
5.	Microbiology	3	25	75	100
6.	Maternal Nursing	3	25	75	100
7.	Child Health Nursing	3	25	75	100
8.	Medical & Surgical Nursing	3	25	75	100
9.	English (Qualifying)*	3	25	75	100
Practicals					
1.	Medical & Surgical Nursing		50	50	100
2.	Maternal Nursing		50	50	100
3.	Child Health Nursing		50	50	100
2nd Year					
10.	Sociology	3	25	75	100
11.	Community Health Nursing	3	25	75	100
12.	Mental Health Nursing	3	25	75	100
13.	Introduction to Nursing Education	3	25	75	100
14.	Introduction to Nursing Administration	3	25	75	100
15.	Introduction to Nursing Research & Statistics**	2	50	-	50
Practicals					
4.	Community Health Nursing		50	50	100
5.	Mental Health Nursing		50	50	100
6.	Research Project **		50	50	50

Note: * Qualifying Examination

** College Examination (not University Examination)

N.B.:

1. Teaching of Anatomy, Physiology, Pharmacology and Pathology will be integrated with clinical subjects.
2. A minimum of 80% attendance in theory and .Practical/ Clinicals in each subject is essential for appearing in the examination.
3. 100% attendance in practical/ clinicals in each clinical area is essential before award of degree.
4. 50% of minimum marks in each theory and practical paper separately is required for passing.
5. A candidate has to secure minimum of 33% in qualifying subject for passing.

POST BASIC B.SC. NURSING YEAR- I

NURSING FOUNDATION

Placement: First Year **Time Allotted: - 45 Hrs**

COURSE DESCRIPTION:
This course will help students develop an understanding of the philosophy, objectives and responsibilities of Nursing as a Profession. The purpose of the course is to orient to the current concepts involved in the practices of Nursing and developments in the Nursing Profession.

OBJECTIVES

At the end of the course, the student will:
1. Identify Professional aspects of Nursing.
2. Explain theories of Nursing.
3. Identify ethical aspects of Nursing Profession.
4. Utilize steps of Nursing Process.
5. Identify the role of the Nurse in various levels of health services.
6. Appreciate the significance of quality assurance in Nursing.
7. Explain current trends in health and Nursing.

COURSE CONTENTS

UNIT I
• Development of Nursing as a Profession:
• Its philosophy
• Objectives and responsibilities of a graduate Nurse.
• Trends influencing Nursing Practices.
• Expended role of the Nurse.
• Development of Nursing Education in India and trends in Nursing Education.
• Professional organization, career planning.
• Code of ethics & Professional conduct for Nurse

UNIT II

• Ethical, legal and other issues in Nursing.
• Concept of health and illness, effects on the person.
• Stress and adaptation.
• Health care concept and Nursing care concept.
• Development concept, needs, roles and problems of the development stages of individual newborn, infant, toddler, pre-adolescent, adolescent, adulthood, middle-age old age.

UNIT III

• Theory of Nursing practices.
• Meta-paradigm of Nursing – characterized by four central concepts i.e. Nurse, person (client/patient), health and environment.

UNIT IV

• Nursing process.
• Assessment: Tools for assessment, methods, recording.
• Planning: Teaching for planning care, types of care plans.
• Implementation: Different approaches to care, organizations and implementation of care, record.
• Evaluation: tools for evaluation, process of evaluation, types of evaluation.

UNIT V

• Quality assurance: Nursing Standards, Nursing audit, total quality management.
• Role of council and Professional bodies in maintenance of standards.

UNIT VI

• Primary health care concept:
• Community oriented Nursing
• Holistic Nursing
• Primary Nursing.
• Family oriented Nursing concept:
• Problem oriented Nursing
• Progressive patient care
• Team Nursing.

NUTRITON AND DIETICS

Placement: First Year **Time Allotted: Theory - 45 Hrs**
Practical-15 Hrs

COURSE DESCRIPTION:

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

OBJECTIVES

At the end of the course, the student will:
1. Explain the principles and practices of nutrition and dietetics.
2. Plan therapeutic diets in different settings.
3. Identify nutritional needs of different age groups and plan diet accordingly.
4. Prepare meals using different methods utilizing cookery rules.

COURSE CONTENTS

UNIT I

- Introduction to nutrition and dietetics.
- Balanced diet, factors on which it depends.
- Factors to be considered in planning.
- Guidelines available for planning.
- Food hygiene, preparation and preservation.
- Review of nutrients – micro & macro.

UNIT II

• Introduction to diet therapy.
• Routine hospital diets.
• Therapeutic diet under each unit i.e. Cardiovascular diseases, gastrointestinal diseases, renal disorders, endocrine and metabolic disorders, allergy, infections and fevers, pre and post operative stages, deficiency diseases and malnutrition, overweight and underweight.

Unit III

• Infant and child nutrition.
• Feeding of normal infants: factors to be considered in planning nutritional requirements.
• Feeding of premature infants: factors to be considered in panning nutritional requirements.
• Supplementary feeding of infants: Advantage and method of introduction.
• Weaning, effects on mother and child.
• Psychology of infant and child feeding.
• Feeding the sick child. Diet in diseases of infancy and childhood.
• Deficiency states – Malnutrition and under nutrition.
• Feeding pre-school child: Nutritional needs, factors to be considered in planning diets. Problems in feeding.
• School lunch programme: Advantage, need in India.

Unit IV

• Community nutrition: need for community nutrition programme.
• Nutritional needs for special groups: Infant, child, adolescent, pregnant woman, lactating mother and old people.
• Substitutes for non-vegetarian foods.
• Selection of cheap and nutritious foods. Nutrition education needs and methods.
• Methods of assessing nutritional status of individual / group / community.
• Current nutritional problems and national programmes.

PRACTICUM

I. ***Methods of cooking and cookery rules***.
1. Simple preparation of beverages, soups, cereals and pulses, eggs, vegetables, meat.
2. Menu plans.
II. ***Preparation of supplementary food for infants.***
1. Foods for toddlers.
2. Low cost nutritious dishes for vulnerable groups.
3. Dietary case study of patient on special diet planning of low cost dietary instructions for
home adaptations.
4. Planning of therapeutic diets.

BIOCHEMISTRY AND BIOPHYSICS

Placement: First Year **Time Allotted**

Section A (Biochemistry)-Theory 30 hrs
Section A (Biophysics) -Theory 30 hrs

Course Description:
This course introduces the basic principles of Biochemistry and Biophysics related to Nursing.

OBJECTIVES

At the end of the course, the student will:
1. Identify the basic principles of Biochemistry and Biophysics.
2. Synthesize the knowledge of these principles in various Nursing situations.

Section A: Biochemistry

Theory – 30hrs

COURSE CONTENTS

UNIT I
• Introduction: Importance of Biochemistry in Nursing.
• Study of cell and its various components.
UNIT II
• Water and Electrolytes: Water – Sources, property & functions in human body.
• Water and fluid balance.
• Electrolytes of human body, functions, sources.

UNIT III

• Enzymes
• Mechanism of action
• Factors affecting enzyme activity
• Diagnostic applications
• Precautions for handling specimens for enzyme estimation.
• Digestion and absorption of carbohydrates, proteins and fats
• Various factors influencing the digestion and absorption, mal-absorption syndrome.

UNIT IV

• Carbohydrates: Catabolism of carbohydrates for energy purposes.
• Mitrochondrial oxidation and oxidation phosphorylation.
• Fats of glucose in the body. Storage of glucose in the body, glycogenesis, glycogenolysis and
neoglucogenesis, blood glucose and its regulation.
• Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia.

UNIT V

• Protein: Amino acids, hormones.
• Essential amino acids. Biosynthesis of protein in the cells.
• Role of nucleic acid in protein synthesis.
• Nitrogenous constituents of urine, blood, their origin – urea cycle, uric acid formation, gout.
• Plasma proteins and their functions.

UNIT VI

• Fat: Biosynthesis of fats and storage of fats in the body.
• Role of liver in fat metabolism.
• Biological importance of important lipids and their functions
• Cholesterol and lipoprotein
• Sources, occurrence and distribution
• Blood level and metabolism
• Ketone bodies and utilization.
• Inter relationship in metabolism and cellular control of metabolic processes.

Section B: Biophysics

Theory – 30 hrs

COURSE CONTENTS

UNIT I

• Introduction: Concepts of unit and measurements.
• Fundamental and derived units.
• Units of length, weight, mass, time.

UNIT II

• Vector and scalar motion, speed, velocity and acceleration.

UNIT III

• Gravity: Specific gravity, centre of gravity, principles of gravity.
• Effect of gravitational forces on human body.
• Application of principles of gravity in Nursing.

UNIT IV

• Force, work, energy: their units of measurement.
• Type and transformation of energy, forces of the body, static forces.
• Principles of machines, friction and body mechanics.
• Simple mechanics – lever and body mechanics, pulley and traction, incline plane, screw.
• Application of these principles in Nursing.

UNIT V

• Heat: Nature, measurement, transfer of heat.
• Effects of heat on matter.
• Relative humidity, specific heat.
• Temperature scales.
• Regulation of body temperature.
• Use of heat for sterilization.
• Application of these principles in Nursing.

UNIT VI

• Light: Laws of reflection.
• Focusing elements of the eye, defective vision and correction, use of lenses.
• Relationship between energy, frequency and wavelength of light.
• Biological effects of light.
• Use of light in therapy.
• Application of these principles in Nursing.

UNIT VII

• Pressures: Atmospheric pressure, hydrostatic pressure, osmotic pressure.
• Measurements of pressures in the body
• Arterial and venous blood pressures
• Ocular pressure
• Intracranial pressure
• Application of these principles in Nursing.

UNIT VIII

• Sound: Frequency, velocity and intensity.
• Vocalization and hearing.
• Use of ultrasound. Noise pollution and its prevention.
• Application of these principles in Nursing.

UNIT IX

• Electricity and electromagnetism: Nature of electricity, voltage, current, resistance and their units.
• Flow of electricity in solids, electrolytes, gases and vacuum.
• Electricity and human body.
• ECG, EEG, EMG, ECT.
• Pace makers and defibrillation.
• Magnetism and electricity.
• M.R.I. Scanning, C.A.T scan.

UNIT X

• Atomic energy: Structure of atom, isotopes and isobars.
• Radioactivity: Use of radioactive isotopes.
• Radiation protection units and limits, instruments used for detection of ionizing radiation. X Rays.

UNIT XI

• Principles of electronics: Common electronic equipments used in patient care.

PRACTICUM

• Experiments and tests should be demonstrated wherever applicable.

PSYCHOLOGY

Placement: First Year **Time Allotted: - 60 Hrs**

Practical :-15 hrs

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

OBJECTIVES

At the end of course, the student will:
1. Apply psychological principles while performing Nursing duties.
2. Distinguish the psychological processes during health and sickness.
3. Analyze own behaviour patterns.
4. Tabulate the psychological needs of the patients for planning Nursing care.
5. Participate in psychometric assessment of the client.

COURSE CONTENTS

UNIT I
• Introduction: Definition of psychology, scope and methods of psychology.
• Relationship with other subject.
UNIT II
• Sensation, Attention and Perception: Definitions.
• Sensory processes: Normal and abnormal.
• Attention and distraction: Contributory factors.
• Characteristics of perception, Perception: normal and abnormal.
UNIT III
• Motivation: Definition and nature of motivation.
• Biological and social motives.
• Frustration and conflicts.
• Self- actualization.

UNIT IV

• Emotions: Definition of emotions, Expression and perception.
• Emotions in sickness.

UNIT V

• Personality: Definition, constituents of personality.
• Personality in sickness and Nursing.

UNIT VI

• Psychological aspects of Nursing.
• Behaviour and sickness. Psychological needs of:
• Child and adolescents
• Adult
• Aged
• Attendants
• Chronically ill individual.

UNIT VII

• Individual differences.
• Significance of individual differences.
• Heredity and environment.
• Role of individual differences both in health and sickness.
• Implications of individual differences in Nursing.

Unit VIII

• Intelligence and abilities: Definition.
• Intelligence and abilities during sickness.
• Measurement of intelligence and abilities.

UNIT IX

• Learning: Definition, Conditions of learning.
• Laws of learning.
• Learning during health and sickness.

UNIT X

• Memory and forgetting: Definition and nature of memory.
• Memory during health and sickness.
• Forgetting during health and sickness.

UNIT XI

• Attitudes: Definition, development and modification.
• Role of attitudes in health and sickness.

UNIT XII

• Concept of mental hygiene & mental health.
• Characteristics of a mentally healthy person.
• Defence mechanisms.

PRACTICUM

1. Simple experiments on (i) perception (ii) measuring thresholds (iii) reaction time.
2. Administration of psychological tests.
3. Observation and recording data: (i) field observation (ii) interview (iii) Case study (iv) Self rating.

MICROBIOLOGY

Placement: - First Year **Time Allotted Theory -60 hrs**
Practical-30 hrs

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

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

COURSE CONTENTS

UNIT I
• Structure and classification of microbes.
• Morphological types.
• Size and form of bacteria.
• Motility.
• Classification of micro-organisms.

Practical:
• Use and care of microscope.
• Common examination: Smear Blood, Mouldes, and Yeasts.

UNIT II

• Identification of micro-organisms.
• Discussion of laboratory methods.
• Diagnosis of bacterial diseases.

Practical:

• Staining techniques- gram staining, acid fast staining.
• Hanging drop preparation.

UNIT III

• Growth and nutrition of microbes.
• Temperature.
• Moisture.
• Blood.

Practical

• Preparation of media culture techniques.
• Collection, handling and transportation of various specimens.

UNIT IV

• Destruction of micro- organisms.
• Sterilization and disinfection.
• Chemotherapy and antibiotics.
• Effects of heat and cold.
• Hospital infection control procedure & role of Nurses.

Practical: Sterilization methods – Physical, Chemical and Mechanical

UNIT V

• Disease producing micro- organisms.
• Gram positive bacilli.
• Tuberculosis and leprosy.
• Anaerobes.
• Cocci.
• Spirochaete.
• Rickettsiae.

Practical: Identification and study of the following bacteria: streptococci, Pneumococci, and Staphylococci Corynebacteria, Spirochetes and gonococci. Enteric bacteria, Posting in infection control department.

UNIT VI

• Pathogenic Fungi.
• Dermatophytes.
• Systemic Mycotic infection.
• Laboratory diagnosis of Mycotic infection.

UNIT VII

• Immunity.
• Immunity and hypersensitivity - Skin test.
• Antigen and antibody reaction.
• Immunization in disease.

Practical: Demonstration of serological methods.

UNIT VIII

• Parasites and vectors.
• Characteristics and classification of parasites.
• Protozoal infection including amoebiasis.
• Helminthes infection.
• Diagnosis of parasitic infection.
• Vectors and diseases transmitted by them.

Practical: Identification of Parasites and Vectors.

UNIT IX

• Viruses.
• Classification and general character of viruses.
• Diseases caused by viruses in man and animal and their control.

UNIT X

• Micro- organisms transmitted through food.
• Food poisoning. Food borne infections.

PRACTICUM

Each student will practice in the laboratory as indicated in each unit of the courses outline.

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

MATERNAL NURSING

Placement: - First Year **Time Allotted Theory -60 hrs**
Practical-240 hrs

COURSE DESCRIPTION:
This course is designed to widen the student's knowledge of obstetrics during pregnancy, labour and puerperium. It also helps to acquire knowledge and develop skill in rendering optimum Nursing care to a child bearing mother in a hospital or community and help in the management of common gynecological problems.

OBJECTIVES

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

COURSE CONTENTS
UNIT I
• Introduction and historical review.
• Planned Parenthood.
• Maternal morbidity and mortality rates.
• Legislations related to maternity benefits, MTP acts, incentives for family planning etc.
UNIT II
• Review of the Anatomy and Physiology of female reproductive system.
• Female pelvis (normal and contracted).
• Review of Foetal development.

UNIT III

- Physiology and management of pregnancy, labour and puerperium.
- Signs and symptoms and diagnosis of pregnancy.
- Antenatal care.
- Pregnant woman with HIV/ AIDS.
- Management of common Gynaecological problems.

UNIT IV

- The new born body.
- Care of the baby at birth including resuscitation.
- Essential newborn care:
- Feeding
- Jaundice and infection
- Small & large for date babies.
- Intensive care of the new born
- Trauma and hemorrhage.

UNIT V

- Management of abnormal pregnancy, labour and puerperium.
- Abortion, ectopic pregnancy and vesicular mole.
- Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease.
- Urinary infection, Antepartum haemorrhage.
- Abnormal labour (malposition & malpresentation):
- Uterine inertia
- Disorders of puerperium
- Management of engorged breast, cracked nipples, breast abscess and mastitis
- Pueperal sepsis
- Post partum haemorrhage
- Inversion and prolapsed of uterus, obstetrical emergencies
- Obstetrical operation i.e. forceps, vacuum, episiotomy, caesarean section.

UNIT VI

- Drugs in obstetrics.
- Effects of drugs during pregnancy, labour and puerperium on mother & baby.

UNIT VII

- National Welfare Programmes for Women.
- National Family Welfare Programme.
- Infertile Family.
- Problems associated with unwanted pregnancy.

• Unwed mothers.

PRACTICUM

1. The student will:

a. Be posted in antenatal Clinic, MCH clinic, antenatal ward, labour room, postnatal ward,
maternity OT, MTP room.

b. Visit welfare agencies for woman and write observation report.

c. Follow Nursing process in providing care to 3-6 patients.

d. Write at least two Nursing care studies and do a presentation.

e. Give at least one planned health teaching to a group of mothers.

2. Practices following Nursing procedures -

a. Antenatal & Post natal examination, per vaginal exam.

b. Conduct normal delivery, stitching of episiotomy, (for male candidate minimum conduct of 5
deliveries)

c. Motivation of family for adopting family planning methods.

d. Motivate family for Planned Parenthood.

e. Assist in various diagnostic and therapeutic procedures including IUD insertion and removal.

CHILD HEALTH NURSING

Placement: - First Year **Time Allotted Theory -60 hrs**
Practical-240 hrs

COURSE DESCRIPTION:
This course is aimed at developing an understanding of the modern approach to child care, the common health problems of children and neonates in health and sickness.

OBJECTIVES
At the end of the course, the student will:
1. Explain the modern concept of child care and the principles of Paediatric Nursing.
2. Describe the normal growth and development of children at different ages.
3. Manage sick as well as healthy neonates and children.
4. Identity various aspects of preventive Paediatric Nursing and apply them in providing Nursing care to children in hospital and community.

COURSE CONTENTS

UNIT I
• Introduction.
• Modern concept of child care.
• Internationally accepted rights of the child.
• National policy and legislations in relation to child health and welfare.
• National programmes related to child health and welfare.
• Changing trends in hospital care, preventive, promotive and curative aspects of child health.
• Child morbidity and mortality rates.
• Differences between an adult and child.
• Hospital environment for a sick child.
• The role of a Paediatric Nurse in caring for a hospitalized child.
• Principles of Pre and Post operative care of infants and children.
• Paediatric Nursing procedures.

UNIT II

• The healthy child.
• Growth and development from birth to adolescence.
• The needs of normal children through the stages of development and parental guidance.
• Nutritional needs of children & infants breast- feeding, supplementary/ artificial feeding and weaning.
• Accidents, causes and prevention.
• Value of play selection of play material.
• Preventive immunization.

UNIT III

• Nursing care of a neonate.
• Nursing care of a normal newborn.
• Neonatal resuscitation.
• Nursing management of a low birth weight baby.
• Nursing management of common neonatal disorders.
• Organization of neonatal unit. Preventive of infections in the nursery.

UNIT IV

• Nursing management in common childhood diseases.
• Nutritional deficiency disorders.
• Respiratory disorders and infections.
• Gastrointestinal infections, infestations and congenital disorders.
• Cardio vascular problem-congenital defects and rheumatic fever.
• Genito-urinary disorder – Nephrotic syndrome, Wilms' tumor, infection and congenital disorders.
• Neurological infections and disorders- convulsions, epilepsy, meningitis, hydrocephalus,
spinabifida.
• Hematological disorders – Anemias, Thalassemia, ITP, Leukemia, hemophilia.
• Endocrine disorders – Juvenile Diabetes Mellitus.
• Orthopedic disorders – club foot, hip dislocation and fracture.
• Disorders of skin eye and ears.
• Common Communicable Diseases in children, their identification, Nursing management in
hospital and home and prevention.
• Paediatric emergencies – poisoning, foreign bodies, haemorrage, burns and drowning.

UNIT V

• Management of behavioural disorders in children.
• Management of challenged children:
• Mentally challenged
• Physically challenged
• Socially challenged.

PRACTICUM

The student will:

1. Be posted in Paediatric Medical and Surgical wards, OPD in hospital, health centre and neonatal units.
2. Visit a centre for handicapped children and child welfare centre and write observation report.
3. Write an observational study of normal children of various age groups in home/ nursery school/ crèche.
4. Follow Nursing process in providing care to 3-6 children.
5. Write at least two Nursing care studies and do a presentation.
6. Give two planned health teachings, one in hospital and one in OPD / health centre.
7. Practice the following Nursing procedures:
- Taking pediatric history
- Physical assessment of children
- Baby bath
- Feeding
- Restraining.
8. Calculation of dosage of drugs and administration of medications and injections.
9. Collection of specimens.
10. Enema, bowel wash, colostomy irrigation.
11. Steam and oxygen inhalation.
12. Preparation to assist with diagnostic tests and operations.
13. Examination / Assessment of a newborn.
14. Neonatal resuscitation.
15. Care of a baby in incubator and on ventilator.
16. Photo Therapy.
17. Assist in exchange transfusion and other therapeutic procedures.

MEDICAL SURGICAL NURSING

Placement: - First Year **Time Allotted Theory -90 hrs**
Practical-270 hrs

COURSE DESCRIPTION:
The purpose of this course is to widen the students' knowledge and develop proficiency in caring for patients with medical surgical problems. This course includes review of relevant Anatomy and Physiology, Pathophysiology in Medical-Surgical disorders and Nursing management of these conditions.

OBJECTIVES
At the end of the course, the student will:
1. Explain relevant Anatomy and Physiology of various systems of the body.
2. Explain Pathophysiology of various disorders.
3. Explain the actions, side effects and Nursing implications in administering drugs for various disorders.
4. Discuss the recent advancement in the treatment and care of patients with medical surgical conditions.
5. Develop skill in giving comprehensive Nursing care to patients following the steps of Nursing process.
6. Assist the patients and their families in identifying and meeting their own health needs.
7. Appreciate the role of the nurse in the medical surgical health term.

COURSE CONTENTS

UNIT I
• Introduction to Medical Surgical Nursing.
• Review of concepts of comprehensive Nursing care in medical surgical conditions.
• Nurse, patient and his/ her family.
• Functions of Nurse in the Outpatient Department.
• Intensive care unit.

UNIT II

• Nursing management of patient with specific problems:
• Fluid and electrolyte imbalance.
• Dyspnea and cough, Respiratory obstruction
• Fever
• Shock
• Unconsciousness
• Pain
• Acute illness
• Chronic illness
• Terminal illness
• Age related illness
• Patient undergoing surgery
• Incontinence.

UNIT III

• Nursing management of patient with Neurological and Neurosurgical conditions.
• Review of Anatomy and Physiology of the Nervous System.
• Pathophysiology, diagnostic procedures and management of**.**
• Cerebro-vascular accident.
• Cranial spinal and peripheral Neuropathies.
• Headache and intractable pain.
• Epilepsy.
• Infectious and inflammatory diseases and trauma of the Nervous System.
• Common disorders of the system.
• Recent advances in diagnostic and treatment modalities.
• Drugs used in these disorders.
• Tumors of brain & Spinal cord, congenital malformations, degenerative diseases.

UNIT IV

• Nursing management of patient with Cardiovascular problems.
• Review of relevant Anatomy and Physiology of Cardiovascular system.
• Pathophysiology, diagnostic procedures and management of:
• Ischemic Heart diseases
• Cardiac arrhythmias
• Congestive heart failure
• Rheumatic and other valvular heart diseases
• Endocarditis, cardiomyopathies, congenital heart diseases, hypertension, heart block

• Cardiac emergencies: Cardiac Arrest, acute pulmonary oedema, cardiac tamponade, cardiogenic shock, aneurysms and peripherovascular disorders, recent advancement in cardiology.

Unit V

• Nursing management of patient with respiratory problems.
• Review of Anatomy and Physiology of respiratory system Pathophysiology, diagnostic
procedures and management of upper respiratory tract infections:
• Bronchitis
• Asthma
• Emphysema, Empyema, Atelectasis, COPD
• Bronchiectasis
• Pneumonia
• Pulmonary tuberculosis
• Lung abscess
• Pleural effusion
• Tumours and cysts
• Chest injuries
• Respiratory arrest and insufficiency
• Pulmonary embolism
• Drugs used in the management of these patients
• Special respiratory therapies.

UNIT VI

• Nursing management of patient with Genito-urinary problems.
• Review of Anatomy and Physiology of the Genito-urinary System
• Nephritis
• Renal calculus
• Acute renal failure
• Chronic renal failure
• End stage renal disease.
• Special procedures, dialysis, renal transplant.
• Drugs used in management of these patients.
• Congenital disorders, urinary infections.
• Benign prostate hypertrophy.

UNIT VII

• Nursing management of patients with problems of the digestive systems.
• Review of Anatomy and Physiology of gastrointestinal system and accessory organs.
• Pathophysiology, diagnostic procedures and management of :
• G.I. Bleeding
• Peptic ulcer

• Infections
• Acute abdomen
• Colitis, diarrhoea, dysenetry & mal-absorption syndrome.
• Cholecystitis
• Hepatitis, hepatic coma and cirrhosis of liver
• Portal hypertension
• Pancreatitits
• Tumors, Hernias, Fistulas, Fissures, Hemorrhoids.
• Drugs used in the management of these patients.

UNIT VIII
• Nursing management of patients with endocrine problems.
• Review of Anatomy and physiology and Pathophysiology of patients with:
• Thyroid disorders
• Diabetes mellitus
• Diabetes insipidus
• Adrenal tumour
• Pituitary disorders
• Diagnostic procedures.
• Nursing management of patient with above problems.
• Drug used in Endocrine problems.

UNIT IX
• Nursing management of patients with musculoskeletal problems.
• Review of anatomy, Physiology and Pathophysiology:
• Arthritis Osteomyelitis, Bursitis
• Fractures, dislocation and trauma
• Prolapsed disc
• Osteomalacia and osteoporosis
• Tumor
• Amputation.
• Diagnostic procedures
• Nursing management of patients with above problems.
• Prosthesis and Rehabilitation.
• Transplant & replacement surgeries.

UNIT X
• Nursing management of patient with disorders of female reproductive tract.
• Disorder of menstruation.
• Infections of the genital tract.
• Benign and malignant tumors of the genital tract.
• R.V.F., V.V.F.
• Climateric changes and associated problems.

UNIT XI
• Nursing management of patients with Oncological disorders.

• Types of Neoplasms and related Pathophysiology.
• Diagnostic procedures.
• Modalities of treatment and nurse's role.
• Special therapies – Chemotherapy and Radiotherapy
• Preventive measures, other therapies.

UNIT XII

• Nursing management of patient with burns.
• Nursing management of patient with reconstructive surgeries.

UNIT XIII

• Nursing management of patient with common communicable diseases & STD'S.
• Nursing management of patient with immunological disorders including HIV/AIDS.

UNIT XIV

• Nursing management of patient with diseases of eye, ear, nose, throat & skin.

UNIT XV

• Nursing management of patient with blood disorders
• Review of Anatomy & Physiology of Blood & Blood products.
• Pathophysiology, diagnostic procedures and management of blood disorders:
• Anemia
• Leukemia
• Bleeding disorders
• Hemophilia
• Purpura etc.
• Blood transfusion, safety checks, procedure and requirements. Management of adverse transfusion reaction, records for blood transfusion.
• Management and counseling of blood donors, phlebotomy procedure, and post donation management.
• Blood bank functioning and hospital transfusion committee
• Bio-safety and waste management in relation to blood transfusion.

UNIT XVI

• Nursing in emergencies.
• Cardiac emergencies.
• Trauma.
• Poisoning.
• Crisis management: Thyroid crisis, Hypertensive crisis and Adrenal crisis.

PRACTICUM

1. Students should be rotated in the selected medical & surgical areas, like Cardio Thoracic, Neurology, Urology, Orthopedics, Gynecology, Oncology, and Burns and Reconstructivesurgical units.
2. The students should be given patient assignment. They have practices patient centeredcomprehensive Nursing.
3. Each student is requested to give planned health teachings, conduct clinical teaching, casepresentation and drug study.

ENGLISH

Placement: - First Year **Time Allotted Theory -60 hrs**

COURSE DESCRIPTION:

This course is designed to help the students understand and use skills of English language required for their professional work.

OBJECTIVES

After the course the student will develop:

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

COURSE CONTENTS

UNIT I

- Remedial study of Grammar.
- Review of grammar, vocabulary and effective use of dictionary.
- Prepare task oriented seminars.
- Symposia and panel discussion.

UNIT II

- The ability to understand selected passage and express meaning in one's own words.
- Reading and comprehension of the prescribed books.

UNIT III

- The study of various forms of composition:
- Note taking
- Diary
- Nurse notes, Anecdotal records
- Writing of summary
- Nurses' reports on health problems.

The student will submit one sample of each item from his/her own practical experience.

UNIT IV

- Verbal communication.
- Oral reports.
- Summarizing of the discussion.
- Debate.
- Listening comprehension- film, cassette and radio.

PRACTICUM

1. The clinical experience in the wards and bed side nursing will provide opportunity for students to
fulfill the objectives of learning language.
2. Assignment on writing and conversation through participation in Discussion, Debates, Seminars and Symposia. The students will gain further skill in task oriented communication.

POST BASIC B.SC. NURSING YEAR – II

SOCIOLOGY

Placement: - Second Year **Time Allotted Theory -60 hrs**

COURSE DESCRIPTION:

This course is to reorient students to Sociological relation to community and social institution in India and its relationship with health, illness and Nursing.

OBJECTIVES

At the end of the course, the student will:

1. Describe Sociological concepts that are applicable to Nursing.
2. Determine role of Sociology in Nursing as related to social institutions in India.
3. Develop positive attitudes towards individual, family and community.

COURSE CONTENTS

UNIT I

- Introduction.
- Importance of study of Sociology in Nursing, relationship of Anthropology, Sociology, etc.

UNIT II

- Individual and the society.
- Socialization.
- Interdependence of the individual and society.
- Personal disorganization.

UNIT III

- Culture.
- Nature of culture.
- Evolution of culture.
- Diversity and uniformity of culture.

UNIT IV

• Social organization.
• Social groups, Crowds and Public groups, Nations, Race.
• Social Institutions: Family, Marriage, Education, Religion, Arts, Economic organization,
Political organization.
• The Urban & Rural community in India: Ecology, characteristics of the village, characteristics of the town and city.
• Social stratification: Class and Caste.

UNIT V

• Social Process.
• Process of Social Interaction: Competition, Conflict- war, Cooperation, Accommodation and Assimilation.

UNIT VI

• Social Change.
• Nature and process of Social Change: Factors influencing cultural change.
• Cultural Lag.

UNIT VII

• Social Problems.
• Social disorganization control & planning: Poverty, Population Housing, Illiteracy, Food supplies, growth of urbanization, Prostitution, Minority groups, rights of woman & children, child labour, child abuse delinquency and crime, substance abuse.

COMMUNITY HEALTH NURSING

Placement: - Second year **Time Allotted Theory -60 hrs**
Practical-240 hrs

COURSE DESCRIPTION:
The course enables the students to understand the national health care delivery system and to participate in the delivery of Community Health Nursing.

OBJECTIVES
At the end of the course, the student will:
1. Explain the concepts of various factors contributing to health of individual, family and Community.
2. Identify the role of a Community Health Nurse.
3. Describe National Health Care delivery system.
4. Describe Epidemiological methods and principles of prevention and control of illness in the community.
5. Identify the role of personnel working in the Community Health setting.
6. Plan the work of Community Health Nursing, and supervise and train health workers.

COURSE CONTENTS
UNIT I
• Introduction to Community Health – Concepts, Principles and Elements of Primary Health Care.
• Introduction to Community Health Nursing.
• Concept of Community Health Nursing – Community Nursing process.
• Objective, Scope and Principles of Community Health Nursing.
UNIT II
• Family Health Services.
• Concept, Objective, Scope and Principles.
• Individual, Family and Community as a unit of service.
• Principles and techniques of home visiting.
• Establishing working relationship with the family.
• Working with families in relation to prevention of diseases, promotion of health.
• Care of the sick in the home, physically handicapped and mentally challenged.
• Surveillance and Monitoring.

UNIT III

• Organization and Administration of health services in India.
• National Health Policy.
• Health Care Delivery system in India.
• Health team concepts:
• Centre, State, District, Urban Health Services, Rural Health Services
• System of medicines
• Centrally sponsored health schemes
• Role of voluntary health organizations and International Health Agencies
• Role of health personnel in the community
• Public Health Legislation.

UNIT IV

• Health Education:
• Aims, Concepts and Scope of Health Education.
• National Plan for Health Education
• Communication Techniques
• Methods and media for health education programmes
• Planning for health education and role of nurse.

UNIT V

• Role of the Community Health Nurse.
• National Health Programmes:
• Maternal and child health programmes
• Family welfare and school health services
• Occupational health services.
• As a member of the health team.
• Training and supervision of health care workers.

UNIT VI

• Epidemiology
• Definition – concepts, aims, objectives, methods & principles,
• Epidemiology – theories and models.
• Application of Epidemiology, principles and concepts in community health.

UNIT VII

• Bio-Statistics and Vital Statistics.
• Introduction, definition and scope, legislation.
• Report, recording and compiling of vital statistics at the local, state, national and internationallevel.
• Definition and methods of computing vital statistics.
• Methods of presenting data.
• Management information system.

PRASCTICUM

1. Each student will prepare a community profile.
2. The student will be allotted families for gaining experience in identifying family health needs, health counselling and guidance and family budgeting for optimum health.
3. The student will participate in the activities of primary health centre.
4. Sub-centre, MCH centre.
5. Visits will be made to selected health and welfare agencies, water purification plant and sewage disposal plant, infectious disease hospital, child welfare centre, old aged homes, orphanages and handicapped hospitals.
6. Conduct health educational programmes for individual/ groups/ community.

MENTAL HEALTH NURSING

Placement: - Second Year **Time Allotted Theory -60 hrs**
Practical-240 hrs

COURSE DESCRIPTION:
These courses enable the students to recognize and appreciate the causes, symptoms and process of abnormal human behavior. It also introduces the student to the present day treatment modalities in the light of psychological, social and cultural factors affecting human behaviour. This course helps the student to learn principles of Mental Health and Psychiatric Nursing and to develop beginning skills in the management of the mentally ill in hospital and community.

OBJECTIVES

At the end of course, the student will:

1. Identify and describe the Philosophy and Principles of Mental Health Nursing.
2. Describe the Historical Development of Mental Health and Psychiatric Nursing.
3. Classify Mental Disorders.
4. Develop skill in history taking and performing Mental status examination.
5. Describe etiological factors, Psychopathology, clinical features, diagnostic criteria and treatment methods used for mental disorders.
6. Manage the patients with various Mental disorders.
7. Communicate therapeutically with patients and their families.
8. Identify role of the Nurse in preventive psychiatry.
9. Identify the legal aspects in practice of Mental Health and Psychiatric Nursing.

COURSE CONTENTS

UNIT I

- Introduction and historical development.
- History of Psychiatry.
- Historical development of Mental Health Nursing.
- Philosophy, Principles of Mental Health Nursing and Psychiatric Nursing.
- Concept of normal and abnormal behavior.
- Role and qualities of Mental Health and Psychiatric Nurse.
- Mental Health team and functions of team members.
- Legal aspects in Psychiatry and Mental Health services.

UNIT II

- Classification and assessment of mental disorders.
- Terminologies used in Psychiatry.

• Classification of mental disorders.
• Etiological factors and psychopathology of mental disorders.
• History taking an assessment methods for mental disorders.

UNIT III

• Therapeutic communication.
• Communication process.
• Interview skills, therapeutic communication techniques. Nurse patient relationship, therapeutic impasse and its management process recording.

UNIT IV

• Management of mental disorders
• Etiological factors, psychopathology, types, clinical features, diagnostic criteria, treatment and Nursing management of patient with following disorders:
• Neurotic disorders: Anxiety Neurosis, Depressive Neurosis, Obsessive Compulsive Neurosis, Phobic Neurosis and Hypochondriacal Neurosis, stress related and somatoform disorders.
• Psychotic disorders: Schizophrenic form, Affective and Organic psychosis.
• Organic Brain syndromes
• Psychosomatic disorders
• Personality disorders
• Disorders of Childhood and Adolescence.

UNIT V

• Management of patients with Substance use disorders.
• Substance use and misuse.
• Dependence, Intoxication and Withdrawal
• Classification of Psychoactive Substances
• Etiological & Contributory factors
• Psychopathology
• Clinical features
• Diagnostic criteria.
• Treatment and Nursing management of patient with Substance use disorders.
• Preventive and rehabilitative aspects in substance abuse.

UNIT VI

• Management of mental sub-normality.
• Classification of mental sub-normality.
• Etiological factors, psychopathology, psychometric assessment. Diagnostic criteria and management of sub-normality.

UNIT VII

• Psychiatric emergencies.
• Types of emergencies, psychopathology, clinical features, assessment and diagnosis, treatment and Nursing management of patient with Psychiatric emergencies.
• Crisis intervention therapy.

Unit VIII

• Therapeutic modalities.

• Principles, indication, contraindications and role of Nurse in various treatment methods:

Therapeutic community and Milieu therapy

• Occupational therapy

• Psychotherapy

• Behaviour therapy

• Group therapy

• Family therapy

• Pharmacotherapy

• Electro convulsive therapy

• Other miscellaneous therapies.

Unit IX

• Preventive Psychiatry.

• Model of prevention.

• Role of Nursing in preventive Psychiatry.

• Psychiatric social work.

• Community Mental Health Nursing.

• Community Mental Health agencies.

• National Mental Health programmes.

PRACTICUM

The student will be provided opportunity to:

1. Observe, Record and Report the behaviour of their selected patients.
2. Record the process of interaction.
3. Assess the Nursing needs of their selected patients, plan and implement the Nursing intervention.
4. Counsel the attendant and family members of patient.
5. Participate in the activities of Psychiatric team.
6. Write observation report after a field visit to the following places:

• Child guidance clinic.

• School / Special Schools (For mentally subnormal)

• Mental Hospital,

• Community Mental Health Centres.

• De-addiction and Rehabilitation Centres.

INTRODUCTION TO NURSING EDUCATION

Placement: - Second Year **Time Allotted Theory -60 hrs**
Practical-75 hrs

COURSE DESCRIPTION:

This course introduces the students to the principles and concepts of education, curriculum development, and methods and media of teaching. It also describes the steps in curriculum development and implementation of education programmes in Nursing.

OBJECTIVES

At the end of the course, the students will:

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

COURSE CONTENTS

Unit I

- Introduction to education:
- Meaning of education, aims, function and principles.
- Philosophy of education:
- Factors influencing development of philosophy of Nursing Education.

UNIT II

- Teaching learning process.
- Nature and characteristics of learning.
- Principles and maxims of teaching
- Formulating objectives.
- Lesson planning.

UNIT III

- Methods of teaching:
- Teaching methods
- Lecturer
- Discussion
- Demonstration
- Group discussion
- Project

• Role play
• Panel discussion
• Symposium
• Seminar
• Field trip
• Workshop
• Exhibition
• Programmed instruction
• Computer assisted learning.
• Clinical teaching methods:
• Case methods
• Case presentation
• Nursing rounds and reports
• Bedside clinic
• Conference (individual and group)
• Recording of interaction process.

UNIT IV

• Educational media.
• Communication Process: Factors Affecting Communication.
• Purpose and Types of Audio-Visual Aids.
• Graphics aids: Chalk-board, Charts, Graphs, Poster, Flash Cards, Flannel graph / Khadigraph, Bulletin, Cartoon,
• Three Dimensional Aids: Objects, Specimen, Models, Puppets.
• Printed Aids: Pamphlets and Leaflets.
• Projected Aids: Slides, Films and Television, VCR, VCP, Overhead Projector, Camera,
Microscope.
• Audio Aids: Tape Recorder, Public address system, Computer.

UNIT V

• Methods of assessment.
• Purpose and Scope of evaluation and assessment.
• Criteria for selection of assessment techniques and methods.
• Assessment of knowledge: essay type question, SAQ (short answer questions).
• MCQ (multiple choice questions).
• Assessment of skills: observation, check list. Practical examination Viva, objective structured clinical examination.
• Assessment of attitude: Attitude scale.

UNIT VI

• Management of School of Nursing.
• Planning of school of Nursing, organization.
• Recruitment of teaching staff, budget, facilities for the school, student selection and admission procedure, administrative planning of students, welfare services for students,maintenance of schools records, preparation of annual reports, INC guidelines for schools of Nursing.

Unit VII

• Guidance and counselling: Definition.
• Basic principles of guidance and counselling.
• Organization of guidance and counselling services.
• Counselling process.
• Managing disciplinary problems.
• Management of crisis.

Unit VIII

• In-service education.
• Introduction to nature and scope of in-service education programme.
• Principles of adult learning.
• Planning for in-service programme.
• Techniques, and methods of staff education programme
• Evaluation of in- service programme.

PRACTICUM

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

INTRODUCTION TO NURSING ADMINISTRATION

Placement: - Second Year **Time Allotted Theory -60 hrs**
Practical-180 hrs

COURSE DESCRIPTION:

, This course is designed to give an opportunity to the student togain an understanding of the principle of administration and its application to nursing service. It is also intended to assist the students to develop an understanding of professional leadership need.

OBJECTIVES

At the end of the course, the student will:

1. Identify the principles of administration.
2. Describe the principles and techniques of supervision.
3. Explain the principles and methods of personnel management.
4. Explain the principles of budgeting.
5. Organize and manage a Nursing unit effectively.
6. Identify dynamics of organizational behavior, styles and functions of effective leadership.

COURSE CONTENTS

UNIT I

• Principles and Practices of administration.
• Significance, elements and principles of administration,
• Organization of Hospital – Definition, aims, functions, and classifications, health term.
• Policies of hospital, different departments with special emphasis to department of Nursing &
office management.
• Responsibilities of the Nursing personnel especially of ward Sister, medico legal aspects,
concept of cost effectiveness.

UNIT II

• Nursing Unit Management.
• Physical layout of a Nursing Unit and necessary facilities.
• Factors affecting the quality of Nursing care.
• Maintenance of a therapeutic environment
• Administration of the unit – management of patient care.
• Maintenance of physical environment.
• Assignment of duties and time plan.
• Patient assignment, safety measures, prevention of accidents and infections.
• Maintenance of patients' records and reports, legal responsibilities.
• Maintenance of quality Nursing care, Nursing audit.

UNIT III

• Personnel management.
• Staff recruitment and selection, appointment, promotions, personnel policies and jobs descriptions.
• Job analysis.
• Staffing the unit, staffing norms, rotation plan, leave planning, performance appraisal, staff welfare and management of disciplinary problems.

UNIT IV

• Supervision.
• Principles of supervision, nature and objectives.
• Tools and techniques of supervision.
• Evaluation.
• Nursing audit.
• Staff development – orientation program.
• Skill training.
• Leadership development.
• Problem solving process.

UNIT V

• Material management.
• Principles of material management.
• Quality control.
• Inventory, care of equipment, safekeeping.
• Role of nursing personnel in material management.

UNIT VI

• Financial Management.
• Budgeting – principles of budgeting, audit.

UNIT VII

- Organizational Behavior.
- Group dynamic and human relation, organizational communication (hospital information system).
- Public relation, leadership styles and functions.
- Methods of reporting.
- Maintaining records and reports.

PRACTICUM

1. Observe the functioning of Nursing administration at various level i.e. institution, Department, unit etc.
2. Each student will practice Ward Management under supervision.
3. Student will prepare rotation plan of the staff, write reports, give verbal reports of the ward and assist in maintaining the inventory of the Nursing unit.
4. Visit to private and government hospital and write observation reports.

INTRODUCTION TO NURSING RESEARCH AND STATISTICS

Placement: - Second Year **Time Allotted Theory -45 hrs**
Practical-120 hrs

Course Description:
The course is designed to assist the students to develop an understanding of basic concepts of Research and Statistics, use the findings of Nursing Research in nursing practices, apply the knowledge in conducting project(S) and solve problems related to nursing using scientific method.

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

COURSE CONSTANTS

A. INTRODUCTION TO RESEARCH METHODOLOGY

UNIT I
• Steps of scientific methods.
• Definition of Research.
• Need for Nursing Research.
• Characteristics of good research. Research process.

UNIT II

• Statement of Research problem.
• Statement of purpose and objectives.
• Definition of Research terms.
• Review of literature.

UNIT III

• Research approaches: historical, survey and experimental.

Unit IV

• Sampling techniques and methods of data collection.
• Sampling.
• Instrument-questionnaire, Interview.
• Observation schedule, records, measurements.
• Reliability and validity of instruments.

UNIT V

• Analysis of Data, Tabulation:
• Classification and summarization
• Presentation
• Interpretation of data.

UNIT VI

• Communication of research findings.
• Writing report:
• Organizing materials for writing
• Format of the report
• Use of computers.

B. INTRODUCTION TO STATISTICS

UNIT VII

• Descriptive Statistics.
• Frequency Distribution – Types of measure - frequencies, class interval, graphic methods of describing frequency.
• Measures of Central Tendency – Mode, Median, Mean.
• Measures of variability: Range, Standard deviation
• Introduction to normal probability.

UNIT VIII

• Correlation.
• Computation by rank difference methods.
• Uses of correlation co-efficient.

UNIT IX

• Biostatistics: Crude rates and standardized rates, ratio and estimation of the trends.

UNIT X

- Introduction to computers in Nursing.
- Introduction to Computer and disk – operating system
- Introduction to word processing
- Introduction to data base
- Window application: Word, Excel, Power point, Multimedia.
- Use of statistical packages.
- Introduction to internet & use of electronic mail.
- Computer aided teaching & testing.

PRACTICUM

Students will conduct research project in small groups in selected areas of Nursing and submit a report (group studies may include studying of existing health practices, improved practices of Nursing (procedures) health records, patient records and survey of Nursing (literature).

CONTENT

S. No.	Content
1	Philosophy
2	Aim
3	Objectives
4	Other Staff (Maximum Requirement)
5	Eligibility Criteria/Admission Requirements
6	Regulations for Examination
7	Guidelines for Dissertation
8	Duration
9	Scheme of Examination
	First Year
10	Nursing Education
11	Advance Nursing Practice
12	***Clinical Speciality – I***
	- Medical Surgical Nursing
	- Obstetric & Gynaecological Nursing
	- Child Health (Paediatric) Nursing
	- Mental Health (Psychiatric) Nursing
	- Community Health Nursing
13	Nursing Research & Statistics
	Second Year
14	Nursing Management
15	***Clinical Speciality –II***
	Medical Surgical Nursing - Cardio Vascular & Thoracic Nursing
	- Medical Surgical Nursing – Critical Care Nursing

	- Medical Surgical Nursing – Oncology Nursing
	- Medical Surgical Nursing - Neurosciences Nursing
	- Medical Surgical Nursing - Nephro- Urology Nursing
	- Medical Surgical Nursing -Orthopedic Nursing
	- Medical Surgical Nursing - Gastro Enterology Nursing
	- Obstetric & Gynaecological Nursing
	- Paediatric (Child Health) Nursing
	- Psychiatric (Mental Health) Nursing
	- Community Health Nursing
16	Annexure – I (Staffing Pattern Relaxed till 2012)

SYLLABUS AND REGULATIONS

M.Sc. (NURSING)

Published by

INDIAN NURSING COUNCIL
8th floor, NBCC Center, Plot no. 2, Community Center Okhla Phase-I , New Delhi – 110020

Philosophy

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 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:-

1. Utilize/apply the concepts, theories and principles of nursing science
2. Demonstrate advance competence in practice of nursing
3. Practice as a nurse specialist.
4. Demonstrate leadership qualities and function effectively as nurse educator and manager.
5. Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health related research.

6. Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
7. Establish collaborative relationship with members of other disciplines
8. Demonstrate interest in continued learning for personal and professional advancement.

Other Staff (Minimum requirements)

(To be reviewed and revised and rationalized keeping in mind the mechanization and contract service)

- Ministerial
  - a) Administrative Officer — 1
  - c) Office Superintendent — 1
  - d) PA to Principal — 1
  - e) Accountant/Cashier — 1

- Upper Division Clerk — 2

- Lower Division Clerk — 2

- Store Keeper — 1
  - a) Maintenance of stores — 1
  - b) Classroom attendants — 2
  - c) Sanitary staff — As per the physical space
  - d) Security Staff — As per the requirement

- Peons/Office attendants — 4

- Library
  - a) Librarian — 2
  - b) Library Attendants — As per the requirement

- Hostel
  - a) Wardens — 2
  - b) Cooks, Bearers, Sanitary Staff — As per the requirement
  - c) Ayas /Peons — As per the requirement
  - d) Security Staff — As per the requirement
  - e) Gardeners & Dhobi (desirable) — Depends on structural facilities

Eligibility Criteria/Admission Requirements:

1. The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.
2. 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.
3. 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.
4. Minimum one year of work experience after Basic B.Sc. Nursing.
5. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.
6. Candidate shall be medically fit.
7. 5% relaxation of marks for SC/ST candidates may be given.

Entrance/Selection test

Selection of the candidates should be based on the merit of the entrance examination held by University or competent authority.

Regulations for examination:

Eligibility for appearing for the examination:

75% of the attendance for theory and practicals. However 100% of attendance for practical before the award of degree

Classification of results:

- 50% pass in each of the theory and practical separately.
- 50-59% Second division
- 60-74% first division
- 75% and above is distinction
- For declaring the rank aggregate of 2 years marks to be considered

If the candidate fails in either practicals or theory paper he/she has to re-appear for both the papers (theory and practical)

Maximum no. of attempts per subject is three (3) inclusive of first attempt. The maximum period to complete the course successfully should not exceed 4 years

Candidate who fails in any subject, shall be permitted to continue the studies into the second year. However the candidate shall not be allowed to appear for the Second year examination till such time that he/she passes all subjects of the first year M.Sc nursing examination

Practicals

- 4 hours of practical examination per student.
- Maximum number of 10 students per day per speciality.
- The examination should be held in clinical area only for clinical specialities
- One internal and external should jointly conduct practical examination
- Examiner – Nursing faculty teaching respective speciality area in M.Sc nursing programme with minimum 3 years experience after M.Sc nursing.

Dissertation

Evaluation of the dissertation should be done by the examiner prior to viva
Duration: Viva-voce -minimum 30 minutes per student

Guidelines for Dissertation

Tentative Schedule for dissertation

S. No.	Activities	Scheduled Time
1.	Submission of the research proposal	End of 9th month of 1st year
2.	Submission of dissertation – Final	End of 9th month of IInd Year

Note: - Administrative approval and ethical clearance should be obtained

A. Research Guides

a) Qualification of Guide

Main guide : Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in teaching in the Post Graduate Programme in Nursing.

Co-Guide : A Co-Guide is a nursing faculty/expert in the field of study (may be from outside the college but should be within the city.)

b) Guide – Students Ratio

Maximum of 1:4 (including as co-guide)

c) Research Committee

There should be a research committee in each college comprising of minimum 5 members chaired by the Principal, College of Nursing.

Duration

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

Available	52 weeks
Vacation	4 weeks
Examination	2 weeks
Gazetted holidays	3 weeks
Total weeks available	43 weeks
40 hours per week	1720 hours
Total hours for 2 years	**3440 hours**

Course of Instruction

	Theory (hrs)	**Practical (hrs)**
1st year		
Nursing education	150	150
Advance nursing practice	150	200
Nursing Research and statistics	150	100
*Clinical speciality –I	150	650

Total	**600**	**1100**

II nd Year

Nursing Management	150	150
Nursing Research(Dissertation)		300
*Clinical Speciality-II	150	950
Total	**300**	**1400**

Educational visit 2 weeks

***Clinical Speciality** – Medical Surgical Nursing (Cardio Vascular & Thoracic Nursing, Critical care Nursing, Oncology Nursing, Neurosciences Nursing, Nephro-Urology Nursing, Orthopedic Nurisng, Gastro Enterology Nursing,)Obstetric & Gynaecological Nursing, Child Health (Paediatric) Nursing, Mental Health(Psychiatric) Nursing, Community Health Nursing, Psychiatric (Mental Health) Nursing etc.

Note: Students have to maintain log book for each activity during the course of study

Scheme of Examination

	Theory			**Practical**		
1st year	Hours	Internal	External	Hours	Internal	External
Nursing education	3	25	75		50	50
Advance nursing practice	3	25	75			
Nursing Research and statistics	3	25**	75*			
Clinical speciality -I	3	25	75		100	100
Total		**100**	**300**		**150**	**150**
II nd Year						
Nursing Management	3	25	75			
Dissertation & Viva					100	100
Clinical Speciality-II	3	25	75		100	100
Total		**50**	**150**		**200**	**200**

* Nursing research=50 and statistics=25

**Nursing research=15 and statistics=10

1. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
2. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
3. A candidate must have 100% attendance in each of the practical areas before award of degree
4. A candidate has to pass in theory and practical exam separately in each of the paper.
5. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
6. Maximum no. of attempts permitted for each paper is 3 including first attempt.

7. The maximum period to complete the course successfully should not exceed 4 (four) years
8. A candidate failing in more then two subjects will not be promoted to the IInd year.
9. No candidate shall be admitted to the subsequent IInd year examination unless the candidate has passed the Ist year examination.
10. Maximum number of candidates for all practical examination should not exceed 10 per day.
11. Provision of Supplementary examination should be made.
12. All practical examinations must be held in the respective clinical areas.
13. One internal and One external examiners(outside the University) should jointly conduct practical examination for each student
14. An examiner should be M.Sc (N) in concerned subject and have minimum of 3 (three) years post graduate teaching experience.
15. One internal and One external examiners(outside the University) should evaluate dissertation and jointly conduct viva-voce for each student
16. For Dissertation Internal examiner should be the guide and external examiner should be Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

Admission Strength

Annual admission strength for M.Sc (N) Programme should have prior sanction/permission from the Indian Nursing Council on the basis of clinical, physical facilities and teaching faculty.

Health Services

There should be provisions for the following health services for the students.

(a) An annual medical examination.
(b) Vaccination against Tetanus, hepatitis B or any other communicable disease as considered necessary.
(c) Free medical care during illness and / provision of health insurance should be made.
(d) A complete health record should be kept in respect of each individual students. The question of continuing the training of a student, with long term chronic illness, will be decided by the individual college.

CURRICULUM

NURSING EDUCATION

Placement : Ist Year

Hours of Instruction
Theory 150 Hours
Practical 150 Hours
Total : 300 Hours

Course Description

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.

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.
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.

Course Content

Units	Hours		Course Content
	Theory	**Practical**	
I	**10**		**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 Educational policy, various educational commissions-reports • Trends in development of nursing education in India
II	**20**	**30**	**Teaching – Learning Process** □ 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, role- play(socio-drama), clinical teaching methods, programmed instruction, self directed learning(SDL), micro teaching, computer assisted instruction(CAI), computer assisted learning (CAL)

Units	Hours		Course Content
	Theory	Practical	
III	10	10	**Instructional media and methods** □ 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, multi media, video-tele conferencing etc
IV	10		**Measurement and evaluation:** □ 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,
V	12	10	**Standardized and non-standardized tests :** □ Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- • Essay, short answer questions and multiple choice questions. • Rating scales, checklist, OSCE/OSPE(Objective structured clinical/practical examination) • Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique □ Question bank-preparation, validation, moderation by panel, utilization □ Developing a system for maintaining confidentiality
VI	8	5	**Administration, Scoring and Reporting** □ Administering a test; scoring, grading versus marks □ Objective tests, scoring essay test, methods of scoring, Item analysis.
VII	12	6	**Standardized Tools** □ Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.

Units	Hours		Course Content
	Theory	Practical	
VIII	5	6	**Nursing Educational programs** □ 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.
IX	12	25	**Continuing Education in Nursing** □ 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.
X	10	10	**Curriculum Development** □ 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.
XI	8	4	**Teacher preparation** □ 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.

Units	Hours		Course Content
	Theory	Practical	
XII	10	5	**Guidance and counseling** □ 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.
XIII	15	10	**Administration of Nursing Curriculum** □ 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
XIV	10		**Management of nursing educational institutions** □ Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel,
XV	5	5	□ 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.

Activities :

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.

- Educational visits.
- Field visits (INC/SNRC) to get familiar with recognition/registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc)
- Observe and practice application of various non-standardized tests (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

Methods of evaluation

- Tests
- Presentation
- Project work
- Written assignments

Internal Assessment

Techniques	**Weightage**
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25
	100

Practical – Internal assessment

Learning resource material	25
Practice Teaching	50
Conduct Workshop /Short Term Course	25

Practical – external assessment

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

ADVANCE NURSING PRACTICE

Placement: 1ST Year

Hours of Instruction
Theory 150 Hours
Practical 200 Hours
Total : 350 Hours

Course Description

The course is designed to develop an understanding of concepts and constructs of theoretical basis of advance nursing practice and critically analyze different theories of nursing and other disciplines.

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.
13. Appreciate importance of self development and professional advancement.

Course Content

Unit	Hours	Content
I	10	**Nursing as a Profession** □ 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 defense, 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.
II	5	**Health care delivery** □ Health care environment, economics, constraints, planning process, policies, political process vis a vis 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 non-governmental agencies. □ Information, education and communication (IEC). □ Tele-medicine.
III	10	**Genetics** □ 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.
IV	10	**Epidemiology** □ 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

Unit	Hours	Content
V	20	**Bio-Psycho social pathology** □ Pathophysiology 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, 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
VI	20	**Philosophy and Theories of Nursing** □ Values, Conceptual models, approaches. □ Nursing theories: Nightingale's, Hendersons'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.
VIII	10	**Nursing process approach** □ Health Assessment- illness status of patients/clients (Individuals, family, community), Identification of health-illness problems, health behaviors, 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.
IX	30	**Psychological aspects and Human relations** □ 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 and grieving, □ Principles and techniques of Counseling.

Unit	Hours	Content
X	**10**	**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.
XI	**25**	**Computer applications for patient care delivery system and nursing practice** □ 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: softwares.

Practical

Clinical posting in the following areas:

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

Activities

- 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)

Methods of Teaching

- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits

Methods of evaluation :

- Tests
- Presentation
- Seminar
- Written assignments

Advance nursing Procedures

Definition, Indication and nursing implications;

- CPR, TPN, Hemodynamic monitoring, Endotrcheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritonial dialysis, LP, BT Pleural and abdominal parecentasis OT techniques, Health assessment,Triage,Pulse oxymetry

Internal Assessment

Techniques	**Weightage**
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25
	100

CLINICAL SPECIALITY – I

MEDICAL SURGICAL NURSING

Placement: 1st Year

Hours of instruction
Theory: 150 Hours
Practical: 650 Hours
Total : 800 Hours

Course Description

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.

COURSE CONTENT:

Unit	Hours	Content
I	**5**	**Introduction:** □ 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.
II	**20**	**Health Assessment of patients** □ History taking. □ Physical examination of various systems. □ Nutritional assessment. □ Related investigations and diagnostic assessment.
III	**5**	**Care in hospital settings:** □ 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.
IV	**10**	**Management of patients with disorders of Gastro intestinal tract** □ 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.

Unit	Hours	Content
V	10	**Management of patients with disorders of nervous system** □ 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.
VI	10	**Management of patients with disorders of respiratory system** □ 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.
VII	10	**Management of patients with disorders of cardio vascular system** □ 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.
VIII	5	**Management of patients with disorders of blood** □ 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
IX	10	**Management of patients with disorders of genito urinary system** □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.

Unit	Hours	Content
		□ 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.
X	**10**	**Management of patients with disorders of endocrine system** □ 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.
XI	**10**	**Management of patients with disorders of musculo-skeletal system** □ 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.
XII	**8**	**Management of patients with disorders of integumentory system** □ 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.
XIII	**5**	**Management of patients with disorders of Eye and ENT** □ 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.

Unit	Hours	Content
		□ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
XIV	**8**	**Management of patients with disorders of reproductive system** □ 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.
XV	**8**	**Geriatric nursing** □ Nursing Assessment-History and Physical assessment. □ Ageing; □ Demography; Myths and realities. □ Concepts and theories of ageing. □ Cognitive Aspects of Ageing. □ Normal biological ageing. □ Age related body systems changes. □ Psychosocial Aspects of Aging. □ Medications and elderly. □ Stress & coping in older adults. □ Common Health Problems & Nursing Management; □ Psychosocial and Sexual. □ Abuse of elderly. □ Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual. □ Role of nurse for caregivers of elderly. □ Role of family and formal and non formal caregivers. □ Use of aids and prosthesis (hearing aids, dentures, □ Legal & Ethical Issues. □ Provisions and Programmes for elderly; privileges, Community Programs and health services; □ Home and institutional care. □ Issues, problems and trends.
XVI	**8**	**Management of patients with communicable and sexually transmitted diseases:** □ Review of immune system. □ Common Disorders of immune system – HIV/AIDS. □ Review of infectious disease process. □ Communicable Diseases- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends.

Unit	Hours	Content
		□ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
XVII	**8**	**Emergency, trauma and multi-system organ failure** □ DIC (disseminated intravascular coagulation) □ Trauma, burns, poisoning □ 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.

Practical

Total = 660 Hours
1 Week = 30 Hours

S.No.	Dept/Unit	No. of Week	Total Hours
	General Medical Ward	4	120 Hours
	General Surgical Ward	4	120 Hours
	ICUs	4	120 Hours
	Oncology	2	60 Hours
	Ortho	2	60 Hours
	Cardio	2	60 Hours
	Emergency Department	2	60 Hours
	Neuro	2	60 Hours
	Total	**22 Weeks**	**660 Hours**

Student Activities:

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

CLINICAL SPECIALITY-I

OBSTETRIC AND GYNAECOLOGICAL NURSING

Placement : 1st year

Hours of Instruction
Theory : 150 Hours.
Practical : 650 Hours.
Total : 800 Hours.

Course Description

This course is designed to assist students in developing expertise and in-depth understanding in the field of Obstetric and Gynaecological Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function as an independent midwifery practitioner. It will further enable the student to function as educator, manager, and researcher in the field of Obstetric and Gynaecological nursing

Objectives

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

1. Appreciate the trends in the field of midwifery, obstetrics and gynaecology as a speciality.
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 gynaecological nursing.
6. Identify and analyze the deviations from normal birth process and refer appropriately.
7. Describe the pharmacological agents, their effects during pregnancy, child birth, puerperium, lactation and the role of nurse
8. Counsel adolescents, women and families on issues pertaining to pregnancy, child birth and lactation
9. Describe the role of various types of complementary and alternative therapies in obstetric and gynaecological nursing.
10. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetric and gynaecological nursing.
11. Describe the recent advancement in contraceptive technology and birth control measures
12. Appreciate the legal and ethical issues pertaining to obstetric and gynaecological nursing

Course Content

Units	Hours	Content
I	10	**Introduction** □ Historical and contemporary perspectives □ Epidemiological aspects of maternal and child health □ Magnitude of maternal and child health problems □ Issues of maternal and child health : Age, Gender, Sexuality, psycho Socio cultural factors □ 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 □ Role and scope of midwifery practice: Independent Nurse midwifery practitioner □ Legal and Ethical issues: Code of ethics and standards of midwifery practice, standing orders □ Evidence based midwifery practice □ Research priorities in obstetric and gynaecological nursing.
II	15	**Human reproduction** □ Review of anatomy and physiology of human reproductive system: male and female □ Hormonal cycles □ Embryology □ Genetics, teratology and counseling □ Clinical implications
III	25	**Pregnancy** □ Maternal adaptation : Physiological, psychosocial • Assessment – Maternal and foetal measures Maternal measures:History taking , exmanination-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 □ 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

Units	Hours	Content
IV	**25**	**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 • Nursing management **Second stage** • Physiology , intrapartum monitoring • Nursing management. • Resuscitation , immediate newborn care and initiate breast feeding (Guidelines of National neonatalogy 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
V	**20**	**Normal puerperium and nursing management** □ Physiology of puerperium □ Physiology of lactation, lactation management, exclusive breast feeding ,Baby friendly hospital intitative(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
VI	**20**	**Normal Newborn** □ 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

Units	Hours	Content
VII	**10**	**Pharmoco dynamics 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 of midwifery nurse practitioner □ Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW
VIII	**10**	**Family welfare services** □ Population dynamics □ Demography trends: vital statistics, calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems □ Recent advancement in contraceptive technology □ Role of nurses in family welfare programmes in all settings □ Role of independent nurse midwifery practitioner □ Family life education □ Evidence based studies □ Information, Education and Communication(IEC) □ Management information and evaluation system(MIES) □ Teaching and supervision of health team members
IX	**5**	**Infertility** □ Primary and secondary causes □ Diagnostic procedures □ Counseling: ethical and legal aspects of assisted reproductive technology(ART) □ Recent advancement in infertility management. □ Adoption procedures Role of nurses in infertility management.
X	**5**	**Menopause** □ Physiological, psychological and social aspects □ Hormone Replacement Therapy □ Surgical menopause □ Counseling and guidance Role of midwifery nurse practitioner
XI	**5**	**Abortion** □ Types, causes □ Legislations, Clinical rights and professional responsibility □ Abortion procedures □ Complications □ Nursing management Role of midwifery nurse practitioner

Practical

Total = 660 Hours
1 week = 30 Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Anetenatal Wards & OPDs	4	120
2	Labour Room	5	150
3	Postnatal Ward	2	60
4	Family Planning Clinics	2	60
5	PHC/Rural maternity settings	4	120
6	Gynae	2	60
7	Maternity OT	2	60
8	NICU	1	30
	Total	**22 Weeks**	**660Hours**

Procedures observed

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

Procedures assisted

- Medical termination of pregnancy,

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)

Others

- Identification of high risk women and referral
- Health education: to women and their families
- Motivation of couples for planned parenthood

CLINICAL SPECIALTY –I

CHILD HEALTH (PAEDIATRIC) NURSING

Placement : Ist Year

Hours of Instruction
Theory 150 Hours
Practical 650 Hours
Total : 800 Hours

Course Description

This course is designed to assist students in developing expertise and in-depth understanding in the field of Pediatric Nursing. It will help students to appreciate the child as a holistic individual and develop skill to function as neonatal and pediatric nurse specialist. It will further enable the student to function as educator, manager, and researcher in the field of Paediatric nursing

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

Course Content

Unit	Hours	Content
I	10	**Introduction** □ 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.
II	10 Hrs	**Assessment of pediatric clients** □ History taking □ Developmental assessment □ Physical assessment □ Nutritional assessment □ Family assessment
III	10	**Hospitalized child** □ 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
IV	15	**Pre-natal Pediatrics** □ 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.
V	15	**Growth and Development of children** □ 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.
VI	15	**Behavioral Pediatrics and Pediatric Nursing** □ Parent child relationship, □ Basic behavioral pediatric principles and specific behavioral pediatric concepts/disorders- maternal deprivation, failure

Unit	Hours	Content
		to thrive, child abuse, the battered child, □ Common behavioral problems and their management, □ Child guidance clinic.
VII	**15**	**Preventive Pediatrics and Pediatric Nursing** □ 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**.**
VIII	**30**	**Neonatal Nursing** □ 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, □ 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.
IX	**30**	**IMNCI** (Integrated management of neonatal and childhood illnesses)

Practical

Total = 660Hours
1 Week = 30Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Pediatric Medicine Ward	4	120 Hours
2	Pediatric Surgery Ward	4	120 Hours
3	Labor Room/Maternity Ward	2	60 Hours
4	Pediatric OPD	2	60 Hours
5	NICU	4	120 Hours
6	Creche	1	30 Hours
7	Child Guidance Clinic	1	30 Hours
8	Community	4	120 Hours
	Total	**22 Weeks**	**660 Hours**

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

CLINICAL SPECIALITY – I

MENTAL HEALTH (PSYCHIATRIC) NURSING

Placement : 1st Year

Hours of Instruction
Theory 150 hours
Practical 650 hours
Total : 800 hours

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 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.
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

Course Content

Units	Hours	Content
I	15	**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 □ Standards of Psychiatric nursing □ Challenges and Scope of psychiatric nursing □ Multi-disciplinary team and role of nurse Role of psychiatric nurse- extended and expanded
II	10	**Concepts of Psychobiology** □ The Nervous System: • An Anatomical Review • The Brain and limbic system • 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
III	10	**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
IV	5	**Stress and its management** □ An introduction to the concepts of stress □ Psychological Adaptation to stress □ Stress as a Biological Response. □ Stress as an Environmental Event.

Units	Hours	Content
		□ Stress as Transaction between the Individual and the Environment. □ Stress management.
V	**10**	**Therapeutic communication and interpersonal relationship** □ 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-patient relationship its phases ; Conditions essential to development of a therapeutic relationship □ Therapeutic impasse and its management
VI	**10**	**Assertive Training** □ Assertive Communication □ Basic Human Rights □ Response Patterns • (Nonassertive Behavior • Assertive Behavior • Aggressive Behavior • Passive-Aggressive Behavior) □ Behavioral Components of Assertive Behavior □ Techniques that Promote Assertive Behavior □ Thought-Stopping Techniques Method Role of The Nurse
VII	**10**	**Promoting Self-Esteem** □ Components of Self-Concept □ The Development of Self-Esteem □ The Manifestations of Low-Self-Esteem □ Boundaries Role of The Nurse
	5	Women and Mental Health □ Normal reaction to conception, pregnancy and puerperium □ Problems related to conception, pregnancy and puerperium and its management. • Counselling – Premarital, marital and genetic

Units	Hours	Content

VIII	**10**	**The nursing process in psychiatric/mental health nursing**
		□ 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
		  Critical pathways of care
		□ Documentation
		  Problem-oriented recording
		  Focus charting
		  The PIE method

IX	**35**	**Psycho social and physical therapies** □ Individual therapy □ Behavioural Therapy- Relaxation therapy, cognitive therapy, positive- negative reinforcement, bio-feedback, guided imagery, ab-reactive therapy □ Group Therapy □ Family Therapy □ Milieu Therapy □ The Therapeutic Community □ Occupational therapy □ Recreational therapy □ Play therapy □ Music therapy □ Light therapy □ Color therapy □ Aroma therapy
XI	**5**	**Electroconvulsive Therapy** □ Historical Perspectives □ Indications □ Contraindications □ Mechanisms of Action □ Side Effects □ Risks Associated with Electroconvulsive Therapy □ The Role of The Nurse in Electroconvulsive Therapy
X	**10**	**Psychopharmacology** □ Historical Perspectives □ Role of a Nurse in Psychopharmacological Therapy • Antianxiety Agents • Antidepressants Agents • Mood stabilizers • Antipsychotics • Sedative-Hypnotics • Central Nervous System Stimulants □ Future developments

Units	Hours	Content
XII	**15**	**Alternative systems of medicine in mental health** □ Types of Therapies • Herbal Medicine • Unani • Siddha • Homeopathic • Acupressure and Acupuncture • Diet and Nutrition • Chiropractic Medicine • Therapeutic Touch and Massage • Yoga • Pet Therapy

Practical

Total = 660 Hours
1 Week = 30 Hours

S.No.	Area of Posting	No. of Week	Total Hours
1	Acute Psychiatric Ward	4	120 Hours
2	Chronic Psychiatric ward	4	120 Hours
3	Psychiatric Emergency Unit	2	60 Hours
4	O.P.D	2	60 Hours
5	Family Psychiatric Unit	2	60 Hours
6	Community Mental Health Unit	4	120 Hours
7	Rehabilitation / Occupational Therapy Unit/Half way home/ Day care centre	4	120 Hours
	Total	**22 Weeks**	**660 Hours**

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

CLINICAL SPECIALITY- I

COMMUNITY HEALTH NURSING

Placement : 1st Year

Hours of Instructions
Theory 150 hours
Practical 650 hours
Total 800 hours

Course Description

The course is designed to assist students in developing expertise and in-depth understanding in the field of Community Health Nursing. It would help students to appreciate holistic life style of individuals, families & groups and develop skills to function as Community Health Nurse specialist/practitioner. It would further enable student to function as an educator, manager and researcher in the field of Community Health nursing.

Objectives

At the end of the course, the student 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

Course Content

Unit	Hours	Content
I	**10**	**Introduction** □ Historical development of Community Health and Community health Nursing- World and India, 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 goals/ indicators/ Millennium developmental goals(MDG)/ Strategies • Planning process: Five year plans • National Rural Health Mission • Panchayat raj institutions
II	**10**	**Health** □ Concepts, issues □ Determinants □ Measurements □ Alternate systems for health promotion and management of health problems □ Health economics □ Health technology □ Genetics and health □ Waste disposal □ Eco system
III	**15**	**Population dynamics and control** □ 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, National Family Health Survey

Unit	Hours	Content
IV	30	**Community health Nursing** □ Philosophy, Aims, 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 o Family health assessment o Diagnosis o Planning o Intervention o Evaluation □ Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged- Urban and rural population at large □ Community nutrition □ Concept, role and responsibilities of community health Nurse practitioners/nurse midwifery practitioners-decision making skills, professionalism, legal issues
V	45	**Maternal and neonatal care** □ IMNCI(Integrated Management of Neonatal And Childhood Illnesses) module □ Skilled Birth Attendant (SBA) module
VI	15	□ Disaster nursing (INC module on Reaching out: Nursing Care in emergencies)
VII	10	**Information, education and communication** □ IEC/BCC: Principles and strategies □ Communication Skills □ Management information and evaluation system: Records and reports □ Information technology □ Tele-medicine and tele-nursing □ Journalism □ Mass media □ Folk media
VIII	15	**Health care delivery system: Urban, rural, tribal and difficult areas** □ Health organization: National, State, District, CHC, PHC, Sub Centre, Village - Functions, Staffing, pattern of assistance, layout, drugs, equipments and supplies,Roles and Responsibilities of DPHNO □ Critical review of functioning of various levels, evaluation studies, recommendations and nursing perspectives □ Alternative systems of medicine □ Training and supervision of health workers

Unit	Hours	Content
		□ Health agencies: NGO's, Roles and functions □ Inter-sectoral coordination □ Public private partnership □ Challenges of health care delivery system

Practical

Total = 660 Hours
1 Week = 30 Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1	**Sub-centre, PHC, CHC**	12	360 Hours
2	District family welfare bureau	1	30 Hours
3	Urban centers	6	180 Hours
4	Field visits	3	90 Hours
	Total	**22 Weeks**	**660 Hours**

Student Activities

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

NURSING RESEARCH AND STATISTICS

Placement: 1st Year

Hours of Instruction
Theory 150 Hours
Practical 100 Hours
Total : 250 Hours

Part-A : Nursing Research

Theory 100 Hours
Practical 50 Hours
Total : 150 Hours

Course Description:

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

General Objectives:

At the end of the course, the students will 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.

Content Outline

Unit	Hours		Course Content
	Theory	Practical	
I	10		**Introduction:** □ Methods of acquiring knowledge – problem solving and scientific method. □ Research – Definition, characteristics, purposes, kinds of research □ Historical Evolution of research in nursing □ Basic research terms □ Scope of nursing research: areas, problems in nursing, health and social research □ Concept of evidence based practice □ Ethics in research □ Overview of Research process
II	5	5	**Review of Literature** □ Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature.
III	12		**Research Approaches and designs** □ Type: Quantitative and Qualitative □ Historical, survey and experimental –Characteristics, types advantages and disadvantages □ Qualitative: Phenomenology, grounded theory, ethnography
IV	10	5	**Research problem:** □ Identification of research problem □ Formulation of problem statement and research objectives □ Definition of terms □ Assumptions and delimitations □ Identification of variables □ Hypothesis – definition, formulation and types.
V	5	5	**Developing theoretical/conceptual framework.** □ Theories: Nature, characteristics, Purpose and uses □ Using, testing and developing conceptual framework, models and theories.
VI	6		**Sampling** □ Population and sample □ Factors influencing sampling □ Sampling techniques □ Sample size □ Probability and sampling error □ Problems of sampling

Unit	Hours		Course Content
	Theory	Practical	
VII	20	10	**Tools and methods of Data collection:** □ Concepts of data collection □ Data sources, methods/techniques quantitative and qualitative. □ Tools for data collection – types, characteristics and their development □ Validity and reliability of tools □ Procedure for data collection
VIII	5		**Implementing research plan** □ Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data
IX	10	10	**Analysis and interpretation of data** □ 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
X	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 □ Writing scientific articles for publication: purposes & style
XI	3	8	**Critical analysis of research reports and articles**
XII	4	7	**Developing and presenting a research proposal**

Activities:

- Annotated Bibliography of research reports and articles.
- Review of literature of selected topic and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical/conceptual framework.
- Preparation of a sample research tool
- Analysis and interpretation of given data
- Developing and presenting research proposal
- Journal club presentation
- Critical evaluation of selected research studies
- Writing a scientific paper.

Method of Teaching

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Class room exercises
- Journal club

Methods of Evaluation

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

Internal Assessment

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

Part –B : Statistics

Hours of Instruction
Theory 50 Hours
Practical 50 Hours
Total : 100 Hours

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

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
IV	3	2	**Normal Distribution:** □ 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.

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.

Methods of Evaluation

- Test, Classroom statistical exercises.

Internal Assessment

Techniques	***Weightage 10 marks***
Test – (2 tests)	**100%**

NURSING MANAGEMENT

Placement : II Year

Hours of Instruction
Theory 150 Hours
Practical 150 Hours
Total : 300 Hours

Course Description

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 multi-sectoral 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

Course Content

Unit	Hours	Content
I	10	**Introduction** □ 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,
II	10	**Management** □ Functions of administration □ Planning and control □ Co-ordination and delegation □ Decision making – decentralization basic goals of decentralization. □ Concept of management **Nursing management** □ Concept, types, principles and techniques □ Vision and Mission Statements □ Philosophy, aims and objective □ Current trends and issues in Nursing Administration □ Theories and models Application to nursing service and education
III	15	**Planning** □ Planning process: Concept, Principles, Institutional policies □ Mission, philosophy, objectives, □ Strategic planning □ Operational plans □ Management plans □ Programme evaluation and review technique(PERT), Gantt chart, Management by objectives(MBO) □ Planning new venture □ Planning for change □ Innovations in nursing Application to nursing service and education
IV	15	**Organisation** □ Concept , principles, objectives, Types and theories, Minimum requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizational Climate, □ Organising nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care, □ Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc)

Unit	Hours	Content
		□ Disaster management: plan, resources, drill, etc Application to nursing service and education
V	**15**	**Human Resource for health** □ 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 □ Recruitment: credentialing, selection, placement, promotion □ Retention □ Personnel policies □ Termination □ Staff development programme □ Duties and responsibilities of various category of nursing personnel Applications to nursing service and education
VI	**15**	**Directing** □ 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 Application to nursing service and education
VII	**10**	**Material management** □ 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 Application to nursing service and education
VIII	**15**	**Controlling** □ Quality assurance – Continuous Quality Improvement • Standards • Models • Nursing audit

Unit	Hours	Content
		□ Performance appraisal: Tools, confidential reports, formats, Management, interviews □ Supervision and management: concepts and principles □ Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceedings-enquiry etc □ Self evaluation or peer evaluation, patient satisfaction, utilization review Application to nursing service and education
IX	**15**	**Fiscal planning** □ Steps □ Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue □ Budget estimate, revised estimate, performance budget □ Audit □ Cost effectiveness □ Cost accounting □ Critical pathways □ Health care reforms □ Health economics □ Health insurance □ Budgeting for various units and levels Application to nursing service and education
X	**10**	**Nursing informatics** □ 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
XI	**10**	**Leadership** □ Concepts, Types, Theories □ Styles □ Manager behaviour □ Leader behaviour □ Effective leader: Characteristics, skills □ Group dynamics □ Power and politics □ lobbying □ Critical thinking and decision making □ Stress management Applications to nursing service and education

Unit	Hours	Content
XII	10	**Legal and ethical issues** **Laws and ethics** □ Ethical committee □ Code of ethics and professional conduct □ Legal system: Types of law, tort law, and liabilities □ Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character □ Patient care issues, management issues, employment issues □ Medico legal issues □ Nursing regulatory mechanisms: licensure, renewal, accreditation □ Patients rights, Consumer protection act(CPA) □ Rights of special groups: children, women, HIV, handicap, ageing □ Professional responsibility and accountability □ Infection control □ 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

CLINICAL SPECIALITY – II

MEDICAL SURGICAL NURSING

SUB SPECIALITY – CARDIO VASCULAR AND THORACIC NURSING

Placement : II year

Hours of Instruction
Theory : 150 hours.
Practical : 950 hours.
Total : 1100 hours.

Course Description

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
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

13. Discuss the legal and ethical issues in cardio vascular and thoracic nursing
14. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs.
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 cardio vascular and thoracic nursing
17. Identify the sources of stress and manage burnout syndrome among health care providers.
18. Teach and supervise nurses and allied health workers.
19. Design a layout of ICCU and ICTU and develop standards for cardio vascular and thoracic nursing practice.

Content Outline

Unit	Hours	Content
I	5	**Introduction** □ Historical development, trends and issues in the field of cardiology. □ Cardio vascular and thoracic conditions – major health problem. □ 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)
II	5	**Epidemiology** □ 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
III	5	**Review of anatomy and physiology of cardio vascular and respiratory system** □ 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.
IV	20	**Assessment and Diagnostic Measures:** □ History taking □ Physical assessment • Heart rate variability: Mechanisms , measurements, pattern, factors, impact of interventions on HRV □ Diagnostic tests • Hemodynamic monitoring: Technical aspects, monitoring, functional hemodynamic indices, ventricular function indices,

Unit	Hours	Content
		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 – 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, Coagulation studies, Arterial blood gases, Blood Chemistries, cardiac enzyme studies, Serum Concentration of Selected drugs. □ Interpretation and role of nurse
V	**25**	**Cardiac disorders and nursing management:** □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: • 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

Unit	Hours	Content
VI	10	**Altered pulmonary conditions** □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: • 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 • Acute respiratory failure • Adult respiratory distress syndrome • Pulmonary embolism • Pulmonary Hypertension
VII	10	**Vascular disorders and nursing management** □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: • 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
VIII	10	**Cardio thoracic emergency interventions** □ 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
IX	10	**Nursing care of a patient with obstructive airway** □ Assessment □ Use of artificial airway □ Endotracheal intubation, tracheostomy and its care □ Complication, minimum cuff leak, securing tubes **Oxygen delivery systems.** □ Nasal Cannula

Unit	Hours	Content
		□ Oxygen mask, Venturi mask □ Partial rebreathing bag □ Bi-PAP and C-PAP masks □ Uses, advantages, disadvantages, nursing implications of each. **Mechanical Ventilation** □ Principles of mechanical ventilation □ Types of mechanical ventilation and ventilators. □ Modes of ventilation, advantage, disadvantage, complications. □ PEEP therapy, indications, physiology, and complications. Weaning off the ventilator. □ Nursing assessment and interventions of ventilated patient.
X	**10**	**Congenital Heart Diseases,** □ Etiology, clinical manifestations, diagnois, prognosis, related pathophysiology, treatment modalities and nursing management of: • 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.
XI	**10**	**Pharmacology** □ **Review** □ Pharmacokinetics □ Analgesics/Anti inflammatory agents □ Antibiotics, antiseptics □ Drug reaction & toxicity □ Drugs used in cardiac emergencies □ Blood and blood components • Antithrombolytic agents • Inotropic agents • Beta-blocking agents • Calcium channel blockers. • Vaso constrictors • Vaso dilators • ACE inhibitors. • Anticoagulents • Antiarrhythmic drugs. • Anti hypertensives • Diuretics • Sedatives and tranquilizers. • Digitalis.

Unit	Hours	Content
		• Antilipemics □ Principles of drug administration, role and responsibilities of nurses and care of drugs
XII	**20**	**Nursing Care of patient undergoing cardio thoracic surgery** □ Indications, selection of patient □ Preoperative assessment and preparation; counselling. □ Intraoperative care: Principles of open heart surgery, equipment, anaesthesia, cardiopulmonary by pass. □ 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. □ Thoracic surgery: lobectomy, pneumonectomy, tumour excision etc □ 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. □ Chest physiotherapy □ Nursing interventions- life style modification, complementary therapy/alternative systems of medicine. □ Intermediate and late post operative care after CABG, valve surgery, others. Follow up care
XIII	**5**	**Cardiac rehabilitation** □ Process □ Physical evaluation □ Life style modification □ Physical conditioning for cardiovascular efficiency through exercise □ Counseling □ Follow up care
XIV	**5**	**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

Practicals

Total – 960 Hours
1 Weeks = 30 Hours

S.No.	Deptt/ Unit	No. of Week	Total Hours
1	Cardio thoracic -Medical	4	120 Hours
	-Surgical	4	120 Hours
2.	OTs (Cardiac and thoracic)	4	120 Hours
3.	Casualty	2	60 Hours
4.	Diagnostic labs including cath lab	2	60 Hours
5.	ICCU	4	120 Hours
6.	ICU	4	120 Hours
7.	CCU	4	120 Hours
8.	Paediatric Intensive	2	60 Hours
9.	OPD	2	60 Hours
	Total	**32 Weeks**	**960 Hours**

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
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. Tuberculen skin test
7. Aerosal therapy
8. Nebulizer therapy
9. Water seal drainage
10. Chest physiotheray including – Breathing Exercises
    Coughing Exercises
    Percussion & Vibration
11. Suctioning – Oropharyngeal, nasotracheal, Endotrachieal
    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 thrombophlebetes
23. Identification of Homans signs
24. Buergen – Allen exercises

CLINICAL SPECIALITY – II

MEDICAL SURGICAL NURSING - CRITICAL CARE NURSING

Placement: II Year

Hours of instruction
Theory: 150 hours
Practical: 950 hours
Total : 1100 hours

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 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

16. Identify the sources of stress and manage burnout syndrome among health care providers.
17. Teach and supervise nurses and allied health workers.
18. Design a layout of ICU and develop standards for critical care nursing practice.

Course Content

Unit	Hours	Content
I	**5**	**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
II	**10**	**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 affected with psychophysiological & psychosocial problems of critical care unit, Caring for the patient's family, family teaching □ The dynamics of healing in critical care unit:-therapeutic touch, Relaxation, Music therapy, Guided Imagery, acupressure □ Stress and burnout syndrome among health team members
III	**14**	**Review** □ Pharmacokinetics □ Analgesics/Anti inflammatory agents □ Antibiotics, antiseptics □ Drug reaction & toxicity □ Drugs used in critical care unit (inclusive of ionotropic, life saving drugs) □ 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
IV	**5**	**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

Unit	Hours	Content
V	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
VI	10	**Gastrointestinal System** □ Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-Acute Gastrointestinal Bleeding, Abdominal injury, Hepatic Disorders:-Fulminent hepatic failure, Hepatic encephalopathy, Acute Pancreatitis, Acute intestinal obstruction, perforative peritonitis
VII	10	**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,
VIII	10	**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
IX	5	**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)
X	15	**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 □ Disseminated Intravascular Coagulation □ Drug Overdose and Poisoning, □ Acquired Immunodeficiency Syndrome (AIDS)

Unit	Hours	Content
		□ Ophthalmic: Eye injuries, Glaucoma, retinal detachment □ Ear Nose Throat: Foreign bodies, stridor, bleeding, quincy, acute allergic conditions □ Psychiatric emergencies;, suicide, □ crisis intervention
XI	**20**	**Cardiovascular emergencies** □ Principles of Nursing in caring for patient's with Cardiovascular disorders □ Assessment: Cardiovascular system: Heart sounds, Diagnostic studies:- Cardiac enzymes studies, Electrocardiographic monitoring, Holter monitoring, Stress test. Echo cardiography, Coronary angiography, Nuclear medicine studies □ Causes, Pathophysiology, Clinical types, Clinical features, Diagnostic Prognosis, Management : Medical, Surgical & Nurisng 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 □ 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
XII	**15**	**Respiratory System** □ Acid-base balance & imbalance □ Assesment : 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 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 □ Ventilatory Management:-Invasive, non- invasive, long term mechanical ventilations □ Bronchial Hygiene:-Nebulization, deep breathing exercise, chest physiotherapy, postural drainage, Inter Costal Drainage, Thoracic surgeries

Unit	Hours	Content
XIII	**7**	**Burns** □ 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
XIV	**5**	**Obstetrical Emergencies** □ Causes, Pathophysiology, 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, Peurperal sepsis, Obstetrical shock
XV	**10**	**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, tracheo oesophageal fistula, congenital hypertropic pyloric stenosis, imperforate anus • Pediatric emergencies □ Dehydration, Acute broncho pneumonia, Acute respiratory distress syndrome, Poisoning, Foreign bodies, seizures, traumas, Status asthmaticus
XVI	**2**	**Legal and ethical issues in critical care-Nurse's role** □ Brain death □ Organ donation & Counselling □ Do Not Resuscitate(DNR) □ Euthanasia □ Living will
XVII	**2**	**Quality assurance** □ Standards, Protocols, Policies, Procedures □ Infection control; Standard safety measures □ Nursing audit □ Staffing □ Design of ICU/CCU

Practical

Total = 960 Hours
1 Week = 30 Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
3	Burns ICU	2	60 Hours
5	Medical ICU	8	240 Hours
6	Surgical ICU	12	360 Hours
9	CCU	2	60 Hours
10	Emergency Department	3	90 Hours
12	Dialysis Unit	1	30 Hours
13	Transplant Room	2	60 Hours
14	Paediatric/ NICU	2	60 Hours
	Total	**32 Weeks**	**960 Hours**

ESSENTIAL CRITICAL CARE NURSING SKILLS

I. Procedures Observed

1. CT Scan
2. MRI
3. EEG
4. Hemodialysis
5. Endoscopic Retrograde cholangio Pancreaticogram(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
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, O2 analyzer, monitoring equipment, transducers, defibrillator, infusion & syringe pumps, centrifuge machine.

IV Other Procedures:

CLINICAL SPECIALITY-II

MEDICAL SURGICAL NURSING- ONCOLOGY NURSING

Placement : II Year

Hours of Instruction
Theory : 150 hours
Practicals : 950 hours
Total : 1100 hours

Course Description

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.
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.

16. Teach and supervise nurses and allied health workers.
17. Design a layout and develop standards for management of oncology units/hospitals and nursing care.

Content outline

Unit	Hours.	Content
I	**4**	**Introduction** □ 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
II	**5**	**The Nature of Cancer** □ 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
III	**4**	**Etiology of Cancer** □ 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.
IV	**10**	**Diagnostic Evaluation** □ Health assessment: History taking, physical examination, □ Staging and grading of tumors, □ TNM Classification □ Common diagnostic tests • Blood investigation: Haemetological, 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

Unit	Hours.	Content
V	10	**Levels of prevention and care** □ Primary prevention – Guidelines for cancer detection, general measures, Warning signs of cancer, □ 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.
VI	25	**Cancer Treatment Modalities and Nurse's Role** □ ***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 precautions □ ***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 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)

Unit	Hours.	Content
		□ ***Bone Marrow Transplantation/Stem Cell Transplantation*** • Types, indications, transplantation procedure, complications and nursing managment • 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 □ ***Alternative and Complementary Therapies*** • Current practices
VII	**10**	□ **Pain management:- Theories, types and** • 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 Role of nurse
VIII	**5**	**Palliative care** □ 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

Unit	Hours.	Content
IX	**2**	□ **Infection control:** • 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
X	**30**	**Nursing Care of Patients With Specific Malignant Disorders** □ 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)
XI	**10**	**Paediatric malignancies** □ Leukemia, Lymphoma, Neuro- blastoma □ Wilm's tumor, Soft tissue sarcoma, Retinoblastoma □ Nursing Management of children with Paediatric Malignancies
XII	**15**	**Nursing Management of Physiological Conditions and Symptoms Of Cancer Patient** □ Nutrition: - effects of cancer on nutritional Status and its consequences:-Anemia, Cachexia, Xerostomia, mucositis, Dysphagia , nausea and vomiting, constipation, diarrhoea, electrolyte imbalances, taste alterations □ Impaired mobility: Decubitus ulcer, pathologic fractures, thrombophlebitis, pulmonary embolism, contractures, footdrop **Other symptoms** □ Dyspepsia & hiccup, dyspnoea □ intestinal obstruction, □ Fungating wounds □ Anxiety & depression, insomnia □ Lymph edema **Impact of cancer on sexuality:** □ Effects of radiotherapy/ chemotherapy/surgery on sexuality of the cancer patient □ Nursing management of cancer patients experiencing sexual dysfunction □ Sexual counseling

Unit	Hours.	Content
XIII	**10**	**Cancer Emergencies** □ Disseminated intravascular coagulation(DIC), □ Malignant pleural effusion □ Neoplastic cardiac tamponade and septic shock spinal cord compression □ Superior venacava syndrome □ Metabolic emergency: hyper and hypo calcemia □ Surgical emergency □ Urological emergency □ Hemorrhage □ Organ obstruction □ Brain metastasis □ Nurses role in managing oncologic emergencies
XIV	**8**	**Psycho-Social Aspects of Nursing Care** □ 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.
XV	**2**	**Layout and Design of an oncology institution/ ward, OPD, chemotherapy unit, Bone marrow transplantation unit, Pain clinic etc** □ Practice Standards of oncology nursing • Policies and Procedures □ Establishing Standing orders and Protocols **Quality Assurance Programme in oncology units** □ Nursing audit

Clinical Experience

S. No.	Deptt./ Unit	No. of Week	Total Hours
1	Medical Oncology ward	6	180 Hours
2	Surgical Oncology ward	6	180 Hours
3	Bone marrow transplantation Unit	2	60 Hours
4	Operation Theatre	2	60 Hours
5	Radiotherapy Unit	2	60 Hours
6	Chemotherapy Unit	4	120 Hours
7	Out patient department and pain clinic	2	60 Hours
8	Pediatric Oncology ward	2	60 Hours
9	Palliative Care ward	2	60 Hours
10	Community oncology	2	60 Hours
11	Hospice	1	30 Hours
12	Other field visits	1	30 Hours
	Total	**32 Weeks**	**960 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
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 Nutritionsl 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

Other procedures

(As per the institutional protocol):

1. Alternative therapies

CLINICAL SPECIALITY – II

MEDICAL SURGICAL NURSING- NEUROSCIENCES NURSING

Placement : II Years

Hours of Instruction
Theory – 150 Hours
Practical- 950 Hours
Total : 1100 Hours

Course Description

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
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

Course Content

Unit	Hours	Content
I	**5**	**Introduction** □ 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
II	**5**	**Epidemiology** □ 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
III	**10**	**Review of Anatomy and physiology** □ Embryology □ Structure and functions of Nervous system- CNS, ANS, cereberal circulation , cranial and spinal nerves and reflexes, motor and sensory functions □ Sensory organs

Unit	Hours	Content
IV	**15**	**Assessment and diagnostic measures** □ Assessment • History taking • Physical assessment, psychosocial assessment • Neurological assessments, Glasgow coma scale interpretation & its relevance to nursing. • Common assessment abnormalities □ 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 Imaging), MRA, MRS, Functional MRI, Myelography, PET (Positron Emission Test), Interventional radiology. • 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. Interpretation of diagnostic measures Nurse's role in diagnostic tests
V	**5**	**Meeting Nutritional needs of neurological patients** □ 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
VI	**5**	**Drugs used in neurological and neurosurgical disorders** □ Classification □ Indications, contraindications, actions and effects, toxic effects Role of nurse

Unit	Hours	Content
VII	**10**	**Traumatic conditions.** □ 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
VIII	**10**	**Cerebro vascular disorders.** □ 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 □ Diseases of cranial nerves;Trigiminal neuralgia, Facial palsy, Bulbar palsy.
IX	**10**	**Degenerating and demyelinating disorders** □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of • Motor neuron diseases. • Movement disorders- Tics, dystonia, chorea, wilson's disease, essential tremors • Dementia. • Parkinson's disease. • Multiple sclerosis. • Alzemier's
X	**10**	**Neuro infections** □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of Neuro infections • Meningitis-types • Encephalitis. • Poliomyelitis. • Parasitic infections. • Bacterial infections • Neurosyphilis. • HIV & AIDS. • Brain abscess.

Unit	Hours	Content
XI	**10**	**Paroxysmal disorders.** □ Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis , Management: medical, surgical and Nursing management of • Epilepsy and seizures. • Status epilepticus. • Syncope. • Menier's syndrome. • Cephalgia.
XII	**10**	**Developmental disorders.** □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of • Hydrocephalus. • Craniosynostosis. • spina bifida- Meningocele, Meningomyelocele encephalocele • syringomyelia. • Cerebro vascular system anomalies. • Cerebral palsies. • Down's syndrome
XIII	**10**	**Neuro muscular disorders.** □ 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
XIV	**5**	**Neoplasms – surgical conditions.** □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of • Space occupying lesions -types • Common tumors of CNS,
XV	**5**	**Other disorders** □ 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

Unit	Hours	Content
XVI	**10**	**Neuro emergencies** □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of • Increased intracranial pressure • Unconscious • Herniation syndrome • Seizures • Severe head injuries • Spinal injuries • Cerebro vascular accidents
XVII	**5**	**Rehabilitation**. □ 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
XVIII	**5**	**Ethical and legal issues in neuroscience nursing** □ Brain death and organ transplantation □ Euthanasia □ Negligence and malpractice □ Nosocomial infections
XIX	**5**	□ Quality assurance in neurolgical nursing practice □ Role of advance practitioner in neurological nursing □ Professional practice standards □ Quality control in neurologic nursing □ Nursing audit □ 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

Total = 960 Hours
1 Week = 30 Hours

S.No.	AREA OF POSTING	No. of Week	Total Hours
1	O.P.D.	2	60
2	Casualty	2	60
3	Diagnostics	2	60
4	Neuro psychiatry	1	30
5	Neuro Medical wards	4	120
6	Paediatric Neuro ward	2	60
7	Neuro surgical wards	4	120
8	Head Injury ward	3	90
9	ICU- neuro medicine	4	120
10	I.C.U.- neuro surgical	4	120
11	Rehabilitation	2	60
12	Operation Theatre	2	60
	Total	**32 Weeks**	**960 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. Cereberal 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.
10. Muscle strengthening exercises
11. Guidance and counseling
12. Monitoring – management and care of monitors.

IV. Other Procedures:

CLINICAL SPECIALITY – II

MEDICAL SURGICAL NURSING- NEPHRO-UROLOGY NURSING

Placement : II Year

Hour of Instruction
Theory : 150 Hours
Practical : 950 Hours
Total : 1100 Hours

Course Description

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:

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

Course Content

Unit	Hours	Content
I	**5**	**Introduction** □ 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 and its application in nephro and urological nursing(to be incorporated in all the units)
II	**5**	**Epidemiology** □ Major health problems- urinary dysfunction, urinary tract infections, Glomuerular disorders, obstructive disorders ad other urinary disorders □ Risk factors associated with nephro and urological conditions 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
III	**5**	**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
IV	**20**	**Assessment and diagnostic measures** □ History taking □ Physical assessment, psychosocial assessment □ Common assessment abnormalities-dysurea, frequency, enuresis, urgency, hesistancy, hematuria, pain, retention, burning on urination, pneumaturia, incontinence, nocturia, polyurea, anuria, oliguria, □ Diagnostic tests-urine studies, blood chemistry, radiological procedures-KUB, IVP,nephrotomogram, retrograde pylogram, renal arteriogram, renalultrasound, CT scan, MRI, cystogram, renal

Unit	Hours	Content
		scan, biopsy, endoscopy-cystoscopy, urodynamics studies-cystometrogram, urinary flow study, sphincter electromyography, voiding pressure flow study, videourodynamics, Whitaker study Interpretation of diagnostic measures Nurse's role in diagnostic tests
V	**5**	**Renal immunopathy/Immunopathology** □ General Concept of immunopathology □ Immune mechanism of glomerual vascular disease □ Role of mediater systems in glomerula vascular disease
VI	**15**	**Urological Disorders and Nursing Management** □ 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 urethera □ 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 □ Uretheral disorders- tumours, trauma, congenial anomalies of ureters,
VII	**25**	**Glomueral disorders and nursing management** □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of □ Glomueralo nephritis- chronic, acute , nephritic syndrome □ 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
VIII	**10**	□ Management of Renal emergencies □ Anuria □ Acute Renal failure □ Poisoning □ Trauma □ Urine retention

Unit	Hours	Content
		□ Acute graft rejection □ Hematuria □ Nurse's role
IX	**10**	**Drugs used in urinary disorders** □ Classification □ Indications, contraindications, actions and effects, toxic effects □ Role of nurse
X	**10**	**Dialysis** □ Dialysis- Historical, types, Principles, goals • Hemodialysis- vascular access sites- temporary and permanent • Peritoneal dialysis □ Dialsyis Procedures- steps, equipments, maintenance, □ Role of nurse- pre dialysis, intra and post dialysis □ Complications- □ Counseling □ patient education □ Records and reports
XI	**10**	□ 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 □ Cadaveric transplantation
XII	**5**	□ 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
XIII	**10**	**Pediatric urinary disorders** □ 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

Unit	Hours	Content
		syndrome. Benign recurrent haemturia, nephropathy, wilms' tumour
XIV	**5**	**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
XV	**5**	□ Quality assurance in nephrological nursing practice □ Role of advance practioner in nephrological nursing □ Professional practice standards □ Quality control in nephrological nursing □ Nursing audit

Practicals

Total = 960 Hours
1 Week = 30 Hours

S. No.	Deptt./ Unit	No. of Week	Total Hours
1	Nephrology Ward	6	180 Hours
2	Pediatrics	2	60 Hours
3	Critical Care Unit	2	60 Hours
4	Urology Ward	6	180 Hours
5	Dialysis Unit	4	120 Hours
6	Kidney Transplantation Unit	2	60 Hours
7	URO OT	2	60 Hours
8	Emergency Wards	2	60 Hours
9	Uro Nephro OPDs	4	120 Hours
10	Diagnostic Labs	2	60 Hours
	Total	**32 Weeks**	**960 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 uretheral 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

IV. OTHER PROCEDURES:

CLINICAL SPECIALITY – II

MEDICAL SURGICAL NURSING - ORTHOPEDIC NURSING

Placement : II Year

Hours of Instruction
Theory : 150 Hours
Practical : 950 Hours
Total : 1100 Hours

Course Description

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:

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 conditions

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.

Course Content

Unit	Hours	Content
I	**5**	**Introduction** □ 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 measures □ Orthopedic team
II	**8**	**Assessment of Orthopedic Patient** □ Health Assessment: History, physical examination- Inspection, palpation, movement, Measurement, muscle strength Testing. □ Diagnostic studies – Radiological studies, Muscle enzymes, serologic studies
III	**10**	**Care of patients with devices** □ 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
IV	**15**	**Injuries** ***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

Unit	Hours	Content
		□ Head injury □ Chest injury • Polytrauma • Nerve injuries • Vascular injuries • Soft tissue injuries • Sports injuries • Amputation
V	**8**	**Infections of Bones and Joints** □ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of : • Tuberculosis • Osteomyelitis • Arthritis • Leprosy
VI	**5**	**Bone Tumours** □ 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
VII	**10**	**Deformities** □ 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, meningomyelocele, spina bifida, □ Chromosomal disorders. □ Computer related deformities
VIII	**5**	**Disorders of the spine** □ Intervertebral disc prolapse, Fracture of the spine □ Low back disorder – Low back pain, PND, spinal stenosis, spondylosis
IX	**5**	**Nutritional/Metabolic and Endocrine Disorders** □ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical surgical and nursing management of: • Rickets, • Scurvy, • Hyper vitaminosis A and D, • Osteomalacia,

Unit	Hours	Content
		• Osteoporosis • Paget's disease, • gout, • Gigantism, • Dwarfism, • Acromegaly. • Therapeutic diets for various orthopedic disorders
X	**8**	**Neuro-Muscular Disorders:** □ 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
XI	**8**	**Chronic/Degenerative Diseases of Joints and Autoimmune Disorders:** □ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis – medical surgical and nursing management of: • Osteo Arthritis • Rheumatoid Arthritis • Ankylosing spondylitis. • Spinal disorders. • Systemic Lupus Erythematosus
XII	**5**	**Orthopedic Disorders in Children**: □ General and special consideration on pediatric orthopedics □ Genetic disorders □ Congenital anomalies □ Growth disorders □ Genetic counseling □ Nurses role in genetic counseling
XIII	**5**	**Geriatric Problems** □ 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
XIV	**6**	**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

Unit	Hours	Content
XV	**30**	**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 □ 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 □ 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, tripoid, walking with sticks, calipers • Forms of therapies: Hydrotherapy, electrotherapy, wax bath, heat therapy, ice, helio therapy, radiant heat, • Chest physiotherapy
XVI	**8**	**Rehabilitation** □ 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
XVII	**5**	**National Policies and Programmes** □ National programmes for rehabilitation of persons with disability - National Institutes, artificial limbs manufacturing Corporation, District Rehabilitation Centers and their schemes □ Regional rehabilitation centers etc.

Unit	Hours	Content
		□ 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.
XVIII	**4**	**Quality assurance** □ Standards, Protocols, Policies, Procedures □ Nursing audit □ Staffing □ Design of orthopedic, physiotherapy and rehabilitation unit

Practicals

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 = 960 Hours
1 Week = 30 Hours

S. No.	Deptt./Unit	No. of Week	Total Hours
1	Orthopedic Ward	8	240 Hours
2	Orthopedic Operation theatre	4	120 Hours
3	Neurosurgical Ward	2	60 Hours
4	Orthopedic O.P.D.	4	120 Hours
5	Casualty/Emergency and Trauma	4	120 Hours
6	Rehabilitation Units	2	60 Hours
7	Physiotherapy Unit	4	120 Hours
8	Paediatric /paediatric surgery unit	2	60 Hours
9	Field Visit	2	60 Hours
	Total	**32 Weeks**	**960 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

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

Other Procedures

CLINICAL SPECIALITY - II

MEDICAL SURGICAL NURSING - GASTRO ENTEROLOGY NURSING

Placement : II Year

Hours of Instruction
Theory : 150 hrs.
Practical : 950 hrs.
Total : 1100 hrs.

Course Description

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 enterology nusing
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

Course Content

Unit	Hours	Content
I	**5**	**Introduction** □ 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)
II	**5**	**Epidemiology** □ 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
III	**5**	**Review of anatomy and physiology of gastrointestinal system** □ Gastrointestinal system □ Liver, biliary and pancreas □ Gerontologic considerations □ Embryology of GI system □ Immunology specific to GI system
IV	**15**	**Assessment and diagnostic measures** □ History taking □ Physical assessment, psychosocial assessment □ Diagnostic tests • Radiological studies:Upper GIT- barium swallow, lower GIT-Barrium enema, • Ultra sound: • Computed tomography • MRI • Cholangiography: Percutaneous transheptatic Cholangiogram(PTC) • Magnetic Resonance Cholangio pancreotography (MRCP) • Nuclear imaging scans(scintigraphy) • Endoscopy

Unit	Hours	Content
		• Colonoscopy • Proctosigmoidoscopy • Endoscopic Retrogrde Cholongio pancreotography (ERCP) • Endoscopic ultrasound • Peritonoscopy(Laproscopy) • 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 Interpretation of diagnostic measures Nurse's role in diagnostic tests
V	**25**	**Gastro intestinal disorders and nursing management** □ 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, Oesoophageal 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 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 **Anorectal Conditions:** Hemorrhoide, Anal fissure, Anal fistula, Abscess, Strictures, Rectal prolapse, Pruritis ani, Pelonidal disease, Anal condylomas, Warts

Unit	Hours	Content
VI	15	**Disorder of liver, pancreas gall bladder and nursing management** □ Disorders of liver biliary tract : □ Viral Hepatitis – A, B, C, D & E □ 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: □ Cholecystitis □ Cholelitheasis □ Choledocholilethiasis □ 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
VII	15	**Gastro intestinal emergencies and nursing interventions** □ 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
VIII	15	□ **Congenital Anomalies of Esophagus** • Esophageal atresia • Tracheo esophageal fistula

Unit	Hours	Content
		• Esophageal stenosis • Esophageal duplications • Dysphagia – Lusoria – aberrent 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 volvolus □ **Developmental anomalies of the intestine:** • Abdominal wall defects (omphalocele and Gastroschisis) • Meckel's diverticulum • Intestinal atresia □ **Hirschsprung's disease**
IX	**15**	**Pharmo Kinetics** □ Drugs used in GIT □ Principles of administration □ Roles responsibilities of nurses □ Drugs in Peptic ulcer disease □ Proton Pump inhibitors □ H_2 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 □ Antihelminthics □ Vitamin Supplements

Unit	Hours	Content
X	**10**	**Nutrition and nutritional problems related to GI system** □ 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
XI	**15**	**Malignant disorders of gastro intestinal system** □ Etiology, clinical manifestations, 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
XII	**5**	**Administration and management of GE unit** □ Design & layout □ Staffing, □ Equipment, supplies, □ Infection control; Standard safety measures □ Quality Assurance:-Nursing audit –records /reports, Norms, policies and protocols □ Practice standards
XIII	**5**	**Education and training in GE care** □ Staff orientation, training and development, □ In-service education program, • Clinical teaching programs

Practicals **Total = 960 Hours**

1 Week = 30 Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Diagnostic labs	2	60 Hours
2	Emergency and casualty	3	90 Hours
3	Liver transplant unit	1	30 Hours
4	GE Medical Ward	6	180 Hours
5	GE Surgical Ward	8	240 Hours
6	OT	2	60 Hours
7	ICU	4	120 Hours
8	Pediatric gastroenterology	2	60 Hours
9	Oncology	2	60 Hours
10	GE OPD	2	60 Hours
	Total	**32 Weeks**	**960 Hours**

Procedures Assisted

1. Endoscopy room – Upper G.I. Endoscopy (Diagnotic and therapeutic).
2. Sigmoidoscopy
3. Colonoscopy
4. Polypectomy
5. Endoscopic retrograde cholangio pancreatiography (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

CLINICAL SPECIALITY – II

OBSTETRIC AND GYNAECOLOGICAL NURSING

Placement - II Year

Hours of Instruction	
Theory:	150 hrs
Practical	950 hrs
Total	1100 hrs

Course Description

This course is designed to assist the student in developing expertise and in-depth understanding in the field of Obstetric and gynecological Nursing .It will help the student to develop advanced nursing skills for nursing interventions in various obstetrical and gynecological conditions. It will further enable the students to function as midwifery nurse practitioner/ specialist, educator, manager and researcher in the field of obstetric and gynecological nursing.

Objectives

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

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 , gynecological and neonatal care.
8. Demonstrate skill in handling various equipments/gadgets used for obstetrical, gynaecological and neonatal care
9. Teach and supervise nurses and allied health workers.
10. Design a layout of speciality units of obstetrics and gynecology
11. Develop standards for obstetrical and gynaecological nursing practice.
12. Counsel women and families
13. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetrical and gynaecological nursing
14. Function as independent midwifery nurse practitioner

Contents Outline

Unit	Hours	Content
I	25	**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 • Pernicious Vomiting. • Bleeding in early pregnancy, abortion, ectopic pregnancy, and gestational trophoblostic diseases. • Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta. • Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Heomolysis 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
II	15	**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
III	15	**Abnormal labour, pre-term labour & obstetrical emergencies** □ Etiology, pathopyhsiology and nursing management of • 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: • Post partum Hemorrhage. • Retained placenta.
IV	**10**	**post partum complications** □ 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
V	**25**	**High Risk Newborn** □ Concept, goals, assessment, principles. □ Nursing management of • 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 encephelopathy • Congenital anomalies. • Neonatal seizures. • Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. • Neonatal heart diseases. • Neonatal hemolytic diseases • Neonatal infections, neonatal sepsis, opthalmia neonatorum, cogenital 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

VI	**15**	**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
VII	**25**	**Gynecological problems and nursing management** □ Gynecological assessment □ Gynecological procedures □ Etiology, pathophysiology, diagnosis and nursing management of • 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
VIII	**5**	**Administration and management of obstetrical and gynaecological 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 gynaecological unit
IX	**5**	**Education and training in obstetrical and gynaecological care** □ Staff orientation, training and development, □ In-service education program, □ Clinical teaching programs.

Practicals

Total = 960 Hours
1 Week = 30 Hours

S.No.	Deptt./ Unit	No. of Week	Total Hours
1	Antenatal OPD including Infertility clinics/Reproductive medicine, Family welfare and post partum clinic / PTCT	6	180 Hours
2	Antenatal and Postnatal ward	6	180 Hours
3	Labour room	4	120 Hours
4	Neonatal Intensive Care Unit	3	90 Hours
5	Obstetric/Gynae Operation Theatre	3	90 Hours
6	Gynae Ward	4	120 Hours
7	CHC, PHC, SC	6	180 Hours
	Total	**32 Weeks**	**960 Hours**

Essential Obstetrical And Gynecological Skills

Procedure Observed

- Assisted Reproductive Technology procedures
- Ultra sonography
- Specific laboratory tests.
- Amniocentesis.
- Cervical & vaginal cytology.
- Fetoscopy.
- Hysteroscopy.
- MRI.
- Surgical diathermy.
- Cryosurgery.

Procedures Assisted

- Operative delivery
- Abnormal deliveries-Forceps application, Ventouse, Breech
- Exchange blood transfusion
- Culdoscopy.
- Cystoscopy
- Tuboscopy
- Laparoscopy.
- Endometrial Biopsy
- Tubal patent test
- Chemotherapy
- Radiation therapy
- Medical Termination of Pregnancy.
- Dilatation and Curettage

Procedures Performed

- History taking.
- Physical Examination-General
- Antenatal assessment. – 20
- Pelvic examination
- Assessment of risk status.
- Assessment of Intra uterine foetal well-being.kick chart and foetal movement chart, Doppler assessment, Non Stress Test, Contraction stress test(Oxytocin challenge test)
- Universal precautions- Disposal of biomedical waste.
- Per Vaginal examination and interpretation (early pregnancy, labour, post partum).
- Utilization of Partograph
- Medical & Surgical induction(Artificial rupture of membranes).
- Vacuum extraction
- Conduct of delivery.
- Prescription and administration of fluids and electrolytes through intravenous route.
- Application of outlet forceps, delivery of breach – Burns Marshall, Loveset manoeuvere
- Repair of tears and Episiotomy suturing.
- Vacuum extraction
- controlled cord traction, Manual removal of placenta, placental examination,
- Manual vacuum aspiration
- Postnatal assessment.- 20
- Management of breast engorgement
- Thrombophlebitis (white leg)
- Postnatal counseling.
- Reposition of inversion of uterus.
- Laboratory tests: Blood- Hb, Sugar, Urine-albumin,sugar
- Breast care, breast exam, and drainage breast abscess.
- Postnatal exercise.
- Assessment –New born assessment; physical and neurological, Apgar score, high-risk newborn, Monitoring neonates; Clinically and With monitors, Capillary refill time, Assessment of jaundice, danger signs
- Anthropometric measurement
- Neonatal resuscitation
- Gastric Lavage
- Care of newborn in multi channel monitor and ventilator.
- Care of newborn in radiant warmer and incubator.
- Kangaroo mother care.
- Assisting mother with exclusive Breast-feeding
- Feeding technique: Katori, spoon, naso/orogastric, Total Parenteral nutrition
- Assessement, calculation and administration of fluids and medications:
    - Oral
    - I.D.
    - I.M.
    - I.V.- Securing IV line, infusion pump

- Administration of drug per rectum
- Capillary blood sample collection.
- Oxygen therapy.
- Phototherapy.
- Chest physiotherapy.
- counseling – Parental, bereavment, family planning, infertility etc
- Setting of operation theatre.
- Trolley and table set up for Obstetrical & gynaecoligical operations.
- Pap smear.
- Vaginal smear.
- Insertion of pessaries,
- Insertion of IUD and removal.
- Teaching skills
- communication skills
- Prepare referral slips
- Pre transport stabilization
- Networking with other stake holders

CLINICAL SPECIALTY –II

PEDIATRIC (CHILD HEALTH) NURSING

Placement : II Year

Hours of Instruction
Theory 150 hours
Practical 950 hours
Total : 1100 hours

Course Description

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

Objectives

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

1. Apply the nursing process in the care of ill infants to pre adolescents in hospital and community
2. Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems
3. Recognize and manage emergencies in children
4. Provide nursing care to critically ill children
5. Utilize the recent technology and various treatment modalities in the management of high risk children
6. Prepare a design for layout and describe standards for management of pediatric units/hospitals
7. Identify areas of research in the field of pediatric nursing

Course Content

Unit	Hours	Content
I	**5**	**Introduction** □ Current principles, practices and trends in Pediatric Nursing □ Role of pediatric nurse in various settings -Expanded and extended
II	**35**	□ Pathophysiology, assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders • Child with respiratory disorders: - Upper respiratory tract: choanal atresia, tonsillitis, epistaxis, aspiration. - Lower respiratory tract: Broncheolitis, Bronchopneumonia, Asthma, cystic fibrosis • Child with gastro-intestinal disorders: - 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: - Acquired: Rheumatic fever, Rheumatic heart disease, - Congenital: Cynotic and acynotic • 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, 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
III	**35**	□ 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,

		gastrochisis, exomphalus, anorectal malformation, omphalocele, diaphragmatic hernia • 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 - Head injury, abdominal injury, poisoning, foreign body obstruction, burns - & 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
IV	**10**	**Intensive care for pediatric clients** □ Resuscitation, 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
V	**20**	**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 encephelopathy • Congenital anomalies. • Neonatal seizures. • Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. • Neonatal heart diseases. • Neonatal hemolytic diseases • Neonatal infections, neonatal sepsis, opthalmia neonatorum, cogenital 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
VI	**10**	**Developmental disturbances and implications for nursing** □ Adjustment reaction to school, □ Learning disabilities □ Habit disorders, speech disorders, □ Conduct disorders, □ Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia.
VII	**10**	**Challenged child and implications for nursing** □ Physically challenged, causes, features, early detection & management □ Cerebral palsied child, □ Mentally challenged child. □ Training & rehabilitation of challenged children
VIII	**5**	**Crisis and nursing intervention** □ The hospitalized child, □ Terminal illness & death during childhood □ Nursing intervention-counseling
IX	**5**	**Drugs used in Pediatrics** □ Criteria for dose calculation □ Administration of drugs, oxygen and blood □ Drug interactions □ Adverse effects and their management
X	**10**	**Administration and management of pediatric care unit** □ Design & layout □ Staffing, □ Equipment, supplies, □ Norms, policies and protocols □ Practice standards for pediatric care unit □ Documentation
XI	**5**	**Education and training in Pediatric care** □ Staff orientation, training and development, □ In-service education program, □ Clinical teaching programs.

Practical

Total = 960 Hours
1 Week = 30 Hours

- Field visits:

S. No.	Deptt./ Unit	No. of Week	Total Hours
1	Pediatric medicine ICU	4	120 Hours
2	Pediatric surgical ICU	4	120 Hours
3	NICU	4	120 Hours
4	Pediatric OT	2	60 Hours
5	Pediatric medicine ward	6	180 Hours
6	Pediatric surgery ward	6	180 Hours
7	Emergency/Casualty	4	120 Hours
8	Field visits*	2	60 Hours
	Total	**32**	**960 Hours**

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

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
- 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, O_2 analyzer, monitoring equipment, Photo therapy unit, Flux meter, Infusion pump, Radiant warmer, incubator, Centrifuge machine, Bilimeter, Refractometer, laminar flow

IV. Other Procedures:

CLINICAL SPECIALITY - II

PSYCHIATRIC (MENTAL HEALTH) NURSING

Placement: II Year

Hours of Instruction
Theory 150 hrs
Practical 950 hrs
Total : 1100 Hours

Course Description

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

Objectives

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

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, 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.

Course Content

Unit	Hours	Content
I	2	**Principles and practice of Psychiatric nursing** □ Review
II	10	**Crisis Intervention** □ 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
III	4	**Anger/ Aggression Management** □ Anger and Aggression, Types, Predisposing Factors □ Management □ Role of The Nurse
IV	5	**The Suicidal Client** □ Epidemiological Factors □ Risk Factors • **Predisposing Factors:** Theories of Suicide-Psychological, Sociological ,Biological □ Nursing Management
V	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
VI	5	**Delirium, Dementia, and Amnestic Disorders** □ Delirium □ Dementia □ Amnesia □ Psychopharmacological Intervention and Nursing Management
VII	10	**Substance-Related Disorders** □ Substance-Use Disorders □ Substance-Induced Disorders □ Classes Of Psychoactive Substances □ Predisposing Factors

Unit	Hours	Content
		□ The Dynamics Of Substance-Related Disorders □ The Impaired Nurse □ Codependency □ Treatment Modalities For Substance-Related Disorders and Nursing Management
VIII	**10**	**Schizophrenia and Other Psychotic Disorders (Check ICD10)** □ Nature of the Disorder □ Predisposing Factors □ Schizophrenia -Types • Disorganized Schizophrenia • Catatonic Schizophrenia • Paranoid Schizophrenia • Undifferentiated Schizophrenia • Residual Schizophrenia □ Other Psychotic disorders • Schizoaffective Disorder • Brief Psychotic Disorder • Schizophrenicform Disorder • Psychotic Disorder Due to a General Medical Condition • Substance-Induced Psychotic Disorder □ Treatment and Nursing Management
IX	**8**	**Mood Disorders** □ Historical Perspective □ Epidemiology □ The Grief Response □ Maladaptive Responses To Loss □ Types Of Mood Disorders □ Depressive disorders □ Bipolar disorders □ Treatment and Nursing Management
X	**8**	**Anxiety Disorders** □ Historical Aspects □ Epidemiological Statistics □ How Much is too Much? □ 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
XI	**5**	**Somatoform And Sleep Disorders** □ Somatoform Disorders □ Historical Aspects

Unit	Hours	Content
		• Epidemiological Statistics • Pain Disorder • Hypochondriasis • Conversion Disorder • Body Dysmorphic Disorder □ Sleep Disorder □ Treatment Modalities and Nursing Management
XII	**4**	**Dissociative Disorders and Management** □ Historical Aspects □ Epidemiological Statistics □ Application of the Nursing Management □ Treatment Modalities and Nursing Management
XIII	**4**	**Sexual And Gender Identity Disorders** □ Development Of Human Sexuality □ Sexual Disorders □ Variation In Sexual Orientation □ Nursing Management
XIV	**4**	**Eating Disorders** □ Epidemiological Factors □ Predisposing Factors : Anorexia Nervosa And Bulimia Nervosa obesity □ Psychopharmacology □ Treatment & Nursing Management
XV	**4**	**Adjustment and Impulse Control Disorders** □ Historical and Epidemiological Factors • Adjustment Disorders • Impulse Control Disorders □ Treatment & Nursing Management
XVI	**4**	**Medical Conditions due to Psychological Factors** □ Asthma □ Cancer □ Coronary Heart Disease □ Peptic Ulcer □ Essential Hypertension □ Migraine Headache □ Rheumatoid Arthritis □ Ulcerative Colitis □ Treatment & Nursing Management
XVII	**8**	**Personality Disorders** □ Historical perspectives □ Types Of Personality Disorders • Paranoid Personality Disorder • Schizoid Personality Disorder • Antisocial Personality Disorder • Borderline Personality Disorder

Unit	Hours	Content
		• 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
XVIII	**8**	**The Aging Individual** □ 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
XIX	**5**	**The person living with HIV Disease** □ Psychological problems of individual HIV/AIDS □ Counseling □ Treatment & Nursing Management
XX	**5**	**Problems Related to Abuse or Neglect** □ Vulnerable groups, Women, Children, elderly, psychiatric patients, under privileged, challenged □ Predisposing Factors □ Treatment & Nursing management- Counseling
XXI	**7**	**Community Mental Health Nursing** □ 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
XXII	**5**	**Ethical and Legal Issues in Psychiatric/Mental Health Nursing** □ Ethical Considerations □ Legal Consideration

Unit	Hours	Content
		• Nurse Practice Acts • Types of Law • Classification within Statutory and Common Law • Legal Issues in Psychiatric/Mental Health Nursing • Nursing Liability
XXIII	**5**	**Psychosocial rehabilitation** □ 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
XXIV	**5**	**Counseling** □ 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
XXV	**5**	**Administration and management of psychiatric units including emergency units** □ Design & layout □ Staffing, □ Equipment, supplies, □ Norms, policies and protocols □ Quality assurance □ Practice standards for psychiatric nursing □ Documentation
XXVI	**5**	**Education and training in psychiatric care** □ Staff orientation, training and development, □ In-service education program, □ Clinical teaching programs.

Practicals

Total = 960 Hours
1 Week = 30 Hours

S.No.	Area of Posting	No. of Week	Total Hours
1	Acute Psychiatric Ward	4	120 Hours
2	Chronic Psychiatric Ward	4	120 Hours
3	De-addiction Unit	4	120 Hours
4	Psychiatric Emergency Unit	4	120 Hours
5	O.P.D (Neuro and psychiatric)	3	90 Hours
6	Child Psychiatric Unit and child guidance clinic	2	60 Hours
7	Post natal ward	1	30 Hours
8	Family Psychiatric Unit	2	60 Hours
9	Field visits	2	60 Hours
10	Rehabilitation	2	60 Hours
11	Community Mental Health Unit	4	120 Hours
	Total	**32 Weeks**	**960 Hours**

Essential Psychiatric nursing skills

Procedures Observed

1. Psychometric tests
2. Personality tests
3. Family therapy
4. Assisted
5. CT
6. MRI
7. Behavioral therapy.

Procedures Performed

1. Mental status examination
2. Participating in various therapies – Physical; ECT,
3. Administration of Oral, IM, IV psychotropic drugs
4. Interviewing skills
5. Counseling skills
6. Communication skills
7. Psychoeducation
8. Interpersonal relationship skills
9. Community Survey for identifying mental health problems
10. Rehabilitation therapy
11. Health education and life skills training.
12. Supportive psychotherapic skills
13. Group therapy
14. Milieu therapy
15. Social/Recreational therapy.
16. Occupational therapy.

CLINICAL SPECIALITY – II

COMMUNITY HEALTH NURSING

Placement : II Year

Hours of Instruction
Theory- 150 hours
Practicals- 950 hours
Total- 1100 hrs

Course Description

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

Objectives

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

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

Content Outlines

Unit	Hours	Content
I	**20**	**Epidemiology** □ Introduction • Concept, scope, definition, trends, History and development of modern Epidemiology • Contribution of epidemiology • Implications □ Epidemiological methods □ Measurement of health and disease: □ Health policies □ Epidemiological approaches • Study of disease causatives • Health promotion • Levels of prevention □ Epidemiology of • Communicable diseases • Non-communicable diseases □ Emerging and re-emerging diseases Epidemics □ National Integrated disease Surveillance Programme □ Health information system □ Epidemiology study and reports □ Role of Community health nurse
Unit II	**40**	**National Health and Family Welfare Programmes** □ Objectives, Organisation/manpower/resources, Activities, Goals, inter-sectoral approach, implementation, item/purpose, role and responsibilities of community health nurse: • National Vector Borne Disease Control Programm (NVBDCP) • NationalFilaria Control Programme • National Leprosy Eradication Programme • Revised national TB Control Programme • National Programme for Control of Blindness • National Iodine Deficiency disorders Control Progeramme • 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

Unit	Hours	Content
III	**15**	**School Health** □ 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 □ School health records - maintenance and its importance □ Roles and responsibilities of community health nurse
IV	**15**	**International health** □ Global burden of disease □ Global health rules to halt disease spread □ Global health priorities and programes □ International quarantine □ Health tourism □ International cooperation and assistance □ International travel and trade □ Health and food legislation, laws, adulteration of food □ Disaster management □ Migration □ International health agencies –World Health organizations, World health assembly, UNICEF, UNFPA, SIDA, US AID, DANIDA, DFID. AusAID etc □ International health issues and problems □ International nursing practice standards □ International health vis-a vis national health □ International health days and their significance
V	**15**	**Education and administration** □ 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 services □ Transportation □ Public relations □ Planning in-service educational programme and teaching

Unit	Hours	Content
		□ Training of various categories of health workers- preparation of manuals
VI	**10**	**Geriatric** □ Concept, trends, problems and issues □ Aging process, and changes □ Theories of ageing □ Health problems and needs □ Psycho-physiological stressors and disorders □ Myths and facts of aging □ Health assessment □ Home for aged-various agencies □ Rehabilitation of elderly □ Care of elderly □ Elderly abuse □ Training and supervision of care givers □ Government welfare measures Programmes for elderly- Role of NGOs □ Roles and responsibilities of Geriatric nurse in the community
VII	**10**	**Rehabilitation** □ Introduction: Concepts, principles, trends, issues, □ Rehabilitation team □ Models, Methods □ Community based rehabilitation □ Ethical issues □ Rehabilitation Council of India □ Disability and rehabilitation- Use of various prosthetic devices □ Psychosocial rehabilitation □ Rehabilitation of chronic diseases □ Restorative rehabilitation □ Vocational rehabilitation □ Role of voluntary organizations □ Guidance and counseling □ Welfare measures □ Role and responsibilities of community health nurse
Unit VIII	**10**	**Community mental health** □ 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 □ The community as Client • Primary Prevention

Unit	Hours	Content
		• Secondary prevention • Tertiary Prevention □ Community based rehabilitation □ Human rights of mentally ill □ Substance use □ Mentally challenged groups □ Role of community health nurse
IX	**15**	**Occupational health** □ Introduction: Trends, issues, Definition, Aims, Objectives, Workplace safety □ Ergonomics and Ergonomic solutions □ Occupational environment- Physical, social, Decision making, Critical thinking □ Occupational hazards for different categories of people- physical, chemical, biological, mechanical, , Accidents, □ 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 issues: Legislation, Labour unions, ILO and WHO recommendations, Factories act, ESI act □ Role of Community health nurse, Occupational health team

Practical

Total = 960 Hours
1 Week = 30 Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1	**Urban and Rural community**	17	510 Hours
2	School Health	3	90 Hours
3	International health	2	60 Hours
4	Administration(SC/PHC/CHC)	2	60 Hours
5	Occupational health	2	60 Hours
6	Community Mental Health	2	60 Hours
7	Home for aged and Hospice	2	60 Hours
8	Rehabilitation	2	60 Hours
	Total	**32 Weeks**	**960 Hours**

Categorisation of practical activities

Observed

- MCH office and DPHNO
- CHC/ First Referral Unit(FRU)
- Child guidance clinic
- Institute/Unit for mentally challenged
- District TB centre
- AIDS control society
- Filariasis clinic
- RCH clinic
- STD clinic
- Leprosy clinic
- Community based rehabilitation unit
- Cancer centers
- Palliative care
- Home of old age
- Mental health units
- De-addication centres
- School health services
- Industry
- Selected industrial health centers
- ESI unit
- Municipality/ corporation office

Assisted

- Laparoscopic sterilization
- Vasectomy
- All clinics related to RCH
- Monitoring of national health and family welfare programmes

Performed

- Conduct various clinics
- School health assessment.
- Health survey.
- Health assessment
- Drug administration as per the protocols
- Treatment of minor ailments
- Investigating outbreak of epidemic.
- Screening for leprosy, TB and non-communicable disease
- Presumptive and radical treatment for Malaria.
- Counselling
- Report writing
- Referrals
- Writing a project proposal
- Material management- requisition for indent, condemnation, inventory maintenance,
- Training and Supervision of various categories of personnel
- Liaison with NGO's

Annexure – I

STAFFING PATTERN RELAXED TILL 2012

Qualifications & Experience Of Teachers Of College Of Nursing

Sr. No.	Post, Qualification & Experience
1	**Professor-cum-Principal** - Masters Degree in Nursing - 10 years of experience and minimum of 5 years of teaching experience *Desirable : Independent published work of high standard / doctorate degree / M.Phil.*
2	**Professor-cum-Vice Principal** - Masters Degree in Nursing - 10 years of experience and minimum of 5 years of teaching experience *Desirable : Independent published work of high standard / doctorate degree / M.Phil.*
3	**Reader / Associate Professor** - Master Degree in Nursing. - 7 years of experience and minimum of 3 years teaching experience *Desirable : Independent published work of high standard / doctorate degree / M.Phil.*
4	**Assistant Professor /Lecturer** - Master Degree in Nursing. - 3 years experience

Pay scales- as per UGC scales

INDIAN NURSING COUNCIL

NOTIFICATION

New Delhi, the 2nd September, 2016

SYLLABUS AND REGULATION

NURSE PRACTITIONER IN CRITICAL CARE

POST GRADUATE RESIDENCY PROGRAM

F. No. 11-1/2015-INC.—I. Introduction and Background

In India, reshaping health systems in all dimensions of health has been recognized as an important need in the National Health Policy, 2015 (NHP, 2015 draft document). It emphasizes human resource development in the areas of education and training alongside regulation and legislation. The government recognizes significant expansion in tertiary care services both in public and private health sectors. In building their capacity, it is highly significant that the health care professionals require advanced educational preparation in specialty and super-specialty services. To support specialized and super-specialized healthcare services, specialist nurses with advanced preparation are essential. Developing training programs and curriculum in the area of tertiary care is recognized as the need of the hour. Nurse practitioners (NPs) will be able to meet this demand provided they are well trained and empowered to practice. With establishment of new cadres in the center and state level, master level prepared NPs will be able to provide cost effective, competent, safe and quality driven specialized nursing care to patients in a variety of critical care settings in tertiary care centres. Nurse practitioners have been prepared and functioning in USA since 1960s, UK since 1980s, Australia since 1990s and Netherlands since 2010.

Nurse practitioners in critical care / acute care, oncology, emergency care, neurology, cardiovascular care, anesthesia and other specialties can be prepared to function in tertiary care settings. Rigorous educational preparation will enable them to collaboratively diagnose and treat patients with critical illnesses both for prevention and promotion of health. A curricular structure / framework is proposed by INC towards preparation of Nurse Practitioner in Critical Care (NPCC) at Masters Level. The special feature of this program is that it is a clinical residency program emphasizing a strong clinical component with 15% of theoretical instruction and 85% of practicum. Competency based training is the major approach and NP education is based on competencies adapted from International Council of Nurses (ICN, 2005), and NONPF competencies (2012). Every course is based on achievement of competencies.

Critical Care Nurse Practitioner Program is intended to prepare registered BSc Nurses to provide advanced nursing care to patients who are critically ill. The nursing care is focused on stabilizing patients' condition, minimizing acute complications and maximizing restoration of health. These NPs are required to practice in critical care units of tertiary care centers. The program consists of various courses of study that are based on strong scientific foundations including evidenced based practice and the management of complex health systems. These are built upon the theoretical and practice competencies of BSc trained nurses. On completion

of the program and registration with respective state council they are permitted to independently administer drugs and order diagnostic tests, procedures, medical equipment and therapies as per institutional protocols. The NPs in CC when exercising this authority, they are accountable for the competencies in

a) Patient selection/admission into ICU and discharge
b) Problem identification through appropriate assessment
c) Selection/administration of medication or devices or therapies
d) Patients' education for use of therapeutics
e) Knowledge of interactions of therapeutics, if any
f) Evaluation of outcomes and
g) Recognition and management of complications and untoward reactions.

The NP in critical care is prepared and qualified to assume responsibility and accountability for the care of critically ill patients under his/ her care.

The said post graduate degree will be registered as an additional qualification by the State Nursing Council.

Philosophy

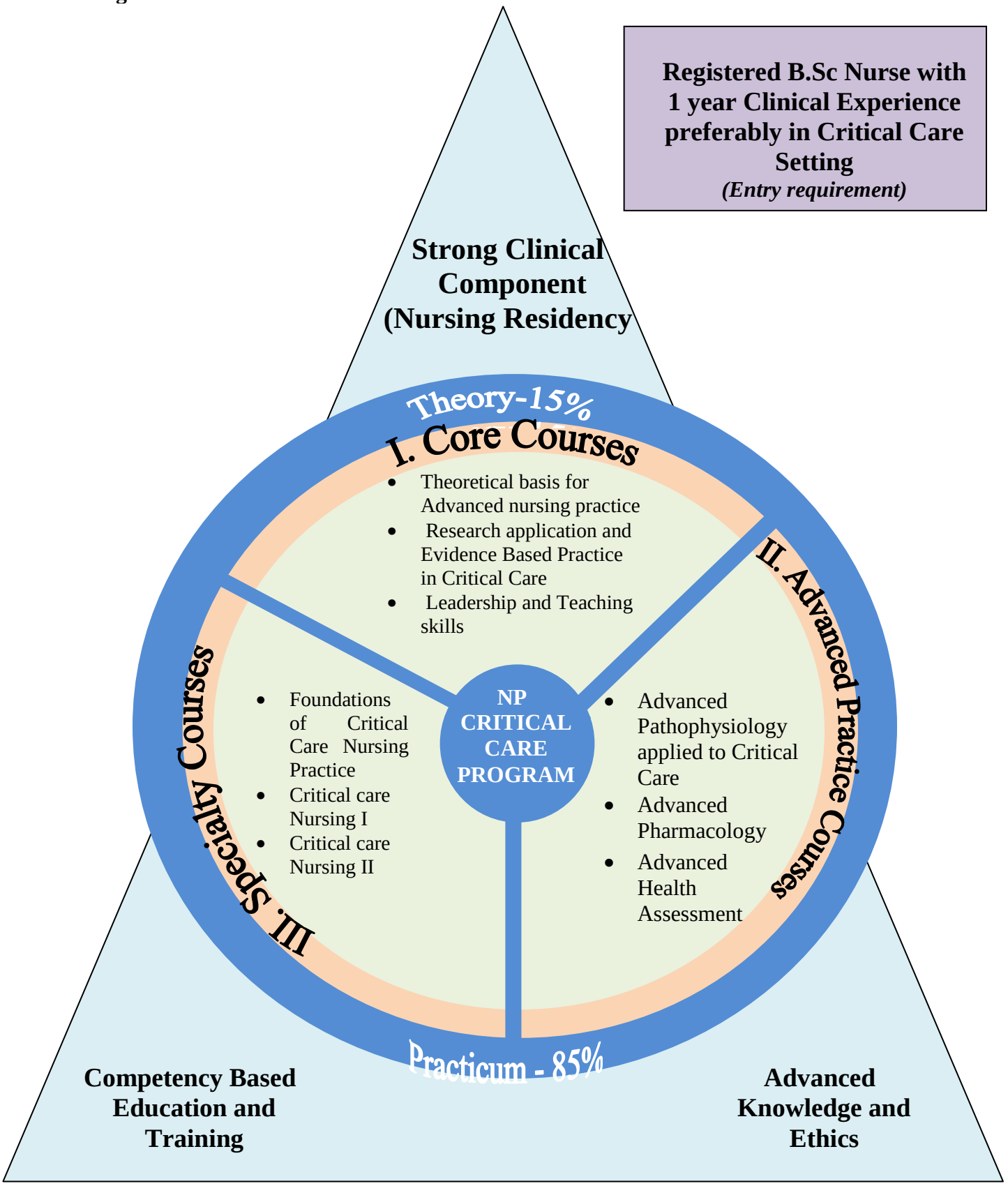
Indian Nursing Council believes that there is a great need to establish a postgraduate program titled Nurse Practitioner in Critical Care to meet the challenges and demands of tertiary health care services in India which is reflected in the National Health Policy (NHP draft document 2015) in order to provide quality care to critically ill patients and families.

INC believes that postgraduates from a residency program focused on strong clinical component and competency based training must be able to demonstrate clinical competence based on sound theoretical and evidence based knowledge. The teaching learning approach should focus on adult learning principles, competency based education, collaborative learning, clinical experience with medical and nursing preceptors, experiential learning and self-directed learning. Education providers/preceptors/mentors must update their current knowledge and practices. Medical faculty are invited to participate as preceptors in the training.

INC also believes that a variety of educational strategies can be used in the clinical settings to address the deficit of qualified critical care nursing faculty. It is hoped to facilitate developing policies towards registration/licensure and create cadre positions for appropriate placement of these postgraduate critical care NPs to function in critical care units of tertiary care centers.

An educational framework for the NP curriculum is proposed (See Figure 1).

Figure1. Nurse Practitioner in Critical Care – An Educational Curricular Framework



II. Program Description

The NP program is a Nursing residency program with a main focus on Competency based training. The duration is of two years with the curriculum consisting of theory that includes core courses, advanced practice courses and clinical courses besides clinical practicum which is a major component (Refer Curricular framework).

III. Aim

The critical care NP program prepares registered BSc nurses for advanced practice roles as clinical experts, managers, educators and consultants leading to M.Sc degree in critical care NP

IV. Objectives

On completion of the program, the NP will be able to

1. assume responsibility and accountability to provide competent care to critically ill patients and appropriate family care in tertiary care centres
2. demonstrate clinical competence / expertise in providing critical care which includes diagnostic reasoning, complex monitoring and therapies
3. apply theoretical, patho-physiological and pharmacological principles and evidence base in implementing therapies / interventions in critical care
4. identify the critical conditions using differential diagnosis and carry out treatment/interventions to stabilize and restore patient's health and minimize or manage complications independently or collaboratively as a part of critical care team
5. collaborate with other health care professionals in the critical care team, across the continuum of critical care

V. Minimum requirements to start the NP Critical care program

The institution must accept the accountability for the NP program and its students and offer the program congruent with the INC standards. It must fulfill the following requirements.

1. Essentiality Certificate

a. If any institution opting to start NP program already has BSc (N) or MSc (N) program recognized by INC, it will be exempted from NOC (No Objection Certificate)/Essentiality Certificate for NP in critical care post graduate residency program from State Government
b. If the institution is having any University education program of training nurses and doctors or if they have DNB program, NOC will not be required to start NP program

2. *Hospital*

The hospital should be a parent tertiary care centre, with a minimum of 200 beds. It can have a medical college or nursing college

3. *ICU Beds*

The hospital should have a minimum of 4 ICUs namely medical ICU, surgical ICU, cardio/cardiothoracic ICU and Emergency care unit with a minimum of 5 beds each and total of 20 beds.

4. *ICU staffing*

a. Every ICU should have a charge nurse with BSc or MSc qualification
b. The nurse patient ratio should be 1:1 for every shift for ventilated patients
c. For the rest of ICU beds the nurse patient ratio should be 1:2 for every shift
d. Provision of additional 45% staff towards leave reserve
e. Doctor patient ratio can be 1:5

5. Faculty/ Staff resources

a. Clinical area: Full time qualified GNM with 6 years of experience in critical care nursing or BSc with 2 years experience in critical care nursing or MSc(Specialty-Medical Surgical Nursing/Pediatric Nursing/Obsetrics & Gynaecology Nursing) with one year critical care nursing experience (One faculty for every 10 students)

b. Teaching faculty: Professor/Associate professor- 1(Teaching experience- 5 years post PG), Assistant professor- 1 (Teaching experience- 3 years post BSc)

c. The above faculty shall perform dual role or a senior nurse with MSc qualification employed in the tertiary hospital.

d. Guest lecturers: for pharmacology

Preceptor student ratio -Nursing 1:10, Medical 1:10

6. *Physical and learning resources at hospital/college*

a. One classroom/conference room at the clinical area

b. Skill lab for simulated learning (hospital/college)

c. Library and computer facilities with access to online journals

d. E-Learning facilities

7. List of equipment for ICU (enclosed) Appendix-1

8. Student Recruitment/Admission Requirements

a. Applicants must possess a registered B.Sc nurse with a minimum of one year clinical experience, preferably in any critical care setting prior to enrollment.
b. Must have undergone the BSC in an institution recognized by the Indian Nursing Council.
c. Must have scored not less than 55% aggregate marks in the BSc program
d. Selection must be based on the merit of an entrance examination and interview held by the competent authority
Number of candidates: 1 candidate for 4-5 ICU beds,
Salary: 1. In-service candidates will get regular salary
2. Salary for the other candidates as per the salary structure of the hospital where the course is conducted

VI. Examination Regulations

Eligibility for appearing for the examination

Attendance: Theory, practical and Clinical – 100%

Classification of results

Pass: 50% pass in theory and Clinical Practicum

Second Division: 50-59%

First Division: 60-74%

Distinction: 75% and above

For declaring the rank, aggregate of two years marks will be considered

If a candidate fails in theory or practical, he/she has to reappear for the paper in which he/she has failed.

Maximum number of attempts = 2, Maximum period to complete the program = 4 years

Practicum: 6hours of examination per student

Maximum number of students per day = 5 students

Examination should be held in clinical area only

Examined by one internal and one external examiner

The examiner should be MSc faculty teaching the NP program with minimum two years of experience.

Dissertation

Submission of the research proposal: By 6 months in first year

Submission of the dissertation final: 6 months before completion of second year

Research guides: Main guide – Nursing faculty (3years experience) teaching NP program, Co guide: Medical preceptor

Guide student ratio- 1:5

There should be a separate research committee in the college/hospital to guide and oversee the progress of the research (minimum of 5 members with principal or CNO-MScN)

Ethical clearance should be obtained by the hospital ethics committee

VII. Assessment (Formative and Summative)

- Seminar
- Written assignments/Term papers
- Case/Clinical presentation
- Nursing process report/Care study report
- Clinical performance evaluation
- Log book- (Competency list and clinical requirements) counter signed by the medical/nursing faculty preceptor
- Objective Structured Clinical Examination(OSCE)/OSPE
- Test papers
- Final examination

Scheme of Final Examination

S. No.	Title	Theory %			Practical %		
		Hours	Internal	External	Hours	Internal	External
I Year							
1	**I Year** **Core Courses** Theoretical Basis for Advanced Practice Nursing	3 hrs	50				
2	Research Application and Evidence Based Practice in Critical Care	3 hrs	30	70			
3	Advanced skills in Leadership, Management and Teaching Skills	3 hrs	30	70			
4	**Advanced Practice Courses** Advanced Pathophysiology & Advanced Pharmacology relevant to Critical Care	3 hrs	30	70			
5	Advanced Health/physical Assessment	3 hrs	30	70		50	50
1	**II Year** **Specialty Courses** Foundations of Critical Care Nursing Practice	3 hrs	30	70		100	100
2	Critical Care Nursing I	3 hrs	30	70		100	100
3	Critical Care Nursing II	3 hrs	30	70		100	100
4	Dissertation and viva	3 hrs				50	50

VIII. **Curriculum**

COURSES OF INSTRUCTION

		Theory(Hrs)	Lab/Skill Lab(Hrs)	Clinical (Hrs)
I Year				
I	**Core Courses**			
	Theoretical Basis for Advanced Practice Nursing	40		
II	Research Application and Evidence Based Practice in Critical Care	56	24	**336** 7wks
III	Advanced skills in Leadership, Management and Teaching Skills	56	24	**184** 4wks
	Advanced Practice Courses			
IV	Advanced Pathophysiology applied to Critical Care	60		**336** 7wks
V	Advanced Pharmacology applied to Critical Care	54		**336** 7wks
VI	Advanced Health/physical Assessment	70	48	**576** 12wks
TOTAL= 2208hrs		336 (7wks)	96 (2wks)	1776(37wks)
II year				
	Specialty Courses			
VII	Foundations of Critical Care Nursing Practice	96	48	**552** 11wks
VIII	Critical Care Nursing I	96	48	**552** 13wks
IX	Critical Care Nursing II	96	48	**644** 13wks
TOTAL=2208hrs		288 (6wks)	144 (4wks)	1748 (37wks)

No of weeks available in an year =52 -6 (Annual leave, Casual leave, sick leave = 6 weeks) =46 weeks x 48 hrs = 2208 hrs

Two years = 4416 hrs

Instructional Hours: Theory = 624hrs, Skill lab= 240hrs, Clinical =3552hrs

TOTAL= 4416 hrs

I year : 336-96-1776hrs (Theory-skill lab-clinical) [Theory + Lab=20%, Clinical=80%]
II year : 288-144-1776hrs (’’ ’’) [Theory + Lab=20%, Clinical=80%]

I YEAR =46 weeks/ 2208 hrs(46x48hrs)(Theory +Lab :7.5 hrs/week for 44wks =336+96 hrs*)
*Theory + Lab= 96 hrs can be given for 2wks in the form of introductory block classes and workshops
II YEAR=46 weeks/ 2208 hrs(46x48hrs) (Theory +Lab : 8.5hrs/week for 45wks=384+48hrs)
(1 week Block classes = 48 hrs)

CLINICAL PRACTICE

A. **Clinical Residency experience**(A minimum of 48 hrs/ week is prescribed, however, it is flexible with different shifts and OFF followed by on call duty)
B. **8 hours duty with one day Off in a week and on call duty one per week**

Clinical placements:

I year: 44 wks (excludes 2 weeks of introductory block classes and workshop)

Medical ICU – 12 weeks
Surgical ICU – 12 weeks
Cardio/Cardio thoracic (CT) ICU – 8 weeks
Emergency Department - 6 weeks
Other ICUs (Neurology, Burns, Dialysis unit) - 6 weeks

II Year: 45wks (Excludes one week of block classes)

Medical ICU – 12 weeks
Surgical ICU – 12 weeks
Cardio/Cardio thoracic (CT) ICU – 8 weeks
Emergency Department - 8 weeks
Other ICUs (Neurology, Burns, Dialysis unit) - 6 weeks

C. Teaching methods:

T**eaching-theoretical, lab & Clinical can be done in the following methods and integrated during clinical posting**

- Clinical conference
- Case/clinical presentation
- In depth drug study, presentation and report
- Nursing rounds
- Clinical seminars
- Journal clubs
- Case study/Nursing process
- Advanced health assessment
- Faculty lecture in the clinical area
- Directed reading
- Assignments
- Case study analysis
- Workshops

D. Procedures/log book

At the end of each clinical posting, clinical log book (Specific competencies/Clinical skills & clinical requirements) has to be signed by the preceptor every fortnight (Appendix 2a, 2b, 3)

E. NP Critical Care Competencies (Adapted from ICN,2005)

1. Uses advanced comprehensive assessment, diagnostic, treatment planning, implementation and evaluation skills
2. Applies and adapts advanced skills in complex and / or unstable environments
3. Applies sound advanced clinical reasoning and decision making to inform, guide and teach in practice
4. Documents assessment, diagnosis, management and monitors treatment and follow-up care in partnership with the patient
5. Administer drugs and treatments according to institutional protocols
6. Uses applicable communication, counseling, advocacy and interpersonal skills to initiate, develop and discontinue therapeutic relationships
7. Refers to and accepts referrals from other health care professionals to maintain continuity of care
8. Practices independently where authorizes and the regulatory framework allows in the interest of the patients, families and communities
9. Consults with and is consulted by other health care professionals and others
10. Works in collaboration with health team members in the interest of the patient
11. Develops a practice that is based on current scientific evidence and incorporated into the health management of patients, families and communities
12. Introduces, tests, evaluates and manages evidence based practice

13. Uses research to produce evidence based practice to improve the safety, efficiency and effectiveness of care through independent and inter-professional research
14. Engages in ethical practice in all aspects of the APN role responsibility
15. Accepts accountability and responsibility for own advanced professional judgement, actions, and continued competence
16. Creates and maintains a safe therapeutic environment through the use of risk management strategies and quality improvement
17. Assumes leadership and management responsibilities in the delivery of efficient advanced practice nursing services in a changing health care system
18. Acts as an advocate for patients in the health care systems and the development of health policies that promote and protect the individual patient, family and community
19. Adapts practice to the contextual and cultural milieu

F. Institutional Protocol/standing orders based administration of drugs & ordering of investigations and therapies

The students will be trained to independently administer drugs and order diagnostic tests, procedures, medical equipment and therapies as per institutional protocols/standing orders. ***(Appendix 4 Standing orders).*** Administration of emergency drugs is carried out in consultation with concerned physician and endorsed later by written orders.

Implementation of curriculum-A tentative plan

I yr. Courses	Introductory classes	Workshop	Theory integrated in clinical practicum	Methods of teaching (Topic can be specified)
1. Theoretical basis for Advanced practice Nursing (40)	8hrs		1x32=32hrs	• Seminar / Theory application Lecture (faculty)
2. Research Application and Evidence Based Practice in Critical Care (56+24)	8	40 (5days) +6hrs	1x26=26hrs	• Research study analysis/ Exercise / Assignment (lab)
3. Advanced skills in leadership, Management and Teaching (56+24)	12	2hrs(Block classes)	1x26=26hrs 2.5x16=40hrs	• Clinical conference • Seminar Exercises/Assignment (lab)
4. Advanced Pathophysiology (60)			1.5x37=56hrs	• Case presentation • Seminar Clinical conference
5. Advanced Pharmacology (54)			1x44=44hrs	• Nursing rounds • Drug study presentation Standing orders / presentation
6. Advanced Health Assessment (70+40)	6hrs		2x26=52hrs 1.5x18=27hrs 1x12=12hrs 2x7=14hrs 2x2=4hrs	• Clinical demonstration (faculty) • Return demonstration • Nursing rounds • Physical assessment(all systems) Case study

I year – Introductory classes= 1 week, Workshop = 1 week ,44 weeks= 7.5 hrs/week

II year courses **1wk Block classes (**48hrs)	**Theory integrated into clinical practicum**	**Methods of teaching**
1. Foundations (96+48hrs) =144hrs	9hrs x11wks=99hrs	• Demonstration (lab) • Return demonstration (lab) • Clinical teaching • Case study • Seminar • Clinical conference • Faculty lecture
2. Critical Care Nursing 96+48hrs) =144hrs	9x16=144hrs --------	• Demonstration (lab) • Return Demonstration (lab) • Clinical conference / journal club • Seminar • Case presentation • Drug study(including drug interaction) • Nursing rounds • Faculty lecture
3. Critical Care Nursing II 96+48hrs) =144hrs	9x16=144hrs	• Demonstration (lab) • Return Demonstration • Nursing rounds • Clinical conference / journal club • Seminar • Faculty lecture

II year 45 wks – 8.5/9hrs/wk Attendance: 100% in theory, practical and clinical.

Topic for every teaching method will be specified in the detailed plan by the respective teacher/ institution concerned

Core Courses

I. Theoretical Basis for Advanced Practice Nursing

COMPETENCIES

1. Analyses the global healthcare trends and challenges
2. Analyses the impact of Healthcare and Education policies in India on nursing consulting the documents available.
3. Develops in depth understanding of the healthcare delivery system in India, and its challenges
4. Applies economic principles relevant to delivery of healthcare services in critical care
5. Manages and transforms health information to effect health outcomes such as cost, quality and satisfaction
6. Accepts the accountability and responsibility in practicing the Nurse practitioner's roles and competencies
7. Actively participates in collaborative practice involving all healthcare team members in critical care and performs the prescriptive roles within the authorized scope
8. Engages in ethical practice having a sound knowledge of law, ethics and regulation of advanced nursing practice
9. Uses the training opportunities provided through well planned preceptorship and performs safe and competent care applying nursing process
10. Applies the knowledge of nursing theories in providing competent care to critically ill patients
11. Predicts future challenges of nurse practitioner's roles in variety of healthcare settings particularly in India

Hours of instruction: 40hrs.

Sl.No.	Topic	Hours
1.	Global Health Care Challenges and Trends(Competency-1)	2
2.	Health System in India Health Care Delivery System in India – Changing Scenario(Competency-3)	2
3.	National Health Planning – 5 year plans and National Health Policy(Competency-2)	2
4.	Health Economics & Health Care financing(Competency- 4)	4
5.	Health Information system including Nursing Informatics (use of computers)(Competency-5)	4
	Advanced Nursing Practice (ANP)	
6.	ANP-Definition, Scope, Philosophy, Accountability, Roles & Responsibilities (Collaborative practice and Nurse Prescribing roles)(Competency-6&7)	3
7.	Regulation (accreditation of training institutions and Credentialing) & Ethical Dimensions of advanced nursing practice role (Competency-8)	3
8.	Nurse Practitioner – Roles, Types, Competencies, Clinical settings for practice, cultural competence(Competency-6)	3
9.	Training for NPs – Preceptorship (Competency-9)	2
10.	Future challenges of NP practice(Competency-11)	4
11.	Theories of Nursing applied to APN(Competency-10)	3
12.	Nursing process applied to APN(Competency-9)	2
	Self Learning assignments	6
1.	Identify Health Care and Education Policies and analyse its impact on Nursing	
2.	Describe the legal position in India for NP practice. What is the future of nurse prescribing policies in India with relevance to these policies in other countries?	
3.	Examine the nursing protocols relevant to NP practice found in various ICUS in you tertiary centre	
	Total	**40 hrs.**

Bibliography:

Barkers,A.M.(2009). Advanced Practice Nursing. Massachussets: Jones & Bartlett Publishers

Hickey, J. V., Ouimette, R. M., & Venegoni, S. L. (1996).*Advanced practice nursing: Changing roles and clinical application*s. Philadelphia: Lippincott Williams and Wilkins.
Schober, M., & Affara, F. A. (2006).*Advanced nursing practice.* Oxford: Blackwell publishing.

Stewart,G.J.,& Denisco,S.M.(2015).Role Development for the Nurse Practitioner. USA: Springer Publishing Company

II. Research Application and Evidence Based Practice in Critical Care

COMPETENCIES

1. Applies sound research knowledge and skills in conducting independent research in critical care setting
2. Participates in collaborative research to improve patient care quality
3. Interprets and uses research findings in advanced practice to produce EBP
4. Tests / Evaluates current practice to develop best practices and health outcomes and quality care in advanced practice
5. Analyzes the evidence for nursing interventions carried out in critical care nursing practice to promote safety and effectiveness of care
6. Develops skill in writing scientific research reports

Hours of Instruction (Theory: 56+Lab/skill lab: 24hrs) =80hrs

Sl.No.	Topic	Hours
1.	Research and Advanced Practice Nursing : Significance of Research and inquiry related to Advanced nursing role (Competency 1)	2
2.	Research agenda for APN practice :Testing current practice to develop best practice, health outcomes and indicators of quality care in advanced practice (Competency 3,4,5), promoting research culture	5

3.	Research Knowledge and skills: Research competencies essential for APNs (interpretation and use of research, evaluation of practice, participation in collaborative research) **Research Methodology** Phases / steps (Research question, Review of literature, conceptual framework, research designs, sampling, data collection, methods & tools, Analysis and Reporting) writing research proposal and research report (Competency – 1 & 2)	40 (5 days workshop)
4.	Writing for publication (writing workshop – Manuscript preparation and finding funding sources) (Competency – 6)	5 (workshop)
5.	Evidence based practice - Concepts, principles, importance and steps - Integrating EBP to ICU environment - Areas of evidence in critical care - Barriers to implement EBP - Strategies to promote (Competency – 3,4,5)	4
	Total	**56hrs.**

Practical / Lab & Assignments- 24hrs

- Identifying research priorities
- Writing exercises on Research question, objectives and hypothesis
- Writing research proposal
- Scientific paper writing – preparation of manuscript for publication
- Writing systematic review – Analyze the evidence for a given nursing intervention in ICU

Clinical Practicum

- Research practicum: Dissertation (336 hrs=7 weeks)

Bibliography:

Burns, N., & Grove, S. K. (2011).*Understanding nursing research: Building an evidence-based practice* (5th ed.). Ist Indian reprint 2012, New Delhi: Elsevier.

Polit, D. F., & Beck, C. T. (2012).*Nursing research:Generating and assessing evidence for nursing practice* (9th ed.). Philadelphia: Lippincott Williams & Wilkins.

Schmidt, N. A., & Brown, J. M. (2009). Evidence – based practice for nurses appraisal and application of research. Sd: Jones and Bartlet Publishers.

III. Advanced skills in Leadership, Management and Teaching

COMPETENCIES

1. Applies principles of leadership and management in critical care units
2. Manages stress and conflicts effectively in a critical care setting using sound knowledge of principles
3. Applies problem solving and decision making skills effectively
4. Uses critical thinking and communication skills in providing leadership and managing patient care in ICU
5. Builds teams and motivates others in ICU setting
6. Develops unit budget, manages supplies and staffing effectively

7. Participates appropriately in times of innovation and change
8. Uses effective teaching methods, media and evaluation based on sound principles of teaching
9. Develops advocacy role in patient care, maintaining quality and ethics in ICU environment
10. Provides counseling to families and patients in crisis situations particularly end of life care

Hours of Instruction –(56+24=80Hrs)

Sl.No.	Topic	Hours
1.	Theories, styles of leadership and current trends	2
2.	Theories, styles of management and current trends	2
3.	Principles of leadership and management applied to critical care settings	4
4.	Stress management and conflict management – principles and application to critical care environment, Effective time management	4
5.	Quality improvement and audit	4
6.	Problem solving, critical thinking and decision making, communication skills applied to critical care nursing practice	5
7.	Team building, motivating and mentoring within ICU set up	2
8.	Budgeting and management of resources including human resources – ICU budget, material management, staffing, assignments	5
9.	Change and innovation	2
10.	Staff performance, and evaluation (performance appraisals)	6
11.	Teaching – Learning theories and principles applied to Critical Care Nursing	2
12.	Competency based education and outcome based education	2
13.	Teaching methods / strategies, media: educating patients and staff in Critical Care settings	8
14.	Staff education and use of tools in evaluation	4
15.	APN – Roles as a teacher	2
16.	Advocacy roles in critical care environment	2
	Total	56 hrs.

Practical / Lab = 24 hrs.

1. Preparation of staff patient assignment
2. Preparation of unit budget
3. Preparation of staff duty roster
4. Patient care audit
5. Preparation of nursing care standards and protocols
6. Management of equipment and supplies
7. Monitoring, evaluation, and writing report of infection control practices
8. Development of teaching plan
9. Micro teaching / patient education sessions
10. Preparation of teaching method and media for patients and staff
11. Planning and conducting OSCE/OSPE
12. Construction of tests

Assignment - ICU work place violence

Bibliography:

Bastable, S. B. (2010).*Nurse as educator: Principles of teaching and learning for nursing practice* (3rd ed.). New Delhi: Jones & Bartlett Publishers

Billings, D. M., & Halstead, J. A. (2009).*Teaching in nursing: A guide for faculty* (3rd ed.). St.Louis, Missouri: Saunders Elsevier.

Clark, C. C. (2010). Creative nursing leadership and management. New Delhi: Jones and Bartlet Publishers.

McConnel.(2008). Management principles for health professionals. Sudbury, M. A: Jones and Bartlet Publishers.

Roussel, L., &Swansburg, R. C. (2010). Management and leadership for nurse administrators (5th ed.). New Delhi: Jones and Bartlet Publishers.

Advanced Nursing Courses

IV. A. Advanced Pathophysiology Applied to Critical Care Nursing – I

COMPETENCIES

- Integrates the knowledge of pathopysiological process in critical conditions in developing diagnosis and plan of care
- Applies the pathophysiogical principles in symptom management and secondary prevention of critical illnesses
- Analyzes the pathophysiological changes relevant to each critical illness recognizing the value of diagnosis, treatment, care and prognosis

Hours of instruction: Theory: 30 hours

Unit	Hours	Content
I	(8)	**1. Cardiovascular function** Advanced pathophysiological process of cardiovascular conditions • Hypertensive disorder • Peripheral artery disorder • Venous disorders • Coronary artery diseases • Valvular heart disease • Cardiomyopathy and heart failure • Cardiac Tamponade • Arrythmias • Corpumonale • Heart block and conduction disturbances
	(4)	**2. Pulmonary function** Advanced pathophysiological process of pulmonary conditions • Chronic obstructive pulmonary disease • Disorders of the pulmonary vasculature • Infectious diseases • Respiratory failure • Chest trauma
	(6)	**3. Neurological function** Advanced pathophysiological process of neurological conditions • Seizure disorder • Cerebrovascular disease • Infections • Spinal cord disorder • Degenerative neurological diseases • Neurological trauma • Coma, unconsciousness
	(4)	**4. Renal function** Advanced pathophysiological process of renal conditions • Acute renal failure • Chronic renal failure • Bladder trauma • Infections(Glomerulonephritis) • Nephrotic syndrome

	(4)	**5. Gastrointestinal and hepatobiliary function** Advanced pathophysiological process of hepatobiliary conditions • Gastrointestinal bleeding • Intestinal obstruction • Pancreatitis • Hepatic failure • Gastrointestinal perforation
	(4)	**6. Endocrine functions** Advanced pathophysiological process of endocrine conditions • Diabetic ketoacidosis • Hyperosmolar non ketotic coma • Hypoglycemia • Thyroid storm • Myxedema coma • Adrenal crisis • Syndrome of inappropriate antidiuretic hormone secretion

IV.B. Advanced Pathophysiology Applied to Critical Care Nursing - II

Hours of instruction Theory: 30 hours

Unit	Hours	Content
I	(8)	**1. Hematological function** Advanced pathophysiological process of hematological conditions • Disorders of red blood cells - Polycythemia - Anemia - Sickle cell diseases • Disorders of white blood cells - Leucopenia - Neoplastic disorders • Disorders of hemostasis - Platelet disorders - Coagulation disorders - Disseminated intravascular coagulation
II	(2)	**2. Integumenatry function** Advanced pathophysiological process of integumentary conditions • Wound healing • Burns • Steven Johnson Syndrome
III	(8)	**3. Multisystem dysfunction** Advanced pathophysiological process of neurological conditions • Shock - Hypovolemic - Cardiogenic - Distributive • Systemic inflammatory syndrome • Multiple organ dysfunction syndrome • Trauma - Thoracic - Abdominal - Musculoskeletal - maxillofacial

IV	(6)	• Drug overdose and poisoning • Envenomation **4. Specific infections** Advanced pathophysiological process of specific infections • HIV • Tetanus • SARS • Rickettsiosis • Leptospirosis • Dengue • Malaria • Chickungunya • Rabies • Avian flu • Swine flu
V	(6)	**5. Reproductive functions** Advanced pathophysiological process of reproductive conditions • Antepartum hemorrhage • Pregnancy induced hypertension • Obstructed labour • Ruptured uterus • Postpartum hemorrhage • Puerperal sepsis • Amniotic fluid embolism • HELLP (Hemolysis, Elevated Liver enzymes, Low Platelet Count) • Trauma

Bibliography

Huether, S. E., &McCance, K. L. (2012). Understanding pathophysiology (5th ed.). St. Louis, Missouri: Elsevier

John, G., Subramani, K., Peter, J. V., Pitchamuthu, K., &Chacko, B. (2011). Essentials of critical care (8th ed.) . Christian Medical College: Vellore.

Porth, C. M. (2007). Essentials of pathophysiology: Concepts of altered health states (2nded.). Philadelphia: Lippincott Williams and Wilkins.

Urden, L. D., Stacy, K. M., & Lough, M. E. (2014). Critical Care Nursing- Diagnosis and management (7th ed.). Elsevier: Missouri

V. Advanced Pharmacology relevant to Critical Care Nursing

COMPETENCIES

- Applies the pharmacological principles in providing care to critically ill patients and families
- Analyzes pharmaco-therapeutics and pharmacodynamics relevant to drugs used in the treatment of critical care conditions
- Performs safe drug administration based on principles and institutional protocols
- Documents accurately and provides follow up care
- Applies sound knowledge of drug interactions in administration of drugs to critically ill patients in the critical care settings and guiding their families in self care management

Hours of instruction Theory: 54 hours

Unit	Hours	Content
I	2	**Introduction to pharmacology in critical care** • History • Classification of drugs and schedules
II	4	**Pharmacokinetics and Pharmaco-dynamics** • Introduction • Absorption, Distribution, Metabolism, Distribution and Excretion in critical care • Plasma concentration, half life • Loading and maintenance dose • Therapeutic index and drug safety • Potency and efficacy • Principles of drug administration ▪ The rights of drug administration ▪ Systems of measurement ▪ Enteral drug administration ▪ Topical drug administration ▪ Parentral drug administration
III	5	**Pharmacology and Cardiovascular alterations in Critical care** • Vasoactive Medications ▪ Vasodilator, ▪ Vasopressor, ▪ Inotropes ✓ Cardiac glycosides – digoxin ✓ Sympathomimetics – Dopamine, dobutamine, epinephrine, isoproterenol, norepinephrine, phenylephrine ✓ Phosphodiesterase inhibitors – amrinone, milrinone • Antiarrhythmic Medications • Cardiac critical care conditions ▪ Medications to improve cardiac contractility ▪ Medications in the management of hypertension in critical care ▪ Medications in the management of heart failure ▪ Medications in the management of angina pectoris and myocardial infarction ▪ Medications in the management of dysrhythmias, Heart block and conduction disturbances ▪ Medications in the management of Pulmonary hypertension, Valvular heart disease, Cardiomypathy ▪ Medications in the management of Atherosclerotic disease of aorta and Peripheral artery disease ▪ Medications in the management of Deep vein thrombosis • Institutional Protocols/Standing orders for cardiac critical care emergencies
IV	4	**Pharmacology and Pulmonary alterations in Critical care** • Mechanical Ventilation ▪ Introduction ▪ Medications used on patients with mechanical ventilator ▪ Mechanical ventilation impact on pharmacotherapy – Sedation and analgesia, Neuromucsular blockade, Nutrition • Pulmonary critical care conditions • Medications in the management of Status asthmaticus • Medications in the management of Pulmonary edema • Medications in the management of Pulmonary embolism • Medications in the management of Acute respiratory failure and Acute respiratory distress syndrome • Medications in the management of Chest trauma • Medications in the management of Chronic obstructive pulmonary disease

		• Medications in the management of Pneumonia • Medications in the management of Pleural effusion • Medications in the management of Atelectasis • Standing orders for pulmonary critical care emergencies
V	6	**Pharmacology and Neurological alterations in Critical care** • Pain ▪ NSAID ▪ Opioid analgesia • Sedation ▪ Gamma amino butyric acid stimulants ▪ Dexmeditomidine ▪ Analgosedation • Delirium ▪ Haloperidol ▪ Atypical anti psychotics • Medications used for local and general anesthesia • Local- Amides, esters, and miscellaneous agents • General – Gases, Volatile liquids, IV anesthetics • Non anesthetic drugs adjuncts to surgery ▪ Paralytic Medications ▪ Non-depolarizing and depolarizing agents ▪ Anxiolytics • Autonomic drugs ▪ Adrenergic agents/ Sympathomimetics ▪ Adrenergic blocking agents ▪ Cholinergic agents ▪ Anti cholinergic agents • Medications in the management of anxiety and insomnia ▪ Antidepressants ▪ Benzodiazepines ▪ Barbiturates • Neurological critical care conditions ▪ Medications in the management of psychoses ▪ Medications in the management of acute head and spinal cord injury with elevated intracranial pressure ▪ Medications in the management of muscle spasm ▪ Medications in the management of spasticity ▪ Medications in the management of Cerebro vascular disease and cerebro vascular accident ▪ Medications in the management of Encephalopathy ▪ Medications in the management of Gillian Bare syndrome and Myasthenia gravis ▪ Medications in the management of Brain herniation syndrome ▪ Medications in the management of Seizure disorder ▪ Medications in the management of Coma, Unconsciousness and persistent vegetative state ▪ Appropriate nursing care to safeguard patient ▪ Standing orders for neurology critical care emergencies
VI	5	**Pharmacology and Nephrology alterations in Critical care** • Diuretics • Fluid replacement ▪ Crystalloids ▪ Colloids • Electrolytes

		▪ Sodium ▪ Potassium ▪ Calcium ▪ Magnesium ▪ Phosphorus • Nephrology critical care conditions ▪ Medications in the management of Acute / Chronic renal failure ▪ Medications in the management of Acute tubular necrosis ▪ Medications in the management of Bladder trauma ▪ Medications in the management of Electrolyte imbalances ▪ Medications in the management of Acid base imbalances ▪ Medications used during dialysis • Standing orders for nephrology critical care emergencies
VII	5	**Pharmacology and Gastrointestinal alterations in Critical care** • Anti-ulcer drugs • Laxatives • Anti diarrheals • Anti emetics • Pancreatic enzymes • Nutritional supplements, Vitamins and minerals • Gastro intestinal critical care conditions ▪ Medications in the management of Acute GI bleeding, Hepatic failure ▪ Medications in the management of Acute pancreatitis ▪ Medications in the management of Abdominal injury ▪ Medications in the management of Hepatic encephalopathy • Medications in the management of Acute intestinal obstruction • Medications in the management of Perforative peritonitis • Medications used during Gastrointestinal surgeries and Liver transplant • Standing orders for gastro intestinal critical care emergencies
VIII	4	**Pharmacology and Endocrine alterations in Critical care** • Hormonal therapy • Insulin and Other hypoglycemic agents • Endocrine critical care conditions ▪ Medications in the management of Diabetic ketoacidosis, Hyperosmolar non ketotic coma ▪ Medications in the management of hypoglycemia ▪ Medications in the management of Thyroid storm ▪ Medications in the management of Myxedema coma ▪ Medications in the management of Adrenal crisis ▪ Medications in the management of SIADH • Standing orders for endocrine critical care emergencies
IX	5	**Pharmacology and Hematology alterations in Critical care** • Anticoagulants • Antiplatelet drugs • Thrombolytics • Hemostatics/ antifibrinolytics • Hematopoietic growth factors ▪ Erythropoietin ▪ Colony stimulating factors ▪ Platelet enhancers • Blood and blood products ▪ Whole blood, Packed red blood cells, Leukocyte-reduced red cells, Washed red blood cells, Fresh frozen plasma, Cryoprecipitate

		▪ Albumin ▪ Transfusion reactions, Transfusion administration process • Vaccines • Immunostimulants • Immunosuppressant • Chemotherapeutic drugs – Alkylating agents, anti metabolites, anti tumor antibiotics, alkaloids, hormones and hormone antagonist, corticosteroids, gonadal hormones, anti estrogens, androgen antagonists, biologic response modifiers • Hematology critical care conditions ▪ Medications in the management of Anemia in critical illness ▪ Medications in the management of DIC ▪ Medications in the management of Thrombocytopenia and acute leukemia ▪ Medications in the management of Heparin induced thrombocytopenia ▪ Medications in the management of Sickle cell anemia ▪ Medications in the management of Tumor lysis syndrome • Standing orders for hematology critical care emergencies
X	3	**Pharmacology and Skin alterations in Critical care** • Hematology critical care conditions ▪ Medications used in burn management ▪ Medications used in wound management • Standing orders for skin critical care emergencies
XI	5	**Pharmacology and Multisystem alterations in Critical care** • Medications in the management of shock, sepsis, Multiple Organ Dysfunction, Systemic inflammatory response syndrome, Anaphylaxis • Medications in the management of Trauma, Injuries (Heat, Electrical, Near Hanging, Near drowning) • Medications in the management of bites, Drug overdose and Poisoning • Medications in the management of fever in critical care setting ▪ Antipyretics ▪ NSAIDS ▪ Corticosteroids • Standing orders for multi system critical care emergencies
XII	6	**Pharmacology and Infections in Critical care** • Antibacterial drugs ▪ Introduction ▪ Beta lactams – Penicillins, cephalosporins, monobactams, carbapenams, ▪ Aminoglycosides ▪ Anti MRSA ▪ Macrolides ▪ Quinolones ▪ Miscellaneous – lincosamide group, nitroimidazole, tetracyclins and chloramphenicol, polymyxins, anti malarials, anti fungals, anti virals • Anti fungal drugs • Anti protozoal drugs • Anti viral drugs • Choice of antimicrobials • Infectious critical care conditions ▪ Medications in the management of HIV, Tetanus, SARS, Rickettsiosis, Leptospirosis, Dengue, Malaria, Chickungunya, Rabies, Avian flu and Swine flu • Standing orders for infectious critical care emergencies

Bibliography

Johnson, T. J. (2012). *Critical care pharmacotherapeutics*.Jones & Bartlett Learning: United States of America
Wynne, A. L., Woo, T. M., &Olyaei, A. J. (2007). *Pharmacotherapeutics for nurse practitioner prescribers* (2nded.). Philadelphia: Davis.

VI. Advanced Health/Physical Assessment in Critical Care Nursing

COMPETENCIES

- Applies the physical assessment principles in developing appropriate system wise examination skills
- Uses advanced health assessment skills to differentiate between variations of normal and abnormal findings
- Orders screening and diagnostic tests based on the examination findings
- Analyzes the results of various investigations and works collaboratively for development of diagnoses
- Documents assessment, diagnosis, and management and monitors follow up care in partnership with health care team members, patients, and families

Hours of instruction Theory: 70 hours
Practical/Lab: 46 hours

Unit	Hours	Content
	(4)	**1. Introduction** • History taking • Physical examination
	(6)	**2. Cardiovascular system** • Cardiac history • Physical examination • Cardiac laboratory studies – biochemical markers, hematological studies • Cardiac diagnostic studies – Electrocardiogram, echocardiography, stress testing, radiological imaging
	(6)	**3. Respiratory system** • History • Physical examination • Respiratory monitoring – Arterial blood gases, pulse oximetry, end-tidal carbondioxide monitoring • Respiratory Diagnostic tests – Chest radiography, ventilation perfusion scanning, pulmonary angiography, bronchoscopy, thoracentesis, sputum culture, pulmonary function test
	(6)	**4. Nervous system** • Neurological history • General physical examination • Assessment of cognitive function • Assessment of cranial nerve function • Motor assessment – muscle strength, power, and reflexes • Sensory assessment – dermatome assessment • Neurodiagnostic studies – CT scan, MRI, PET
	(6)	**5. Renal system** • History • Physical examination • Assessment of renal function • Assessment of electrolytes and acid base balance • Assessment of fluid balance
	(4)	**6. Gastrointestinal system** • History • Physical examination • Nutritional assessment • Laboratory studies – Liver function studies, blood parameters, stool test • Diagnostic studies – radiological and imaging studies, endoscopic studies

	(4)	**7. Endocrine system** • History, physical examination, laboratory studies, and diagnostic studies of - Hypothalamus and pituitary gland - Thyroid gland - Parathyroid gland - Endocrine gland - Adrenal gland
	(4)	**8. Hematological system** • History • Physical examination • Laboratory studies - blood parameters • Diagnostic studies – bone marrow aspiration
	(3)	**9. Integumentary system** • History • Physical examination • Pathological examination – tissue examination
	(6)	**10. Musculoskeletal system** • History • Physical examination – gait assessment, joint assessment, • Laboratory studies – blood parameters (inflammatory enzymes, uric acid) • Diagnostic studies - Radiological and imaging studies, endoscopic studies
	(5)	**11. Reproductive system(Male & Female)** • History • Physical examination • Laboratory studies • Diagnostic studies
	(4)	**12. Sensory Organs** • History • Physical examination • Laboratory studies • Diagnostic studies - Radiological and imaging studies, endoscopic studies
	(6)	**13. Assessment of children** • Growth and development • Nutritional assessment • Specific system assessment
	(6)	**14. Assessment of older adults** • History • Physical assessment • Psychological assessment

List of skills to be practiced in the skill lab (46 hours include demonstration by the faculty and practice by the students)

- Comprehensive history taking
- Focused history taking (system wise)

- Comprehensive physical examination
- Focused physical examination (system wise)
- Monitoring clinical parameters (system wise)
  Invasive BP monitoring, Multi-parameter Monitors, ECG, Pulse index Continuous Cardiac Output (PiCCO), Peripheral vascular status, ABG, Pulse Oximetry, End Tidal CO2 (ETCO2), Intracranial Pressure (ICP), Glasgow Coma Scale (GCS), Cranial nerve assessment, Pain and Sedation score of critically ill, Motor assessment, Sensory assessment, Renal function tests, Fluid balance, acid base balance, electrolytes, Bowel sounds, Abdominal pressure, Residual gastric volume, Liver function tests, GRBS, Lab tests, Radiological and Imaging tests(system wise)
- Ordering and interpretation of screening and diagnostic tests (system wise) (Enclosed-Appendix 3)
- Assessment of children-neonate and child
- Assessment of Older adults
- Assessment of pregnant women

Bibliography

Bickley, L. S., &Szilagyi, P. G. (2013). Bates' guide to physical examination and history taking (11th ed.). New Delhi: Lippincott Williams and Wilkins.

Rhoads, J. (2006). *Advanced health assessment and diagnostic reasoning.* Philadelphia: Lippincott Williams & Wilkins.

Wilson, S. F., & Giddens, J. F. (2006).*Health assessment for nursing practice* (4th ed.).St. Louis, Missouri: Saunders Elsevier.

Critical care specialty courses

(Foundations of Critical Care Nursing Practice, Critical Care Nursing I and Critical Care Nursing II)

COMPETENCIES

- Applies advanced concepts of critical care nursing based on sound knowledge of these concepts
- Uses invasive and noninvasive technology and interventions to assess, monitor and promote physiologic stability
- Works in collaboration with other healthcare team members
- Consults with and is consulted by other health care professionals
- Provides nursing care related to health protection, disease prevention, anticipatory guidance, counseling, management of critical illness, palliative care and end of life care
- Uses advanced skills in complex and unstable environments
- Applies ethically sound solutions to complex issues related to individuals, populations and systems of care
- Practices principles of infection control relevant to critical care
- Practices independently within the legal framework of the country towards the interest of patients, families and communities
- Develops practice that is based on scientific evidence
- Uses applicable communication, counseling, advocacy and interpersonal skills to initiate , develop and discontinue therapeutic relationships
- Creates and maintains a safe therapeutic environment using risk management strategies and quality improvement
- Adapts practice to the social, cultural and contextual milieu

VII. Foundations of Critical Care Nursing Practice

Hours of instruction: Theory: 96 hours, Practical/skill lab: 48 hours

Unit	Hours	Content
I	10	**Introduction to Critical Care Nursing** • Introduction to the course

		• Review of anatomy and physiology of vital organs (Brain, Spinal Cord, Lungs, Heart, Kidney, Liver, Pancreas, Thyroid, Adrenal and Pituitary gland) • Historical review- Progressive patient care(PPC) • Concepts of critical care nursing • Principles of critical care nursing • Scope of critical care nursing • Critical care unit set up (including types of ICU, equipment, supplies, beds and accessories, use and care of various type of monitors & ventilators, Flow sheets, supply lines and the environment) • Personnel in ICU ➢ Nursing staff ➢ Doctors ➢ Critical care technicians ➢ Ancillary staff • Technology in critical care • Healthy work environment • Future challenges in critical care nursing
II	5	**Concept of Holistic care applied to critical care nursing practice** • Application of nursing process in the care of critically ill • Admission and progress in ICU- An overall view • Overview of ICU Management ➢ Ensure adequate tissue oxygenation ➢ Maintain chemical environment ➢ Maintain temperature ➢ Organ protection ➢ Nutritional support ➢ Infection control ➢ Physiotherapy and rehabilitation ➢ Family visiting hours • Restraints in critical care – physical, chemical and alternatives to restraints • Death in critical care unit: End of life care/Care of dying, care of family, organ donation • Transport of the critically ill – By air ambulance and surface ambulance • Stress and burnout syndrome among health team members
III	10	**Appraisal of the critically ill** ***Triaging concept, process and principles*** ***Assessment of the critically ill*** • General assessment • Respiratory assessment • Cardiac assessment • Renal assessment • Neurological assessment • Gastrointestinal assessment • Endocrine assessment • Musculoskeletal assessment • Integumentary assessment ***Monitoring of the critically ill*** • Arterial blood gas (ABG) • Capnography • Hemodynamics • Electrocardiography (ECG) • Glasgow Coma Scale (GCS) • Richmond agitation sedation scale (RASS) • Pain score • Braden score

		Evaluation of the critically ill • Evaluation of pre critical illness • Evaluation of critical illness • Outcome and scoring systems ➢ Acute Physiology and Chronic Health Evaluation (APACHE I-IV) ➢ Mortality probability model (MPM I, II) ➢ Simplified acute physiology score (SAPS I, II) ➢ Organ system failure ➢ Full outline of unresponsiveness (FOUR) ➢ Model for end-stage liver disease (MELD)
IV	14	**Advanced Concepts and Principles of Critical Care** • Principles of cardio-pulmonary-brain resuscitation • Emergencies in critical care : CPR ➢ BLS ➢ ACLS • Airway management • Oxygenation and oximetry, care of patient with oxygen delivery devices • Ventilation and ventilator support (including humidification and inhaled drug therapy), care of patient with invasive and non invasive ventilation • Circulation and perfusion (including hemodynamic evaluation and waveform graphics) • Fluids and electrolytes (review), care of patient with imbalances of fluid and electrolytes • Evaluation of acid base status • Thermoregulation, care of patient with hyper/hypo-thermia • Liberation from life support (Weaning) • Glycemic control, care of patient with glycemic imbalances
V	8	**Pain and Management** • Pain in Critically ill patients • Pain – Types, Theories • Physiology, Systemic responses to pain and psychology of pain Review • Acute pain services • Pain assessment – Pain scales, behavior and verbalization • Pain management-pharmacological (Opioids, benzodiazepines, propofol, Alpha agonist, Tranquilisers, Neuromuscular blocking agents) • Nonpharmacological management • Transcutaneous electrical nerve stimulation(TENS)
VI	8	**Psychosocial and spiritual alterations: Assessment and management** • Stress and psychoneuroimmunology • Post traumatic stress reaction • ICU Psychosis, Anxiety, Agitation, Delirium • Alcohol withdrawal syndrome and delirium tremens • Collaborative management • Sedation and Relaxants • Spiritual challenges in critical care • Coping with stress and illness • Care of family of the critically ill • Counseling and communication
VII	4	**Patient and family education and counseling** • Challenges of patient and family education • Process of adult learning • Factors affecting teaching learning process • Informational needs of families in critical care • Counseling needs of patient and family • Counseling techniques

VIII	5	**Nutrition Alterations and Management in critical care** • Nutrient metabolism and alterations • Assessing nutritional status • Nutrition support • Nutrition and systemic alterations • Care of patient on enteral and parentral nutrition
IX	4	**Sleep alterations and management** • Normal human sleep • Sleep pattern disturbance • Sleep apnea syndrome
X	5	**Infection control in critical care** • Nosocomial infection in intensive care unit; methyl resistant staphylococcus aureus (MRSA) and other recently identified strains • Disinfection, Sterilization, • Standard safety measures, • Prophylaxis for staff • Antimicrobial therapy- review
XI	6	**Legal and ethical issues in critical care-Nurse's role** ***Legal issues*** • Issues giving raise to civil litigation • Related laws in india • Medical futility • Administrative law: Professional regulation • Tort law: Negligence, professional malpractice, intentional torts, wrongful death, defamation, assault and battery • Constitutional Law: Patient decision making ***Ethical Issues*** • Difference between morals and ethics • Ethical principles, ethical decision making in critical care, Strategies for promoting ethical decision making Ethical issues relevaqnt to critical care : • withholding and withdrawing treatment, • Managing Scarce resource in critical care • Brain death, Organ donation & Counseling, • Do Not Resuscitate(DNR), Euthanasia, Living will **Nurses' Role**
XII	8	**Quality assurance** • Design of ICU/CCU • Quality assurance models applicable to ICUs • Standards, Protocols, Policies, Procedures • Infection control policies and protocols • Standard safety measures • Nursing audit relevant to critical care • Staffing
XIII	3	**Evidence based practice in critical care nursing** • Evidence based practice in critical care • Barriers to implementation • Strategies to promote implementation
	5	**Class tests**
Total	96	

List of skills to be practiced in the skill lab (46 hours include demonstration by the faculty and practice by the students)

- CPR (BLS and ACLS)
- Airway Management
    - Laryngeal mask airway
    - Cuff inflation and anchoring the tube
    - Care of ET tube
    - Tracheostomy care
    - Suctioning – open/closed
    - Chest physiotherapy
- Oxygenation and oximetry, care of patient with oxygen delivery devices
    - Devices to measure oxygen/oxygenation
        - ✓ Fuel cell
        - ✓ Para magnetic oxygen analyzer
        - ✓ PO2 electrodes-Clark electrodes
        - ✓ Transcutaneous oxygen electrodes
        - ✓ Oximetry – Pulse oximetry, Venous oximetry
    - Capnography
    - Non invasive ventilation
        - ✓ Low flow variable performance devices: nasal catheters/cannulae/double nasal prongs, face mask, face mask with reservoir bags
        - ✓ High flow fixed performance devices : Entrainment (Venturi) devices, NIV/CPAP/Anesthetic masks, T pieces, breathing circuits
    - Postural drainage
- Ventilation and ventilator support
    - Connecting to ventilator
    - Weaning from ventilator
    - Extubation
    - Humidifiers
    - Nebulizers – jet, ultrasonic
    - Inhalation therapy – metered dose inhalers (MDI), dry powder inhalers (DPI)
- Circulation and perfusion (including hemodynamic evaluation and waveform graphics)
    - Invasive blood pressure monitoring
    - Non-invasive BP monitoring
    - Venous pressure (Peripheral, Central and Pulmonary artery occlusion pressure)
    - Insertion and removal of arterial line
    - Insertion and removal of central line
    - Pulse index Continuous Cardiac output (PiCCO)
    - Electrocardiography (ECG)
    - Waveforms
- Fluids and electrolytes
    - Fluid calculation and administration (crystalloids and colloids)
    - Administration of blood and blood products
    - Inotrope calculation, titration and administration
        - Cardiac glycosides – Digoxin
        - Sympathomimetics – Dopamine, dobutamine, epinephrine, isoproterenol, norepinephrine, phenylephrine
        - Phosphodiesterase inhibitors – amrinone, milrinone
    - Electrolyte correction (Sodium, potassium, calcium, phosphrous, magnesium)
    - Use of fluid dispenser and infusion pumps

- Evaluation of acid base status
  - Arterial blood gas (ABG)
- Thermoregulation, care of patient with hyper/hypothermia
  - Temperature probes
  - Critical care management of hyper and hypothermia
- Glycemic control, care of patient with glycemic imbalances
  - Monitoring GRBS
  - Insulin therapy (sliding scale and infusion)
  - Management of Hyperglycemia – IV fluids, insulin therapy, potassium supplementation
  - Management of hypoglycemia – Dextrose IV
- Pharmacological management of pain, sedation, agitation, and delirium
  - Calculation, loading and infusion of – Morphine, Fentanyl, Midazolam, Lorazepam, Diazepam, Propofol, Clonidine, Desmedetomidine, Haloperidol
  - Epidural analgesia- sensory and motor block assessment, removal of epidural catheter after discontinuing therapy, change of epidural catheter site dressing, insertion and removal of subcutaneous port for analgesic administration, intermittent catheterization for urinary retention for patients on epidural analgesia/PCA, dose titration for epidural infusion, epidural catheter adjustment, purging epidural drugs to check patency of catheter and also for analgesia

- Counseling
- Family education

VIII. Critical Care Nursing I

Hours of instruction: Theory: 96 hours, Practical: 48hours

Unit	Hours	Content
I	6	**Introduction** • Review of anatomy and physiology of vital organs • Review of assessment and monitoring of the critically ill
II	16	**Cardiovascular alterations** • Review of Clinical assessment, pathophysiology, and pharmacology • Special diagnostic studies • Cardiovascular conditions requiring critical care management ➢ Hypertensive crisis ➢ Cardiac arrhythmias ➢ Heart block and conduction disturbances ➢ Coronary heart disease ➢ Myocardial infarction ➢ Pulmonary hypertension ➢ Valvular heart disease ➢ Atherosclerotic disease of aorta ➢ Peripheral artery disease ➢ Cardiomypathy ➢ Heart failure ➢ Deep vein thrombosis ➢ Congenital heart disease(cyanotic and acyanotic) • Cardiovascular therapeutic management ➢ Cardiac transplant ➢ Pacemakers ➢ Cardioversion ➢ Defibrillation ➢ Implantable cardiovert defibrillators, ➢ Thrombolytic therapy

		➢ Radiofrequency catheter ablation ➢ Percutaneous Transluminal Coronary Angioplasty(PTCA) ➢ Cardiac surgery –Coronary artery bypass grafting(CABG)/ Minimally invasive coronary artery surgery)MICAS, Valvular surgery, vascular surgery ➢ Mechanical circulatory assistive devices – Intra aortic balloon pump ➢ Effects of cardiovascular medications ➢ Ventricular assist devices(VAD) ➢ Extra corporeal membrane oxygenation(ECMO) • Recent advances and development
III	15	**Pulmonary alterations** • Review of Clinical assessment, pathophysiology, and pharmacology • Special diagnostic studies • Pulmonary conditions requiring critical care management • Status asthmaticus • Pulmonary edema • Pulmonary embolism • Acute respiratory failure • Acute respiratory distress syndrome • Chest trauma • Chronic obstructive pulmonary disease • Pneumonia • Pleural effusion • Atlectasis • Longterm mechanical ventilator dependence • Pulmonary therapeutic management • Thoracic surgery • Lung transplant • Bronchial hygiene: Nebulization, deep breathing and coughing exercise, chest physiotherapy and postural drainage • Chest tube insertion and care of patient with chest drainage • Recent advances and development
IV	15	**Neurological alterations** • Review of Clinical assessment, pathophysiology, and pharmacology • Special diagnostic studies • Neurological conditions requiring critical care management • Cerebro vascular disease and cerebro vascular accident • Encephalopathy • Gillian Bare syndrome and Myasthenia gravis • Brain herniation syndrome • Seizure disorder • Coma, Unconsciousness • persistent vegetative state • Head injury • Spinal cord injury • Thermoregulation • Neurologic therapeutic management ➢ Intracranial pressure – Assessment and management of intracranial hypertension ➢ Craniotomy • Recent advances and development
V	15	**Nephrology alterations** • Review of Clinical assessment, pathophysiology, and pharmacology • Special diagnostic studies • Nephrology conditions requiring critical care management • Acute renal failure

		• Chronic renal failure • Acute tubular necrosis • Bladder trauma • Nephrology therapeutic management • Renal Replacement therapy: Dialysis • Renal transplant • Recent advances and development
VI	12	**Gastrointestinal alterations** • Review of Clinical assessment, pathophysiology, and pharmacology • Special diagnostic studies • Gastrointestinalconditions requiring critical care management • Acute GI bleeding • Hepatic failure • Acute pancreatitis • Abdominal injury • Hepatic encephalopathy • Acute intestinal obstruction • Perforative peritonitis • Gastrointestinal therapeutic management • Gastrointestinal surgeries • Liver transplant • Recent advances and development
VII	12	**Endocrine alterations** • Review of Clinical assessment, pathophysiology, and pharmacology • Special diagnostic studies • Endocrine conditions requiring critical care management • Neuroendocrinology of stress and critical illness • Diabetic ketoacidosis, Hyperosmolar non ketotic coma • hypoglycemia • Thyroid storm • Myxedema coma • Adrenal crisis • SIADH • Endocrine therapeutic management • Recent advances and development
	5	**Class tests**
Total	96 hours	

List of skills to be practiced in the skill lab (69 hour include demonstration by the faculty and practice by the students).

- **Cardiovascular alterations**
  - Thrombolytic therapy
  - Use of equipment and their settings – Defibrillator, PiCCO), Pace makers,Intra aortic ballon pump(IABP)
- **Pulmonary alterations**
  - Tracheostomy Care
  - Nebulization
  - Chest physiotherapy
  - Chest tube insertion
  - Chest drainage
- **Neurological alterations**
  - Monitoring GCS
  - Conscious and coma monitoring

- Monitoring ICP
- Sedation score
- Brain Death Evaluation

- **Nephrology alterations**
  - Dialysis
    - Priming of dialysis machine
    - Preparing patient for dialysis
    - Cannulating for dialysis
    - Starting and closing dialysis

- **Gastrointestinal alterations**
  - Abodminal pressure monitoring
  - Calculation of calorie and protein requirements
  - Special diets – sepsis, respiratory failure, renal failure, hepatic failure, cardiac failure, weaning, pancreatitis
  - Enteral feeding – NG/Gastrostomy/ Pharyngeal/Jejunostomy feeds
  - Total parenteral nutrition
- **Endocrine alterations**
  - Collection of blood samples for cortisol levels, sugar levels, and thyroid harmone levels
  - Calculation and administration of corticosteroids
  - Calculation and administration of Insulin – Review

IX. Critical Care Nursing - II

Hours of instruction: Theory: 96 hours, Practical: 48 hours

Unit	Hours	Content
I	12	**Hematological alterations** • Review of Clinical assessment, pathophysiology, and pharmacology • Special diagnostic studies • Hematology conditions requiring critical care management ➢ DIC ➢ Thrombocytopenia ➢ Heparin induced thrombocytopenia ➢ Sickle cell anemia ➢ Tumor lysis syndrome ➢ Anemia in critical illness • Hematology therapeutic management ➢ Autologus blood transfusion ➢ bone marrow transplantation • Recent advances and development
II	8	**Skin alterations** • Review of Clinical assessment, pathophysiology, and pharmacology • Special diagnostic studies • Conditions requiring critical care management ➢ Burns ➢ Wounds • Therapeutic management ➢ Reconstructive surgeries for burns ➢ Management of wounds • Recent advances and development

III	12	**Multi system alterations requiring critical care** • Trauma • Sepsis • Shock • Multiple Organ Dysfunction • Systemic inflammatory response syndrome • Anaphylaxis • DIC • Other injuries (Heat, Electrical, Near Hanging, Near drowning) • Envenomation • Drug overdose • Poisoning
IV	10	**Specific infections in critical care** • HIV • Tetanus • SARS • Rickettsiosis • Leptospirosis • Dengue • Malaria • Chickungunya • Rabies • Avian flu • Swine flu
V	9	**Critical care in Obstetrics** • Physiological changes in pregnancy • Conditions requiring critical care ➢ Antepartum hemorrhage ➢ PIH ➢ Obstructed labour ➢ Ruptured uterus ➢ PPH ➢ Puperal sepsis ➢ Obstetrical shock ➢ HELLP syndrome ➢ DIC ➢ Amniotic fluid embolism ➢ ARDS ➢ Trauma
VI	10	**Critical care in children** • Prominent anatomical and physiological differences and implications • Conditions requiring critical care ➢ Asphyxia neonatarum ➢ Metabolic disorders ➢ Intracranial hemorrhage ➢ Neonatal sepsis ➢ Dehydration ➢ ARDS ➢ Poisoning ➢ Foreign bodies ➢ Seizures ➢ Status asthmaticus ➢ Cyanotic heart disease ➢ congenital hypertrophic pyloric stenosis ➢ Tracheoesophageal fistula

		➢ imperforate anus ➢ Acute bronchopneumonia ➢ Trauma in children • Selected pediatric challenges ➢ Ventilatory issue ➢ Medication administration ➢ Pain Management • Interaction with children and families
VII	10	**Critical Care in Older Adult** • Normal psycho biological characteristics of aging ➢ Biological issues ➢ Psychological issues ➢ Concepts and theories of ageing ➢ Stress & coping in older adults ➢ Common Health Problems & Nursing Management; • Physical challenges ➢ Auditory changes ➢ Visual changes ➢ Other sensory changes ➢ Skin changes ➢ Cardiovascular changes ➢ Respiratory changes ➢ Renal changes ➢ Gastro intestinal changes ➢ Musculoskeletal changes ➢ Endocrine changes ➢ Immunological changes • Psychological challenges ➢ Cognitive changes ➢ Abuse of the older person ➢ Alcohol abuse • Challenges in medication use ➢ Drug absorption ➢ Drug distribution ➢ Drug metabolism ➢ Drug excretion • Hospital associated risk factors for older adults • Long term complications of critical care ➢ Care transitions ➢ Palliative care and end of life in critical care
VIII	10	**Critical Care in Perianesthetic period** • Selection of anesthesia • General anesthesia • Anesthetic agents • Perianesthesia assessment and care • Post anesthesia problems and emergencies requiring critical care ➢ Respiratory-Airway obstruction, Laryngeal edema, Laryngospasm, Bronchospasm, Noncardiogenic pulmonary edema, Aspiration, Hypoxia, Hypoventilation ➢ Cardiovascular – Effects of anesthesia on cardiac function, Myocardial dysfunction, Dysrhythmias, postoperative hypertension, post operative hypotension ➢ Thermoregulatory – Hypothermia, shivering, hyperthermia, malignant hyperthermia ➢ Neurology- Delayed emergence, emergence delirium, ➢ Nausea and vomiting

IX	10	**Other special situations in critical care** • Rapid response teams and transport of the critically ill • Disaster management • Ophthalmic emergencies – Eye injuries, glaucoma, retinal detachment • ENT emergencies - Foreign bodies, stridor, bleeding, quinsy, acute allergic conditions • Psychiatric emergencies – Suicide, crisis intervention
	5	**Class tests**
Total	96 hours	

List of skills to be practiced in the skill lab (69 hours include demonstration by the faculty and practice by the students).

- **Hematological alterations**
  - Blood transfusion
  - Bone marrow transplantation
  - Care of Catheter site
  - Bone marrow aspiration
- **Skin alterations**
  - Burn fluid resuscitation
  - Burn feeds calculation
  - Burn dressing
  - Burns bath
  - Wound dressing
- **Multi system alterations requiring critical care**
  - Triage
  - Trauma team activation
  - Administration of anti snake venom
  - Antidotes
- **Specific infections in critical care**
  - Isolation precautions
  - Disinfection and disposal of equipment
- **Critical care in Obstetrics, children, and Older Adult**
  - partogram
  - equipments – incubators, warmers
- **Critical Care in Perianesthetic period**
  - Assisting with planned intubation
  - Monitoring of patients under anesthesia
  - Administration of nerve blocks
  - Titration of drugs – Ephedrine, Atropine, Naloxone, Avil, Ondansetron
  - Sensory and motor block assessment for patients on epidural analgesia.
  - Technical troubleshooting of syringe / infusion pumps.
- **Other special situations in critical care**
  - Disaster preparedness and protocols

The skills listed under the Specialty courses such as Foundations of Critical Care Nursing Practice, Critical Care Nursing I and Critical Care Nursing II are taught by the faculty in skill lab. The students after practicing them in the lab, will continue to practice in the respective ICUs. The log book specifies all the requirements to be completed and the list of skills that are to be signed by the preceptor once the students develop proficiency in doing the skills independently.

Bibliography

Diepenbrock, N. H. (2008). Quick reference to critical care (3rd ed.). Philadelphia: Lippincott Williams and Wilkins.

John, G., Subramani, K., Peter, J. V., Pitchamuthu, K., &Chacko, B. (2011). Essentials of critical care (8th ed.) . Christian Medical College: Vellore.

Morton, P. G., & Fontaine, D. K. (2013). Critical Care Nursing: A Ho;istic Approach (9th ed.). Lippincott Williams and Wilkins: Philadelphia

Perrin, K. O. (2009). Understanding the essentials of critical care nursing. New Jersey: Pearson Edcuation.

Urden, L. D., Stacy, K. M., & Lough, M. E. (2014). Critical Care Nursing- Diagnosis and management (7th ed.). Elsevier: Missouri

Wyckoff, M., Houghton, D., &Lepage, C. (2009).Critical care. New York: Springer publishing company.

T. DILEEP KUMAR, President

[ADVT III/4/Exty./241(102)]

Appendix 1

EQUIPMENT LIST FOR A TEN BEDDED ICU

1. Adjustable electronic cot with mattress – 10
2. IV stand – 20
3. Bed side locker – 11 (10 – patient; 1 – stock)
4. Over bed trolley – 10
5. Dressing trolley (Small) – 5
6. Dressing trolley (medium) – 2
7. Syringe pump – 60
8. Infusion pump – 35
9. Monitors- 11 (10 –patient; 1- stock)
10. Transport monitor/pulseoximeter – 2
11. Ventilators – 12 (10 – patient; 2 – stock)
12. Portable ventilators -2
13. ABG machine – 2
14. ECG machine – 1
15. Ultrasound machine – 1
16. Doppler machine – 1
17. Defibrillator – 2
18. Peripheral Nerve Stimulator – 1
19. Blood warmer – 3
20. Patient warmer – 5
21. Sequential Compression Device – 10
22. Alpha mattress with motor – 15
23. LED shield – 1
24. Crash cart – 1
25. Transfer trolley – 4
26. OR trolley - 2
27. Safe slider – 2

28. Computer – 4
29. Printers – 2
30. Bain circuit – 12
31. Oxygen flow meter – 30
32. Suction port with jar – 15
33. Air flow meter /pulmoaid– 10
34. Refrigerator – 3 (1- feeds, 1- drugs,
35. Metal foot step/foot stool – 10
36. Ambulation chair – 5
37. UPS -1
38. Flat trolley -1
39. Dialysis machine -1
40. Spot light – 2
41. Labelling machine – 1
42. Glucometer – 2
43. Ambu bag with different sizes – 10 sets
44. Fiberoptic bronchoscope – 1
45. Intubating videoscope - 1
46. Minimum standards for Indian ICUS (ICU 6-12 beds) (ISCCM, 2010)

Bed space – minimum 100 sq. ft.

Additional space (storage, Nursing station, doctors room and circulation space)- 100% extra of the bed space.

Oxygen outlets 2

Vacuum outlets 2

Compressed air outlets 1

Electric outlets (2 on each side of patients)

With 5/15 amp pins

Central nursing station

Appendix 2 a

CLINICAL LOG BOOK FOR NURSE PRACTITIONER (NP) PROGRAM IN CRITICAL CARE

(Specific competencies/Skills)

I YEAR

S.No.	SKILLS	NUMBER PERFORMED	DATE	SIGNATURE OF THE PRECEPTOR*
I	**RESEARCH APPLICATION AND EVIDENCE BASED PRACTICE**			
1	Preparation of research instrument			
2	Preparation of a manuscript for publication			
3	Writing systematic review			
4	Dissertation Topic:	**1.**		
II	**ADVANCED SKILLS IN LEADERSHIP, MANAGEMENT, AND TEACHING**			
1	Preparation of staff patient assignment			
2	Preparation of unit budget			
3	Preparation of staff duty roster			
4	Patient care audit			
5	Preparation of nursing care standards and protocols			
6	Management of equipment and supplies			

S.No.	SKILLS	NUMBER PERFORMED	DATE	SIGNATURE OF THE PRECEPTOR*
7	Monitoring, evaluation, and writing report of infection control practices			
8	Micro teaching / patient education sessions			
9	Preparation of teaching method and media for patients and staff			
10	Planning and conducting OSCE/OSPE			
11	Construction of tests			
III	**ADVANCED HEALTH ASSESSMENTS**			
1	Comprehensive history taking			
2	Focused physical assessment(System wise)			
2.1	Respiratory system			
2.2	Cardiac system			
2.3	Gastrointestinal			
2.4	Nervous			
2.5	Genitourinary			
2.6	Endocrine			
2.7	Hematological			
2.8	Musculoskeletal			
2.9	Integumentary			
2.10	Sensory organs			
3	Age specific History & physical examination			
3.1	Geriatric			
3.2	Adult			
3.3	Child			
3.4	Neonate			
4	History & Physical examination of a Pregnant woman			
III	**DIAGNOSTIC PROCEDURES**			
1	Collecting blood sample			
1.1	Biochemistry			
1.2	Clinical pathology			
1.3	Microbiology			
1.4	ABG			
2	Assisting procedures			
2.1	Paracentesis			
2.2	Thoracentesis			
2.3	Lumbar puncture			
2.4	Liver biopsy			
2.5	Renal biopsy			
2.6	Bone marrow aspiration			
3	Witnessing procedures			
3.1	Chest X – ray			
3.2	ERCP			
3.3	PET scan			
3.4	Endoscopy			
3.5	MRI / CT			
3.6	Ultrasound			
3.7	EMG			
3.8	Echocardiogram			
4	ECG			
III	**GENERAL COMPETENCIES**			
1	Admission			

S.No.	SKILLS	NUMBER PERFORMED	DATE	SIGNATURE OF THE PRECEPTOR*
2	Transfer			
3	Transport			
4	Discharge / LAMA			
5	Medico-legal compliance			
6	Family education and counselling			
7	End of life Care			
7.1	Brain death			
7.2	Organ donation			
8	After life Care			
9	Setting up, use and maintenance of Critical care equipment			
9.1	Ventilator			
9.2	Monitor			
9.3	Transducer / pressure bag			
9.4	Temperature probes			
9.5	SpO_2 probes			
9.6	Sequential compressing device			
9.7	12 –lead ECG monitor			
9.8	Warmer			
9.9	Fluid warmer			
9.10	ET Cuff pressure monitor			
9.11	Defibrillator			
9.12	Pacemaker			
9.13	Syringe pump			
9.14	Infusion pump			
9.15	Alpha mattress			
9.16	CRASH trolley			
10	Triage			
11	Care during transfer by air ambulance and surface ambulance			

Appendix 2 b

CLINICAL LOG BOOK FOR NP IN CRITICAL CARE

(Specific competencies/Skills)

II Year

S.No.	SKILLS	NUMBER PERFORMED	DATE	SIGNATURE OF THE PRECEPTOR*
I	**GENERAL COMPETENCIES**			
1	Setting up, use and maintenance of Critical care equipment			
1.1	Ventilator			
1.2	Monitor			
1.3	Transducer / pressure bag			
1.4	Temperature probes			
1.5	SpO2 probes			
1.6	Sequential compressing device			
1.7	12 –lead ECG monitor			
1.8	Warmer			
1.9	Fluid warmer			
1.10	ET Cuff pressure monitor			
1.11	Defibrillator			

S.No.	SKILLS	NUMBER PERFORMED	DATE	SIGNATURE OF THE PRECEPTOR*
1.12	Pacemaker			
1.13	Syringe pump			
1.14	Infusion pump			
1.15	Alpha mattress			
1.16	CRASH trolley			
1.17	CPAP / BiPAP			
2	Monitoring of critically ill patients			
2.1	Arterial blood gas ABG			
2.2	Oxygen saturation			
2.3	Endotracheal tube cuff pressure			
2.4	Capnography			
2.5	Hemodynamics			
2.6	Electrocardiogram (ECG)			
2.7	Intracranial pressure			
2.8	Invasive BP monitoring			
2.9	Non invasive BP monitoring			
2.10	PiCCO			
2.11	Peripheral vascular status			
2.12	Glasgow Coma Scale			
2.13	Sedation Scale			
2.14	Pain Score			
2.15	Braden Score			
2.16	Bowel sounds			
2.17	GRBS			
2.18	Partogram			
3	Administration of medication			
3.1	Sedation			
3.2	Muscle relaxant			
3.3	Electrolyte infusion			
3.4	Insulin infusion			
3.5	Ionotrope administration			
3.6	Thrombolytic drug			
3.7	Corticosteroid			
4	Infection control			
5	Universal precaution			
6	Disinfection / Sterilization			
7	Preparation of standards/policies/protocols			
8	BLS			
9	ACLS			
10	Management of Cardiovascular Alterations			
10.1	Fluid administration (Colloid/Crystalloid)			
10.2	Blood and blood product administration			
10.3	Application of TED stocking			
10.4	Insertion and Care of CVP line			
10.5	Removal of CVP line			
10.6	Assisting with insertion of arterial line			
10.7	Care of arterial line			
10.8	Removal of arterial line			
10.9	Assisting with insertion of pulmonary artery catheter			
10.10	Care of Patient with Pacemaker			
10.11	Blood collection from arterial line			

S.No.	SKILLS	NUMBER PERFORMED	DATE	SIGNATURE OF THE PRECEPTOR*
11	Management of Pulmonary Alterations			
11.1	Airway application			
11.2	Laryngeal mask airway			
11.3	Assisting with intubation			
11.4	Care of ET tube			
11.5	Extubation			
11.6	Assisting for tracheostomy insertion			
11.7	Tracheostomy care and suctioning			
11.8	Endotracheal suctioning - Open			
11.9	Endotracheal suctioning - Closed			
11.10	Assisting with insertion of chest tube			
11.11	Care of patient with Chest drainage			
11.12	Chest tube removal			
11.13	Nebulization			
11.14	Oxygen administration			
11.15	Care of patient on Mechanical ventilator			
11.16	Non – invasive ventilation			
11.7	Connecting to Ventilator			
11.18	Weaning from ventilator			
11.19	Use of T-tube and Venturi devices			
11.20	Postural drainage			
11.21	Weaning from tracheostomy			
11.22	Chest physiotherapy			
11.23	Assisting for bronchoscopy			
12	Management of Neurological Alterations			
12.1	Sensory stimulation			
12.2	Consciousness/Coma status monitoring			
12.3	Brain death evaluation			
13	Management of Genitourinary Alterations			
13.1	Cannulating for hemodilysis			
13.2	Starting and closing of hemodialysis			
13.3	Care of patient on hemodialysis			
13.4	Initiating peritoneal dialysis			
13.5	Care of patient on peritoneal dialysis			
13.6	Calculation of fluid replacement			
13.7	Care of patient with continuous urinary drainage			
14	Management of Gastrointestinal Alterations			
14.1	Estimation of dietary allowance			
14.2	Enteral nutrition			
14.2.1	NG feeding			
14.2.2	Gastrostomy / Jejunostomy feeding			
14.3	Test feeds			
14.4	Parenteral nutrition			
14.5	Therapeutic diet planning			
15	Management of Endocrine Alterations			
15.1	Titrating insulin			
15.2	Calculation of steroid administration			
16	Ordering procedures and investigations			
16.1	ECG			
16.2	ABG			
16.3	Chest X ray			
16.4	Ultrasound			

S.No.	SKILLS	NUMBER PERFORMED	DATE	SIGNATURE OF THE PRECEPTOR*
16.5	Biochemistry investigations			
16.6	Microbiology investigations			
17	Ordering Treatment			
17.1	Nebulization			
17.2	Chest physiotherapy			
17.3	Distal colostomy wash			
17.4	Insertion and removal of urinary catheter for female patients.			
17.5	Test feeds			
17.6	TEDS			
17.7	Surgical dressing			
17.8	Starting and closing dialysis			
17.9	Administration of TPN infusion with written order			
17.10	Magnesium Sulphate dressing for Thrombophlebitis / extravasation.			
17.11	Application of Icthammol Glycerin /			
17.12	Pin site care for patients on external fixators			
17.13	Isometric and isotonic exercises			
17.14	Hot and cold applications			

* - When the student is found competent to perform the skill, it will be signed by the preceptor

Appendix 3
CLINICAL REQUIREMENTS FOR NP CRITICAL CARE NURSING PROGRAM

S.No.	CLINICAL REQUIREMENT	DATE	SIGNATURE OF THE PRECEPTOR
I	**Clinical Conference**		
	Drug studies on standing orders		
II	**Case/ Clinical Presentation**		
III	**Nursing Rounds**		
IV	**Clinical Seminar**		
V	**Journal Club**		
VI	**Nursing Process(NP)/Care study Report**		
VII	**Advanced Health Assessment**		
VIII	**Faculty Lecture**		

S.No.	CLINICAL REQUIREMENT	DATE	SIGNATURE OF THE PRECEPTOR
IX	**Self directed learning**		
X	**Written Assignment**		
XI	**Case study analysis**		
XII	**Workshop**		

The number under each category will be finalized based on implementation plan of theory, practical and clinical.

Appendix 4

STANDING ORDERS

NURSE PRACTITIONER IN CRITICAL CARE

Nurse practitioners are prepared and qualified to assume responsibility and accountability for the care of critically ill patients. They collaborate with Intensivists, physicians, surgeons and specialists to ensure accurate therapy for patients with high acuity needs. On completion of the program, the NPs will be permitted to administer drugs listed in standing orders as per the institutional protocols/standing orders. They will also be permitted to order diagnostic tests/procedures and therapies

The following intravenous injections or infusions may be administered by the Nurse Practitioner during emergency in any of the ICUs

Catecholamines

1. Adrenaline
2. Noradrenaline
3. Dopamine
4. Dobutamine

Antidysrhythmic

5. Adenosine
6. Amiodarone
7. Lidocaine/ Xylocard

Adrenergic agent

8. Ephedrine

Bronchodilators

9. Aminophylline
10. Deriphylline

Non depolarizing skeletal muscle relaxant

11. Atracurium (Vecuronium, Pancurium)

Anticholinergic

12. Atropine Sulphate

Antihistamine

13. Avil

Antihypertensive

14. Clonidine
15. Glycerine trinitrate
16. Isoptin

Corticosteroid

17. Hydrocortisone
18. Dexamethasone

Antiepileptic

19. Levitracetam
20. Phenytoin

Sedatives & relaxants

21. Valium
22. Midazolam
23. Morphine Sulphate
24. Pentazocin Lactate (Fortwin)
25. Pethidine Hydro Chloride
26. Propofol

Electrolytes & acid base correction agents

27. Soda bicarbonate 8.4%
28. Soda bicarbonate 7.5%
29. Magnesium sulphate
30. Potassium chloride

Additional drugs that can be administered specific to each ICU are as follows:

SURGICAL INTENSIVE CARE UNIT (including nephrology, burns, obstetric and gynaecologic patients)	MEDICAL INTENSIVE CARE UNIT (including nephrology, hematology, dermatology and infectious patients)	CARDIOTHORACIC CRITICAL CARE UNIT	CARDIAC CRITICAL CARE UNIT
Naloxone Pitocin Proatamine sulphate	Digoxin Tranexamic acid Verapamil	Sodium nitroprusside Largactil Amrinone Milrinone Decadron	Sorbitrate Angised Streptokinase Urokinase Elaxime
EMERGENCY SERVICES	PAEDIATRIC INTENSIVE CARE UNIT	NEUROLOGICAL INTENSIVE CARE UNIT	
Methylprednisolone Emeset Antisnake venom	Dilantin	Tensilon Neostigmine Thiopentone Mestinon Prostigmine	

The following investigations and therapies may be ordered by the Nurse Practitioner

ORDERING INVESTIGATIONS	**ORDERING THERAPIES**
▪ ECG ▪ ABG ▪ Chest X ray ▪ Basic Bio chemistry investigations – Hb, PCV, TIBC, WBC Total, WBC differentials, ESR, Electrolytes, platelets, PT, aPTT, bleeding and clotting time, procalcitonin, D diamer, creatinine, HbA1C, AC, PC, HDL, LDL, TIG, Cholesterol total, HIV, HbsAg, HCV, ▪ Basic Microbiology investigations – blood samples for culture and sensitivity, tips of vascular access and ET tube for culture,	▪ Nebulization ▪ Chest physiotherapy ▪ Distal colostomy wash ▪ Insertion and removal of urinary catheter for female patients. ▪ Test feeds ▪ TEDS ▪ Surgical dressing ▪ Starting and closing dialysis ▪ Administration of TPN infusion with written order ▪ Application of Icthammol Glycerin / Magnesium Sulphate dressing for Thrombophlebitis / extravasation. ▪ Pin site care for patients on external fixators ▪ Isometric and isotonic exercises

Uploaded by Dte. of Printing at Government of India Press, Ring Road, Mayapuri, New Delhi-110064
and Published by the Controller of Publications, Delhi-110054.

HARINDRA KUMAR
Digitally signed by HARINDRA KUMAR
Date: 2016.09.26 16:53:51 +05'30'

INDIAN NURSING COUNCIL

NOTIFICATION

New Delhi, the 5th July, 2021

[INDIAN NURSING COUNCIL {REVISED REGULATIONS AND CURRICULUM FOR B.SC. (NURSING) PROGRAM), REGULATIONS, 2020]

F.No. 11-1/2019-INC.—In exercise of the powers conferred by sub-section (1) of Section 16 of the Indian Nursing Council Act, 1947 (XLVIII of 1947), as amended from time to time, the Indian Nursing Council hereby makes the following regulations namely:—

SHORT TITLE AND COMMENCEMENT

i. These Regulations may be called The Indian Nursing Council (Revised Regulations and Curriculum for B.Sc. (Nursing) Program) Regulations, 2020.

ii. These Regulations shall come into force on the date of notification of the same in the official Gazette of India.

DEFINITIONS

In these Regulations, unless the context otherwise requires,

i. 'the Act' means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time;

ii. 'the Council' means the Indian Nursing Council constituted under the Act of 1947;

iii. 'SNRC' means the State Nurses and Midwives Registration Council by whichever name constituted and called by the respective State Governments;

iv. 'B.Sc. (Nursing)' means the four year B.Sc. (Nursing) Degree qualification in Nursing recognized by the Council under Section 10 of the Act and included in Part-II of the Schedule to the Act;

v. 'Authority' means a University or Body created by an Act for awarding the B.Sc. (Nursing) qualification recognized by the Council and included in Part-II of the Schedule to the Act;

vi. 'School of Nursing' means a recognized training institution for the purpose of teaching of the GNM course;

vii. 'College' means a recognized training institution for the purpose of training and teaching of the B.Sc. (Nursing) course;

viii. 'CNE' means Continuing Nursing Education to be compulsorily undergone by the RN&RM/ RANM/RLHV for renewal of registration after every 5 (five) years.

I. INTRODUCTION OF THE PROGRAM

The B.Sc. nursing degree program is a four-year fulltime program comprising eight semesters, which prepares B.Sc. nursing graduates qualified to practice nursing and midwifery in a variety of settings in either public/government or private healthcare settings. It adopts credit system and semester system as per the Authority guidelines with minor modifications suitable to professional education in a hybrid form. The program encompasses foundational, core and elective courses. The choice-based system is applicable to electives only and is offered in the form of modules. Modular learning is also integrated in the foundational as well as core courses that is mandatory.

The program prepares nurses and midwives for generalist nursing including midwifery practice. Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. Mastery of competencies is the main focus. Students are provided with opportunities to learn a whole range of skills in addition to acquiring knowledge related to nursing practice (nursing and midwifery). This is achieved through learning in skill lab/simulated lab and clinical environment. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into real field of practice.

The revised curriculum embraces competency-based and outcome-based approach throughout the program integrating mastery learning and self-directed learning. Transformational and relationship based educational approaches are emphasized. Through the educational process the students assimilate and synthesize knowledge, cultivate critical thinking skills and develop care strategies. Competencies that reflect practice standards of the Council address the areas of cultural diversity, communication technology, teamwork and collaboration, safety, quality, therapeutic interventions and evidence-based practice. They are prepared to provide safe and competent care to patients across life span and influence patient outcomes.

II. PHILOSOPHY

The Council believes that:

Health and wellness are two fundamental concepts that are integrated throughout the program. Health is a state of well-being that encompasses physical, psychological, social, economic and spiritual dimensions. Wellness is the individual's perception of wellness and is influenced by the presence of disease and individual's ability to adapt. Health is a right of all people. Individuals have a right to be active participants in achieving health as they perceive it. Society consists of dynamic and interactive systems involving individuals, families, groups and communities. Cultural diversity, race, caste, creed, socio economic levels, religion, lifestyles, changes in environment and political factors influence it. Nurses and midwives recognize and respect human differences and diversity of population within society and provide ethical care with respect and dignity and protect their rights.

Nursing as a profession and a discipline utilizes knowledge derived from arts, sciences (physical, biological and behavioral), humanities and human experience. Nursing science incorporates clinical competence, critical thinking, communication, teaching learning, professionalism, and caring and cultural competency. Nurses collaborate with other health disciplines to solve individual and community health problems. Nursing facilitates evidence-based practice, compassionate caring among its practitioners in response to emerging issues in healthcare and new discoveries and technologies in profession. Nursing practice requires personal commitment to professional development and life-long learning.

Scope of nursing and midwifery practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across the life span in a wide variety of healthcare settings. Nursing practice is based on acquisition of knowledge, understanding, attitude, competencies and skills through the Council's curricular and practice standards. The competencies in which the students are trained will guide them in performing their scope of practice. Nursing offers qualified nurses and midwives a wealth of opportunities in the field of practice, education, management and research in India and overseas.

The undergraduate nursing program is broad based education within an academic curricular framework specifically directed to the development of critical thinking skills, competencies appropriate to human and professional values. Blended learning approach comprising of experiential learning, reflective learning, scenario based learning and simulated learning is also inbuilt. The teaching learning process encourages mastery learning, modular, self-directed and self-accountable in choice making in terms of elective courses. The program prepares its graduates to become exemplary citizens by adhering to code of ethics and professional conduct at all times in fulfilling personal, social and professional obligations so as to respond to national aspirations. Health and community orientation are provided with special emphasis on national health problems, national health programs and national health policy directives to achieve universal health care for all citizens of India. The main roles of graduates would be provider of care with beginning proficiency in delivering safe care, coordinator/manager of care by being active participant of inter-professional team and member of a profession demonstrating self-responsibility and accountability for practice as well as to support the profession.

The faculty has the responsibility to be role models and create learning environment that facilitates cultivation of critical thinking, curiosity, creativity and inquiry driven self- directed learning and attitude of life-long learning in students. Learners and educators interact in a process whereby students gain competencies required to function within their scope of practice.

III. AIMS & OBJECTIVES

AIMS

The aims of the undergraduate program are to

1. Produce knowledgeable competent nurses and midwives with clear critical thinking skills who are caring, motivated, assertive and well-disciplined responding to the changing needs of profession, healthcare delivery system and society.
2. Prepare them to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative healthcare services in any healthcare setting.
3. Prepare nurses and midwives who can make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidence-based practice.
4. Prepare them to assume role of practitioner, teacher, supervisor and manager in all healthcare settings.

OBJECTIVES

On completion of the B.Sc. Nursing program, the B.Sc. nursing graduates will be able to

1. Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioural sciences, and humanities, in the practice of professional nursing and midwifery.

2. Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences.

3. Provide promotive, preventive and restorative health services in line with national health policies and programs.

4. Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.

5. Respect the dignity, worth, and uniqueness of self and others.

6. Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care.

7. Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.

8. Communicate effectively with patients, peers, and all health care providers.

9. Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.

10. Integrate research findings and nursing theory in decision making in evidence-based practice.

11. Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.

12. Participate in the advancement of the profession to improve health care for the betterment of the global society.

IV. CORE COMPETENCIES FOR NURSING AND MIDWIFERY PRACTICE BY B.Sc. GRADUATE

{Is adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016) as shown in **figure 1**}

The B.Sc. Graduate nurse will be able to:

1. **Patient centered care:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.

2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.

3. **Teaching & Leadership:** Influence the behavior of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership

4. **System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.

5. **Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.

6. **Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.

7. **Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.

8. **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

9. **Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.

10. **Evidence based practice:** Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

CORE COMPETENCIES REQUIRED FOR PROFESSIONAL NURSING AND MIDWIFERY PRACTICE IN ALL PRACTICE SETTINGS

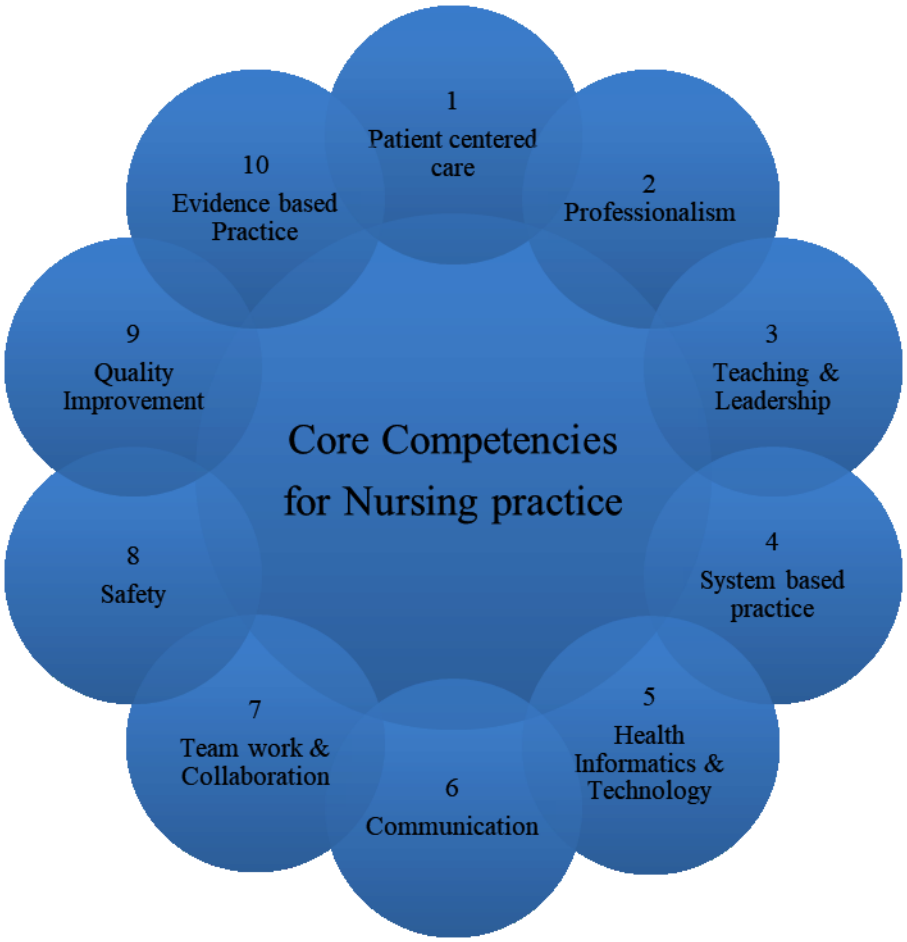


Figure 1. Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate {Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016)}

V. GUIDELINES REGARDING MINIMUM PRE-REQUISITES FOR GRANTING SUITABILITY FOR B.Sc. (NURSING) COLLEGE OF NURSING

1. The following Organizations/Establishments are eligible to establish/open a B.Sc. (Nursing) College of Nursing:
   a) Central Government/State Government/Local Body;
   b) Registered Private or Public Trust;
   c) Organizations Registered under Societies Registration Act including Missionary Organizations;
   d) Companies incorporated under Section 8 of Company's Act.
2. The eligible Organizations/Establishments should have their own 100 bedded Parent Hospital.

   Provided that in respect of Tribal and Hilly Area the requirement of own Parent Hospital is exempted.
   a) Tribal Area – Scheduled notified area *[Areas as the President of India may by order declare to be Scheduled Areas];*
   b) Hilly Area – UTs of Jammu & Kashmir and Ladakh, North Eastern States, Himachal Pradesh and Uttarakhand.
3. The eligible Organizations/Establishments should obtain Essentiality Certificate/No Objection Certificate from the concerned State Government where the B.Sc. (Nursing) College of Nursing is sought to be established. The particulars of the name of the College/Nursing Institution along with the name of the Trust/Society/Company [as mentioned in Trust Deed or Memorandum of Association] as also full address shall be mentioned in No Objection Certificate/Essentiality Certificate.

4. After receipt of the Essentiality Certificate/No objection Certificate, the eligible institution shall get recognition from the concerned SNRC for the B.Sc. (Nursing) program for the particular academic year, which is a mandatory requirement.

5. The Council shall after receipt of the above documents/proposal by online, would then conduct Statutory Inspection of the recognized training nursing institution under Section 13 of the Act in order to assess the suitability with regard to availability of Teaching faculty, Clinical and Infrastructural facilities in conformity with Regulations framed under the provisions of the Act.

***Provided that training institutions shall apply for statutory inspection, under Section 13 of the Act, to the Council within 6 months from obtaining recognition from the SNRC.**

1. Parent Hospital (Unitary/Single Hospital)

College of Nursing should have 100 bedded parent/own hospital which is compulsory requirement.

Parent Hospital for a nursing institution having the same Trust/Society/Company which has established the nursing institution and has also established the hospital.

OR

For a nursing institution (managed by Trust/Society/Company under Section 8), a 'Parent Hospital' would be a hospital either owned and controlled by the Trust/Society/Company or managed and controlled by a trustee/member/director of the Trust/Society/Company. In case the owner of the hospital is a trustee/ member/director of the Trust/Society/Company, then the hospital would continue to function as a 'Parent Hospital' till the life of the nursing institution.

The Undertaking would also be to the effect that the trustee/member/director of the Trust/Society/ Company would not allow the hospital to be treated 'Parent/Affiliated Hospital' to any other nursing institution and will be for minimum 30 years [i.e., signed by all trustees/members/directors of Trust/Society/ Company] to the Undertaking to be submitted from the trustee/member/director of the Trust/Society/ Company.

The beds of Parent Hospital shall be in one Unitary Hospital i.e. in same building/same campus. Further, the Parent Hospital shall be in the same State i.e. where the institution is located.

a) It is to be noted that once a particular hospital is shown as "Parent Hospital" and permission given to the nursing institution to conduct nursing courses, then, the permission/suitability granted would last as long as the said hospital is attached as a "Parent Hospital".

b) In case the trustee/member/director of the Trust/Society/Company withdraws the Undertaking given, in that case even the permission/ suitability letter issued would be deemed to have lapsed/stand withdrawn with immediate effect.

2. Change of Trust/Society

- The Trust/Society cannot be purchased as per Indian Trust Act, but there can be change of trustees/ members. It is therefore the purchase of institution or change of membership will not be considered for continuation of the program. The institution which is purchased/taken over will be considered as closed. And a fresh Govt. Order shall be required mentioning the Trust/Society name along with programs.
- The change of membership in Society/change of trustees in the Trust to be submitted immediately after incorporating through Registrar Cooperative Societies/Indian Trust Act.
- As per law Trust/Society can open number of institutions, but it will be considered as one institution under the ambit of one Trust/Society. It is therefore, a Trust/Society can open only one nursing institution in one city/town.
- If already an institution is existing in that city or town with an abbreviated name (e.g R K College of Nursing) then another institution with expanded name (Rama Krishna College of Nursing) will not be allowed).
- No two Institutions will have same name in same city/town.

3. Change of Address

SNRC shall issue a certificate, certifying the fact that the nursing institution is being shifted to the new building/premises at the address indicated. The certificate issued should indicate clearly complete address. The certificate issued should indicate clearly the total covered area of the nursing institution, owner of the nursing institution, and detailed physical facilities like laboratories, classrooms etc. along with area specification, provision of adequate washroom facilities, lighting, ventilation etc. of the new building.

4. Change of Location (District/Town/City/Village) shall be considered under new proposal, i.e. fresh Essentiality Certificate from the State Government and recognition from the SNRC is mandatory.

5. Strict Compliance of the Syllabus prescribed by the Council

No Institutions/SNRC/University will modify the syllabi prescribed by the Council for a course/ program. However they can add units/subjects if need be.

6. Close/Re-start of the Nursing Programs

If Institutions have not admitted the students for 2 consecutive years, it shall be considered as closed. Institute may apply for suitability to the Council under Section 13 & 14 of the Act through online within 5 years of the closure. While conducting the inspection they will not be covered under the new guidelines with regard to Parent Hospital. However, the above relaxation will be applicable only for five years. In case the proposal is submitted after 5 years from the year of closure, it has to submit a fresh proposal with due Essentiality Certificate from the State Government and recognition from the SNRC. In such cases the new guidelines with regards to parent hospital and calendar of events shall be applicable.

7. Change of Name of the Institution

If the Trust/Society/Company proposes to change the name of the institute, a valid reason has to be submitted. If SNRC/University have accepted the change of name of institute it may be accepted by the Council provided the Trust/Society/Company is same and does not come under para no. 2 above.

8. Re-Inspection

Re-inspection application shall be considered only two times. If the institution is found deficient even after that, then the institution shall have to submit a proposal for Suitability under Section 13 & 14 of the Act online within 5 years. However in case the proposal is submitted after 5 years it has to submit a fresh proposal with due Essentiality Certificate from the State Government and recognition from the SNRC.

9. Number of Sanctioned Seats

- Maximum of 100 seats will be sanctioned for the B.Sc. (Nursing) program for which institute must have parent Medical College or parent hospital having 300 beds or above subject to teaching and physical facilities available for B.Sc. (Nursing) program.
- Maximum of 60 seats will be sanctioned for the institution with parent hospital having less than 300 beds on the basis of teaching and physical facilities for B.Sc. (Nursing) program.

10. Enhancement of Seats

Inspection for Enhancement of seats under Section 13 of the Act shall be conducted only once in an academic year i.e., only one application/proposal shall be accepted, in one academic year. Further, SNRC approval is mandatory for enhancement of seats.

11. Bond System

Taking service bonds from students and forcefully retaining their Original Certificates is viewed as an Unethical Practice by the Council. If any such practice comes to the notice of the Council, appropriate action under Section 14 of the Act will be taken against the erring institution.

MINIMUM REQUIREMENTS OF PHYSICAL FACILITIES

Regulations pertaining to Building and Laboratories

(i) School and College of nursing can share laboratories, if they are in same campus under same name and under same Trust/Society/Company, that is the institution is one but offering different nursing programs. However they should have equipments and articles proportionate to the strength of admission. The classrooms should be available as per the requirement stipulated by the Council for each program.

(ii) Further, two same programs by the same institute/Trust/Society/Company is not allowed in the same campus.

(iii) The nursing institution can have all the nursing programs in the same building but with requisite program wise infrastructure. However, laboratories can be shared.

(iv) If the Trust/Society/Company has some other educational programs, the nursing program shall be in separate block/floor with prescribed sq.ft. area.

(v) Nursing program may be in hospital premises with a condition that it shall be in separate block/floor with prescribed sq.ft. area.

(vi) Long lease by the Government will be considered. However, rented building shall not be considered as their own building.

(vii) It is mandatory that institution shall have its own building within two years of its establishment.

(viii) Own Building/Lease/Rented Building:

a) If one of the trustee/member/director of the Trust/Society/Company desires to lease the building owned by him for nursing program, it should be for a period of 30 years. It should also be ensured that lease deed that is entered into between the Trust/Society/Company and the trustee/member/ director, owning the building, should contain a clause that the lease deed cannot be terminated for a period of 30 years.

Further, it is clarified that, for a Nursing Institution (Managed by a Trust/Society/Company), own building would be a building either owned and controlled by the Trust/Society/Company or owned and controlled by a trustee/member/director of the Trust/Society/Company. That is, if the owner of the building is a trustee/member/director of the Trust/ Society/Company and she/he leases the building to the Trust/Society/Company for 30 years, it will be considered as own building of the nursing institution.

b) A duly registered gift deed of the building in favor of the Trust/Society/Company should be construed to be "own building".

Further it is clarified that if the lease of the building is between any government authority and the Trust/Society/Company/nursing institution and the lease is for 30 years or more, it will also be considered as own building.

Any deed of the building which is not as per either clause (a) or (b) above shall be considered as "Rented Building" only.

c) In cases of irrevocable power of attorney, documents of the building should be duly registered as per law.

d) **Penalty for not having own building:** Institutions which do not have their own building within two years of establishment has to pay the penalty for not having the own building. The penalty fees is Rs. 1 Lakh for B.Sc. (Nursing) Program for 6 consecutive years. Even after 6 years if the institution does not have own building then action shall be taken under Section 14 of the Act. However, a lease of 30 years is permissible with the trustee/member/director of the Trust/Society/ Company.

A. TEACHING BLOCK

The College of Nursing should be within 30 km distance from its parent hospital having space for expansion in an institutional area. For a college with an annual admission capacity of **60** students, the constructed area of the college should be **23200** square feet.

The details of the constructed area are given below for admission capacity of **60** students.

S.No.	Teaching Block	Area (in sq.ft.)
1	Lecture Hall	4 @ 900 = 3600
2	**Skill Lab/Simulation Laboratory**	
	i. Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab	1600
	ii. Community Health Nursing & Nutrition Lab	1200
	iii. Obstetrics and Gynaecology Nursing Lab	900
	iv. Child Health Nursing Lab	900
	v. Pre-Clinical Science Lab	900
3	Computer Lab*	1500
4	A.V. Aids Room	600

5	Multipurpose Hall	3000
6	Common Room (Male and Female)	1000
7	Staff Room	800
8	Principal Room	300
9	Vice Principal Room	200
10	Library	2300
11	One Room for each Head of Departments	5 @ 200 = 1000
12	Faculty Room	2400
13	Provisions for Toilets	1000
	Total Constructed Area	**23200 sq.ft.**

***Note**: *1:5 computer student ratio as per student intake.*

Note:

i. *Nursing educational institution should be in institutional area only and not in residential area.*

ii. *If the institute has non-nursing program in the same building, nursing program should have separate teaching block.*

iii. *Shift-wise management with other educational institutions will not be accepted.*

iv. *Separate teaching block shall be available if it is in hospital premises.*

v. *Proportionately the size of the built-up area will increase/decrease according to the number of seats approved.*

vi. *The distance between two nursing colleges shall be more than 10 kilometres.*

1. Class Rooms

There should be at least four classrooms with the capacity of accommodating the number of students admitted each year. The rooms should be well ventilated with proper lighting. The seating arrangements for students should provide adequate space and comfortable desk/chairs with tables. There should be built-in white/green/black boards and provision for projection facilities. Also, there should be a desk/dais/big table and a chair for teacher and racks/cupboards for storing teaching aids or other equipment needed for the conduct of class.

2. Laboratories

As listed above. One large skill lab/simulation lab can be constructed consisting of the labs specified with a total of 5500 sq.ft. size or can have five separate labs in the college.

a) *Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab:* The lab should have adequate demonstration beds with dummies/ mannequins/simulators in proportion to the number of students practicing a nursing skill at a given point of time. (Desired ratio being 1 bed : 6 practicing students)

It should be fully equipped with built-in-cupboards and racks, wash-basins with running water supply, electric fitting, adequate furniture like table, chairs, stools, patient lockers footsteps etc. Sufficient necessary inventory articles should be there i.e. at least 10-12 sets of all items needed for the practice of nursing procedure by the students. The laboratory equipment and articles mentioned in the 'Laboratory Equipment and Articles' published by the Council should be available.

There should be simulators used to teach, practice & learn advance skills e.g., administration of tube feeding, tracheostomy, gastrostomy, I/V injection, BLS, newborn resuscitation model, etc. The laboratory should have computers, internet connection, monitors and ventilator models/manikins/ simulators for use in Critical Care Units.

b) *Community Health Nursing Practice Laboratory & Nutrition Laboratory:* It should have all required articles needed for practicing nursing procedures in a community set-up. The laboratory should give appearance of that of a rural setting, with community maps, records put on display & cupboards. The laboratory equipment and articles mentioned in the "Laboratory Equipment and Articles" published by the Council should be available.

The Nutrition Laboratory should have facilities for imparting basic knowledge of various methods of cooking for the healthy as well as for the sick. The furnishing and equipment should include worktables, cooking cutlery, trays, and

plates, dietetic scales, cooking utensils, microwave, racks/shelves, refrigerator, pressure cookers, mixie and cupboards for storage of food items. The food items shall be purchased for the conduct of practical classes as and when required. Sets of crockery and cutlery for preparation, napkins for serving and display of food also should be there. The laboratory equipment and articles mentioned in the "Laboratory Equipment and Articles" published by the Council should be available.

c) *Obstetrics and Gynaecology Laboratory:* The laboratory should have equipment and articles as mentioned in "Laboratory Equipment and Articles" published by the Council.

d) *Paediatrics Nursing Laboratory:* The laboratory should have equipment and articles as mentioned in "Laboratory Equipment and Articles" published by the Council.

e) *Pre-Clinical Sciences Laboratory:* It is the laboratory of Biochemistry, Anatomy, and Microbiology. The laboratory equipment and articles mentioned in the "Laboratory Equipment & Articles" published by the Council should be available.

f) *Computer Laboratory:* It shall have minimum computers in the ratio of 1 : 5 (computer : students) i.e., 12 computers for 60 students' intake. The laboratory equipment and articles mentioned in the "Laboratory Equipment and Articles" published by the Council should be available.

3. Multipurpose Hall

The College of Nursing should have a multipurpose hall, which can be utilized for hosting functions of the college, educational conferences/workshops, Continuing Nursing Education (CNEs), examinations etc. It should have proper stage with green room facilities. It should be well-ventilated and should have proper lighting facilities. Arrangements should be there in place for the use of all kinds of basic and advanced audio-visual aids.

4. Library

There should be a separate library for the College of Nursing. It should be easily accessible to the teaching faculty and the students, during college hours and extended hours also.

It should have comfortable seating arrangements for half of the total strength of the students and teachers in the college.

There should be separate budget for the library. The library committee should meet regularly for keeping the library updated with current books, journals and other literature. Internet facility should be provided in the library.

The library should have proper lighting facilities and it should be well-ventilated. It should have a cabin for librarian with intercom phone facility.

There should be sufficient number of cupboards, bookshelves and racks with glass doors for proper and safe storage of books, magazines, journals, newspapers and other literature. There should be provision for catalogue cabinets, racks for student's bags etc., book display racks, bulletin boards and stationery items like index cards, borrower's cards, labels and registers. Current books, magazines, journals, newspapers and other literature should be available in the library.

A minimum of 500 of different subject titled nursing books (all new editions), in the multiple of editions, 3 kinds of nursing journals, 3 kinds of magazines, 2 kinds of newspapers and other kinds of current health related literature should be available in the library.

There should be a separate record room with steel racks, built-in shelves and racks, cupboards and filing cabinets for proper storage of records and other important papers/documents belonging to the college.

5. Audio-Visual Aids Room & Store Room

This room should be provided for the proper and safe storage of all the Audio-Visual Aids. The college should possess all kind of basic as well as advanced training aids like chalk boards, overhead projectors, slide and film-strip projector, models specimen, charts and posters, T.V. & V.C.R., Photostat machine, tape recorder and computers, LCD, laptop.

It should be provided to accommodate the equipment and other inventory articles which are required in the laboratories of the college. This room should have the facilities for proper and safe storage of these articles and equipment like cupboards, built-in-shelves, racks, cabinets, furniture items like tables and chairs. This room should be properly lighted and well-ventilated.

6. Other Facilities

Safe drinking water and adequate sanitary/toilet facilities should be available for both men and women separately in the college. Toilet facility to the students should be there along with hand washing facility.

7. Garage

Garage should accommodate a **50** seater vehicle.

8. Fire Extinguisher

Adequate provision for extinguishing fire should be available as per the local bye-laws.

9. Playground

Playground should be spacious for outdoor sports like volleyball, football, badminton and for athletics.

B. HOSTEL BLOCK

Adequate hostel/residential accommodation for students and staff should be available in addition to the mentioned built-up area of the Nursing College respectively.

Hostel Block (60 Students)

S.No.	Hostel Block	Area (in sq,ft.)
1.	Single Room	12000 (50 sq.ft. for each student)
	Double Room	
2.	Sanitary	One Latrine & One Bath Room (for 5 students) – 600 × 4 = 2400
3.	Visitor Room	500
4.	Reading Room	250
5.	Store	500
6.	Recreation Room	500
7.	Dining Hall	3000
8.	Kitchen & Store	1500
9.	Warden's room	450
Total		**21100 sq.ft.**

Grand Total of Constructed Area

Teaching Block	23200 sq.ft.
Hostel Block	21100 sq.ft.
Grand Total	**44300 sq.ft.**

{**Note:** Minimum provision of hostel accommodation for 30% of the total student's intake is compulsory for the institution and accordingly the staff for hostel shall be provided as prescribed in the syllabi.}

Hostel Facilities

There should be a separate hostel for the male and female students. It should have the following facilities:

1. Pantry

One pantry on each floor should be provided. It should have water cooler and heating arrangements.

2. Washing & Ironing Space

Facility for drying and ironing clothes should be provided on each floor.

3. Warden's Room

Warden should be provided with a separate office room besides her residential accommodation. Intercom facility with College & hospital shall be provided.

4. Telephone

Telephone facility accessible to students in emergency situation shall be made available.

5. Canteen

There should be provision for a canteen for the students, their guests, and all other staff members.

6. Transport

College should have separate transport facility under the control of the Principal. 25 and 50 seater bus is preferable and number of vehicles shall be as per strength of the students.

Staff for the Hostel

1. Warden (Female) – 3: *Qualification:* B.Sc. Home Science or Diploma in Housekeeping/Catering. Minimum three wardens must be there in every hostel for morning, evening and night shifts. If number of students are more than 150, one more Warden/Assistant Warden for every additional 50 students.
2. Cook – 1: For every 20 students for each shift.
3. Kitchen & Dining Room helper – 1: For every 20 students for each shift.
4. Sweeper – 3
5. Gardener – 2
6. Security Guard/Chowkidar – 3

CLINICAL FACILITIES for 60 students

1. Parent hospital

College of Nursing should have a 100 bedded Parent/Own Hospital.

2. Additional Affiliation of Hospital

In addition to Parent Hospital of 100 beds, institution shall take affiliation of the hospital, if all the required learning experience are not available in the parent hospital. As 100 beds is not sufficient to offer clinical experience/specialities to students as laid down in the B.Sc. (Nursing) syllabus. The students should be sent to affiliated hospital/agencies/institutions where it is available.

a. Criteria for Affiliation

The types of experience for which a nursing college can affiliate are:

- Community Health Nursing
- Mental Health (Psychiatric) Nursing
- Specialty like Cardiology, Neurology, Oncology Nephrology, Orthopaedics, communicable/ infectious disease etc.
- Obstetrics, Gynaecology, Paediatrics etc.

b. The size of the Hospital for Affiliation

- Should not be less than 50 beds apart from having own hospital
- Bed occupancy of the hospital should be minimum 75%

3. Clinical requirements for Nursing program are as given below:

S.No.	Areas of Clinical Experience	Number of Beds
1	Medicine	50
2	Surgery including OT	50
3	Obstetrics & Gynaecology	50

4	Paediatrics	30
5	Orthopaedics	15
6	Emergency medicine	10
7	Psychiatry	20

4. Additional/Other Specialties/Facilities for clinical experience required are as follows:

- Community Health Nursing – own/affiliated rural and urban community health centre
- Major OT
- Minor OT
- Dental, Otorhinolaryngology, Ophthalmology
- Burns and Plastic
- Neonatology care unit
- Communicable disease/Respiratory medicine/TB & chest diseases
- Dermatology
- Cardiology
- Oncology/Neurology/Neuro-surgery
- Nephrology
- ICU/ICCU
- Geriatric Medicine
- Any other specialty as per syllabus requirements

Note:

i. Educational visits will also be conducted as per the B.Sc. (Nursing) syllabus (for example: Milk Treatment plant, Water and Sewage plant, Rehabilitation Centres, Orphanage, Geriatric Care, Home for Destitute, Professional Organisation etc.).

ii. The Nursing Staffing norms in the Parent and Affiliated Hospital should be as per the Staff Inspection Unit (SIU) norms.

iii. The Parent/affiliated Hospital should give student status to the candidates of the nursing program.

iv. Maximum Distance between affiliated hospitals & institutions should not be more than 30 kms.

v. For Hilly & Tribal the maximum distance can be 50 kms.

vi. 1:3 student patient ratio to be maintained.

vii. **Distribution of Beds:** At least one third of the total number of beds should be for medical patients and one third for surgical patients. The number of beds for male patients should not be less than $1/6^{th}$ of the total number of beds i.e. at least 40 beds. There should be minimum of 100 deliveries per month. Provision should be made for clinics in health and family welfare and for preventive medicine.

5. Community Health Nursing Field Practice Area

The students should be sent for community health nursing experience in urban as well as rural field area. The institution can be attached to primary health centre. A well set up field teaching centre should be provided with facilities for accommodation of at least 10-15 students and one staff member at a time. Peon, cook and chowkidar should be available at health centre. Each College of Nursing should have its own transport facility and it must be under the control of the principal. The security of staff and students should be ensured.

ANTI-RAGGING

Anti-ragging guidelines as per gazette notification shall be followed.

BUDGET

In the overall budget of the institution, there should be provision for college budget under a separate head. Principal of the College of Nursing should be the drawing and disbursing authority.

TEACHING FACULTY

The principal should be the administrative head of the College. He/She should hold qualifications as laid down by the Council. The principal should be the controlling authority for the budget of the College and also be the drawing and disbursing officer. The Principal and Vice-Principal should be gazetted officers in Government Colleges and of equal status (though non-Gazetted) in non-government Colleges.

A. Qualifications & Experience of Teachers of College of Nursing

S.No.	Post, Qualification & Experience
1	**Principal cum Professor**- Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) having total 15 years' experience with M.Sc. (Nursing) out of which 10 years after M.Sc. (Nursing) in collegiate program. Ph.D. (Nursing) is desirable
2	**Vice-Principal cum Professor** - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) Total 12 years' experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing) Ph.D. (Nursing) is desirable
3	**Professor -** Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) Total 12 years' experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing). Ph.D. (Nursing) is desirable
4	**Associate Professor** - Essential Qualification: M.Sc. (Nursing) Experience: Total 8 years' experience with M.Sc. (Nursing) including 5 years teaching experience Ph.D. (Nursing) desirable
5	**Assistant Professor** - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) with total 3 years teaching experience Ph.D. (Nursing) desirable
6	**Tutor** - M.Sc. (Nursing) preferable Experience: B.Sc. (Nursing)/P.B.B.Sc. (Nursing) with 1 year experience.

B. College of Nursing which has a parent hospital shall adopt the integration of service and education model recommended by the Council placed at www.indiannursingcouncil.org

C. Departments

Number of Nursing departments = 6 (Six)

i. Nursing Foundation
ii. Adult Health Nursing
iii. Community Health Nursing
iv. Midwifery/Obstetrics & Gynaecology Nursing
v. Child Health Nursing
vi. Mental Health Nursing

Note: Professor shall be head of the department.

S.No.	Designation	B.Sc. (Nursing) 40-60	B.Sc. (Nursing) 61-100
1	Principal	1	1
2	Vice-Principal	1	1
3	Professor	1	1-2
4	Associate Professor	2	2-4
5	Assistant Professor	3	3-8
6	Tutor	8-16	16-24
	Total	**16-24**	**24-40**

(For example for 40 students intake minimum number of teachers required is 16 including Principal, i.e., 1 – Principal, 1 – Vice Principal, 1 – Professor, 2 – Associate Professor, 3 – Assistant Professor, and 8 tutors)

To start the program, minimum 3 M.Sc. (Nursing) shall be appointed.

	Ist year	**IInd Year**	**IIIrd year**	**IVth year**
40 Students	3 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics) + 2 Tutors	5 M.Sc. (Nursing) (2 – Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 3 Tutors	7 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 2 - OBG) + 5 Tutors	8 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 3 - OBG) + 8 Tutors
60 Students	3 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics) + 3 Tutors	5 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 7 Tutors	7 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 2 - OBG) + 11 Tutors	8 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 3 - OBG) + 16 Tutors
100 Students	5 M.Sc. (Nursing) (3 - Med Surg., 2 - Pediatrics) + 5 Tutors	8 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 12 Tutors	12 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics, 2 - Community Health Nursing, 2 - Psychiatric, 2 - OBG) + 18 Tutors	16 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics, 2 - Community Health Nursing, 2 - Psychiatric, 6 - OBG) + 24 Tutors

D. Teachers for non-nursing courses (Part-time/external faculty)**

Sl.No.	Courses/Subjects
1	English
2	Anatomy
3	Physiology
4	Sociology
5	Psychology
6	Biochemistry
7	Nutrition & Dietetics
8	Health Nursing Informatics and Technology
9	Microbiology
10	Pharmacology
11	Pathology & Genetics
12	Forensic Nursing
13	Any other Clinical Discipline
14	Physical Education
15	Elective Courses

****The above teachers should have postgraduate qualification with teaching experience in respective discipline.**

Note:

i. 1:10 teacher student ratio.

ii. All teachers including Principal & Vice Principal shall take classes, perform clinical teaching and supervision and other academic activities. Every faculty including Principal shall spend at least four hours each day.

iii. One of the tutors need to stay at the community health field by rotation.

iv. The salary of the teaching faculty in private Colleges of Nursing should not be less than what is admissible in the Colleges of Nursing under State/Central government or as per the UGC scales.

v. Nursing service personnel should actively participate in instruction, supervision, guidance and evaluation of students in the clinical/community practice areas. The teaching faculty of the College of Nursing should work in close coordination with the nursing service personnel.

vi. The teaching faculty of the College and nursing service personnel should be deputed to attend short term educational courses/workshops/conferences etc. to update their knowledge, skills and attitude.

vii. It is mandatory for College authorities to treat teaching faculty of College of Nursing on duty with respect and dignity, when nominated/selected for the purpose of examination or inspection by the Council.

viii. 50% of non-nursing courses/subjects should be taught by the nursing faculty. However, it will be supplemented by external faculty who are doctors or faculty in other disciplines having Post Graduate qualification in their requisite course. Nursing faculty who teach these courses shall be examiners for the taught course/s.

E. Additional Staff for College of Nursing

- Ministerial

a) Administrative Officer 1

b) Office Superintendent 1

c) PA to Principal 1

d) Accountant/Cashier 1

- Upper Division Clerk 2
- Lower Division Clerk 2
- Store Keeper 1
- Classroom Attendants 2
- Sanitary Staff - As per the physical space
- Security Staff - As per the requirement
- Peons/Office Attendants 4
- Library
  a) Librarian 2
  b) Library Attendants - As per the requirement
- Hostel
  a) Wardens 3
    - Cooks, Bearers - As per the requirement
    - Gardeners and Dhobi (Desirable)

Note: Provision should be made to have leave reserve staff in addition to the regular staff according to rules.

F. College Management Committee

Following members should constitute the Board of Management of the College:

Principal	Chairperson
Vice-Principal	Member
Professor/Associate Professor/Assistant Professor	Member
Chief Nursing Officer/Nursing Superintendent	Member
Representative of Medical Superintendent	Member

ADMISSION TERMS AND CONDITIONS

1. The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought. The maximum age limit for admission shall be 35 years.

2. Minimum Educational Qualification

a) Candidate with Science who have passed the qualifying 12th Standard examination (10+2) and must have obtained a minimum of 45% marks in Physics, Chemistry and Biology taken together and passed in English individually.

b) Candidates are also eligible from State Open School recognized by State Government and National Institute of Open School (NIOS) recognized by Central Government having Science subjects and English only.

c) English is a compulsory subject in 10+2 for being eligible for admission to B.Sc. (Nursing).

3. Colour blind candidates are eligible provided that colour corrective contact lens and spectacles are worn by such candidates.

4. Candidate shall be medically fit.

5. Married candidates are also eligible for admission.

6. Students shall be admitted once in a year.

7. Selection of candidates should be based on the merit of the **entrance examination.** Entrance test** shall comprise of:

a)	Aptitude for Nursing	20 marks
b)	Physics	20 marks
c)	Chemistry	20 marks
d)	Biology	20 marks

e) English 20 marks

Minimum qualifying marks for entrance test shall be 50% marks.

**Entrance test shall be conducted by University/State Government.

8. Reservation Policy

- **Reservation of seats in for admission in Nursing Colleges for SC/ST/OBC/EWSs/PH**

  Admission under the reserved quota shall be subject to reservation policy and eligibility criteria for SC/ST/OBC/EWSs prescribed by the Central Govt./State Govt./Union Territory as applicable to the College concerned.

  In respect of candidates belonging to SC/ST/OBC the marks obtained in 3 core subjects shall be 40% instead of 45% for General category candidates.

- **Reservation for disability**

  5% Disability reservation to be considered for disabled candidates with a **disability of loco-motor** to the tune of 40% to 50% of the lower extremity and other eligibility criteria with regard to qualification will be same as prescribed for General category candidates. The upper age limit shall be relaxed by 5 years for disabled candidates.

Note: *A committee to be formed consisting of medical officer authorized by medical board of State government and a nursing expert in the panel which may decide whether the candidates have the disability of loco-motor to the tune of 40% to 50%.*

Note:

i. Reservations shall be applicable within the sanctioned number of the seats.

ii. The start of the semester shall be 1st August every year.

iii. No admission after the cut-off date i.e. 30th September will be undertaken. Further Hall Tickets/Admit Card shall not be issued to the candidates who are admitted after 30th September.

iv. The responsibility of obtaining and verifying the requisite documents for admission lies with the Institution and University.

9. Foreign Nationals:

The entry qualification equivalency i.e., 12th standard will be obtained by Association of Indian Universities, New Delhi. Institution, SNRC and University will be responsible to ensure that the qualification and eligibility will be equivalent to what has been prescribed by the Council.

10. Admission/Selection Committee

This committee should comprise of:

- Principal (Chairperson)
- Vice-Principal
- Professor
- Chief Nursing Officer or Nursing Superintendent

11. Admission Strength

Maximum intake of students shall be sixty if the institution has a 100 bedded unitary parent hospital and 61-100 if the institution has 300 or more bedded unitary parent hospital.

12. Health Services

There should be provisions for the following health services for the students.

- An annual medical examination.
- Vaccination against Tetanus, Hepatitis B or any other communicable disease as considered necessary.
- Free medical care during illness.
- A complete health record should be kept in respect of each individual student. The criteria for continuing the training of a student with long term chronic illness, will be decided by the individual College.

13. Records

Following are the minimum records which needs to be/should be maintained in the College:

a) For Students

i. Admission record

ii. Health record

iii. Class attendance record

iv. Clinical and Field Experience record

v. Internal assessment record for both theory and practical

vi. Mark Lists (University Results)

vii. Record of extracurricular activities of student (both in the College as well as outside)

viii. Leave record

ix. Practical record books – Procedure Book and Midwifery Record Book to be maintained as prescribed by the Council.

b) For each academic year, for each class/batch

i. Course contents record (for each course/subjects)

ii. The record of the academic performance

iii. Rotation plans for each academic year

iv. Record of committee meetings

v. Record of the stock of the College

vi. Affiliation record

vii. Grant-in-aid record (if the College is receiving grant-in-aid from any source like State Govt. etc.)

viii. Cumulative record.

c) Record of educational activities organized for teaching faculty (CNEs) and student, both in the College as well as outside.

d) Annual reports (Record) of the achievement of the College prepared annually.

e) College of Nursing should possess detailed and up-to-date record of each activity carried out in the College.

14. Transcript

All institutions to issue the transcript upon completion of the program and to **submit only one single copy of transcript** per batch to respective SNRC.

VI. CURRICULUM

Curricular Framework

The B.Sc. Nursing program is a four-year program comprising of eight semesters that is credit and semester based. It is choice based only for elective courses. Competency based curriculum is the main approach that is based on ten core competencies. The courses are categorized into foundational courses, core courses and elective courses. The curricular framework shown in Figure 2 depicts the entire course of curriculum, which is further outlined in the program structure.

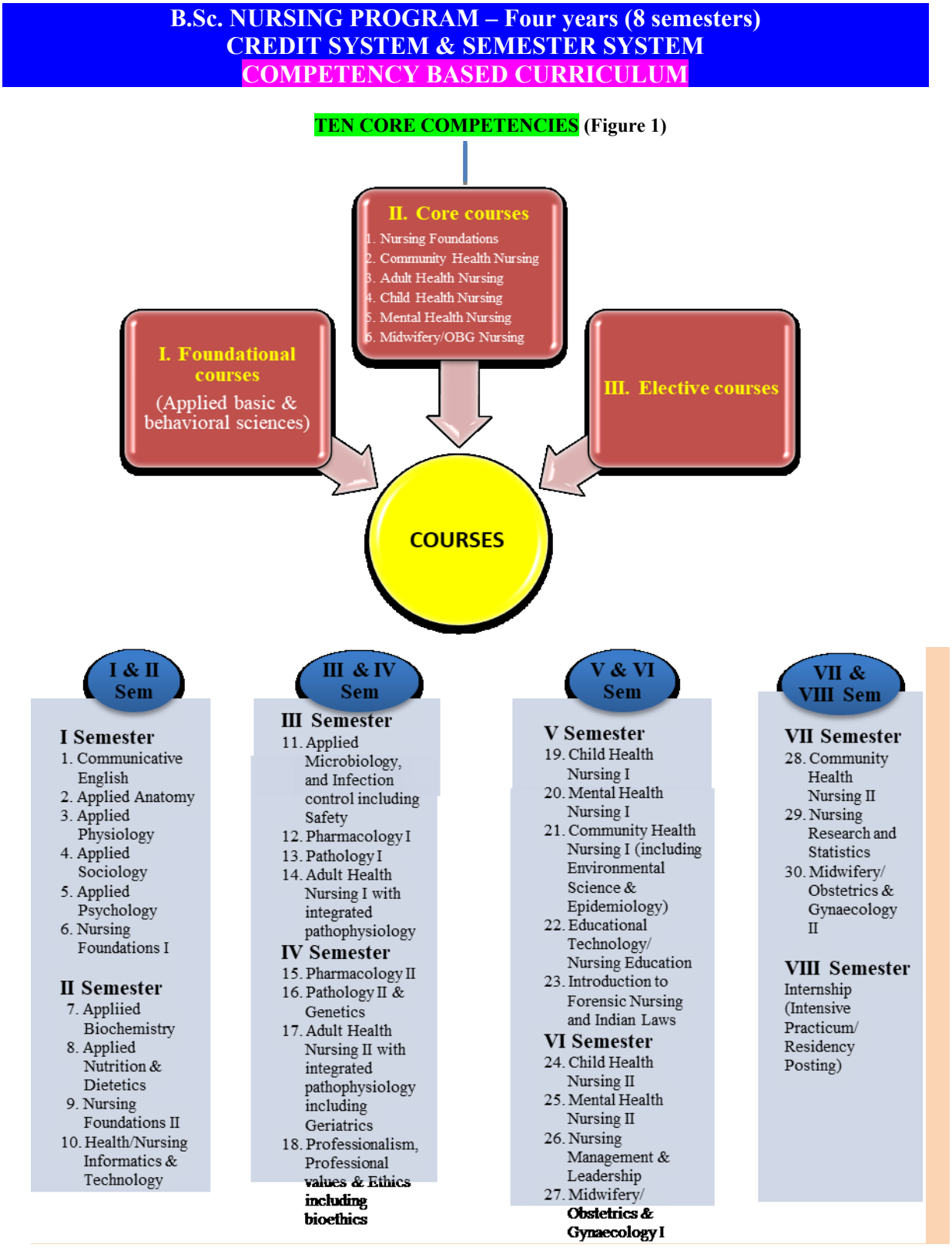


Figure 2. Curricular Framework

1. PROGRAM STRUCTURE

B.Sc. Nursing Program Structure			
I Semester 1. Communicative English 2. Applied Anatomy 3. Applied Physiology 4. Applied Sociology 5. Applied Psychology 6. *Nursing Foundations I ***Mandatory Module*** *First Aid as part of Nursing Foundation I Course	**III Semester** 1. Applied Microbiology and Infection Control including Safety 2. Pharmacology I 3. Pathology I 4. *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology ***Mandatory Module*** *BCLS as part of Adult Health Nursing I	**V Semester** 1. *Child Health Nursing I 2. Mental Health Nursing I 3. Community Health Nursing I (including Environmental Science & Epidemiology) 4. Educational Technology/Nursing Education 5. Introduction to Forensic Nursing and Indian Laws ***Mandatory Modules*** *Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part of Child Health Nursing	**VII Semester** 1. Community Health Nursing II 2. Nursing Research & Statistics 3. Midwifery/Obstetrics and Gynecology (OBG) Nursing II ***Mandatory Modules*** *Safe delivery app under OBG Nursing I/II (VI/VII Semester)
II Semester 1. Applied Biochemistry 2. Applied Nutrition and Dietetics 3. *Nursing Foundations II 4. Health/Nursing Informatics & Technology ***Mandatory Module*** *Health Assessment as part of Nursing Foundation II Course	**IV Semester** 1. *Pharmacology II 2. Pathology II & Genetics 3. Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing *4.* Professionalism, Professional Values & Ethics including Bioethics ***Mandatory Module*** *Fundamentals of Prescribing under Pharmacology II *Palliative care module under Adult Health Nursing II	**VI Semester** 1. Child Health Nursing II 2. Mental Health Nursing II 3. Nursing Management & Leadership 4. *Midwifery/Obstetrics and Gynecology (OBG) Nursing I ***Mandatory Module*** * SBA Module under OBG Nursing I/II (VI/VII Semester)	**VIII Semester** Internship (Intensive Practicum/Residency Posting)

Note: No institute/University will modify the curriculum. However they can add units/subject in the syllabus as deemed necessary.

#**Modules both mandatory and elective shall be certified by the institution/external agency.**

MANDATORY MODULES

The prepared modules/modules outlined by the Council such as Health Assessment & Fundamentals of Prescribing and available modules as National Guidelines (First Aid – NDMA, IMNCI, ENBC, FBNBC), Palliative Care, Safe Delivery App and SBA module will be provided in separate learning resource package.

For BCLS, PLS – Standard national/international modules can be used.

ELECTIVE MODULES

Number of electives to be completed: 3 (Every module = 1 credit = 20 hours)

III & IV Semesters: To complete any **one** elective by end of 4th semester across 1st to 4th semesters

- Human values
- Diabetes care
- Soft skills

V & VI Semesters: To complete any **one** of the following before end of 6th semester

- CBT
- Personality development
- Addiction psychiatry
- Adolescent health
- Sports health
- Accreditation and practice standards
- Developmental psychology
- Menopausal health
- Health Economics

VII & VIII Semesters: To complete any **one** of the following before end of 8th semester

- Scientific writing skills
- Lactation management
- Sexuality & Health
- Stress management
- Job readiness and employability in health care setting

2. CURRICULUM IMPLEMENTATION: OVERALL PLAN

Duration of the program: 8 semesters

1-7 Semesters

One Semester Plan for the first 7 Semesters

Total Weeks per Semester: 26 weeks per semester

Number of Weeks per Semester for instruction: 20 weeks (40 hours per week × 20 weeks = 800 hours)

Number of Working Days: Minimum of 100 working days (5 days per week × 20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays: 6 weeks

Vacation: 3 weeks

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

8th Semester

One semester: 22 weeks

Vacation: 1 week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

S.No.	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/ Skill Lab credits	Lab/ Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
1	**First**	ENGL 101	Communicative English	2	40						40
		ANAT 105	Applied Anatomy	3	60						60
		PHYS 110	Applied Physiology	3	60						60
		SOCI 115	Applied Sociology	3	60						60
		PSYC 120	Applied Psychology	3	60						60
		N-NF (I) 125	Nursing Foundation I including First Aid module	6	120	2	80	2	160	10	360
		SSCC (I) 130	Self-study/Co-curricular								40+40
			TOTAL	**20**	**400**	**2**	**80**	**2**	**160**	**20+2+2= 24**	**640+80 = 720**
2	**Second**	BIOC 135	Applied Biochemistry	2	40						40
		NUTR 140	Applied Nutrition and Dietetics	3	60						60
		N-NF (II) 125	Nursing Foundation II including Health Assessment module	6	120	3	120	4	320		560
		HNIT 145	Health/Nursing Informatics & Technology	2	40	1	40				80
		SSCC(II) 130	Self-study/Co-curricular								40+20
			TOTAL	**13**	**260**	**4**	**160**	**4**	**320**	**13+4+4=21**	**740+60 = 800**
3	**Third**	MICR 201	Applied Microbiology and Infection Control including Safety	2	40	1	40				80
		PHAR (I) 205	Pharmacology I	1	20						20
		PATH (I) 210	Pathology I	1	20						20
		N-AHN (I) 215	Adult Health Nursing I with integrated pathophysiology including BCLS module	7	140	1	40	6	480		660
		SSCC (I) 220	Self-study/Co-curricular								20
			TOTAL	**11**	**220**	**2**	**80**	**6**	**480**	**11+2+6=19**	**780+20 =800**
4	**Fourth**	PHAR (II) 205	Pharmacology II including Fundamentals of prescribing module	3	60						60
		PATH (II) 210	Pathology II and Genetics	1	20						20
		N-AHN (II) 225	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module	7	140	1	40	6	480		660

S.No.	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/ Skill Lab credits	Lab/ Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
		PROF 230	Professionalism, Professional Values and Ethics including bioethics	1	20						20
		SSCC(II) 220	Self-study/Co-curricular								40
			TOTAL	**12**	**240**	**1**	**40**	**6**	**480**	**12+1+6=19**	**760+40=800**
5	**Fifth**	N-CHN(I) 301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	60	1	40	2	160		260
		N-MHN(I) 305	Mental Health Nursing I	3	60			1	80		140
		N-COMH(I) 310	Community Health Nursing I including Environmental Science & Epidemiology	5	100			2	160		260
		EDUC 315	Educational Technology/Nursing Education	2	40	1	40				80
		N-FORN 320	Introduction to Forensic Nursing and Indian laws	1	20						20
		SSCC(I) 325	Self-study/Co-curricular								20+20
			TOTAL	**14**	**280**	**2**	**80**	**5**	**400**	**14+2+5=21**	**760+40=800**
6	**Sixth**	N-CHN(II) 301	Child Health Nursing II	2	40			1	80		120
		N-MHN(II) 305	Mental Health Nursing II	2	40			2	160		200
		NMLE 330	Nursing Management & Leadership	3	60			1	80		140
		N-MIDW(I) / OBGN 335	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module	3	60	1	40	3	240		340
		SSCC(II) 325	Self-study/Co-curricular								-
			TOTAL	**10**	**200**	**1**	**40**	**7**	**560**	**10+1+7=18**	**800**
7	**Seventh**	N-COMH(II) 401	Community Health Nursing II	5	100			2	160		260
		NRST 405	Nursing Research & Statistics	2	40	2	80 (Project- 40)				120
		N-MIDW(II)/ OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module	3	60	1	40	4	320		420

S.No.	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/ Skill Lab credits	Lab/ Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
			Self-study/Co-curricular								-
			TOTAL	**10**	**200**	**3**	**120**	**6**	**480**	**10+3+6=19**	**800**
8	**Eight (Internship)**	INTE 415	Community Health Nursing – 4 weeks								
		INTE 420	Adult Health Nursing – 6 weeks								
		INTE 425	Child Health Nursing – 4 weeks								
		INTE 430	Mental Health Nursing – 4 weeks								
		INTE 435	Midwifery – 4 weeks								
			TOTAL = 22 weeks					**12** (1 credit = 4 hours per week per semester)			**1056** {4 hours × 22 weeks = 88 hours × 12 credits = 1056 hours} (48 hours per week × 22 weeks)

1 credit theory – 1 hour per week per semester

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

1 credit clinical – 4 hours per week per semester

1 credit elective course – 1 hour per week per semester

Total Semesters = 8

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

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

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

Distribution of credits and hours by courses, internship and electives

S.No.	Credits	Theory (Cr/Hrs)	Lab (Cr/Hrs)	Clinical (Cr/Hrs)	Total credits	Hours
1	Course credits	90 credit per 1800 hours	15/600	36/2880	141	5280
2	Internship				12	1056

3	Electives				3	60
	TOTAL				156	6396
4	Self-study and Co-curricular	Saturdays (one semester = 5 hours per week × 20 weeks × 7 semesters = 700 hours)			12 35	240 700
					47	940

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

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

Practicum (7 semesters) excluding internship

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

Clinical – 2880 (83%)

Total – 3480

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

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

4. SCHEME OF EXAMINATION

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

I SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
	Theory					
1	Communicative English	25	25		2	50
2	Applied Anatomy & Applied Physiology	25		75	3	100
3	Applied Sociology & Applied Psychology	25		75	3	100
4	Nursing Foundations I	*25				
	Practical					
5	Nursing Foundations I	*25				

***Will be added to the internal marks of Nursing Foundations II Theory and Practical respectively in the next semester (Total weightage remains the same)**

Example:

Nursing Foundations Theory: Nursing Foundations I Theory Internal marks in 1st semester will be added to Nursing Foundations II Theory Internal in the 2nd semester and average of the two semesters will be taken.

II SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	**End Semester College Exam**	**End Semester University Exam**	**Hours**	**Total Marks**
	Theory					
1	Applied Biochemistry and Applied Nutrition & Dietetics	25		75	3	100
2	Nursing Foundations (I & II)	25 I Sem-25 & II Sem-25 (with average of both)		75	3	100
3	Health/Nursing Informatics & Technology	25	25		2	50
	Practical					
4	Nursing Foundations (I & II)	50 I Sem-25 & II Sem-25		50		100

III SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	**End Semester College exam**	**End Semester University Exam**	**Hours**	**Total marks**
	Theory					
1	Applied Microbiology and Infection Control including Safety	25		75	3	100
2	Pharmacology I and Pathology I	*25				
3	Adult Health Nursing I	25		75	3	100
	Practical					
4	Adult Health Nursing I	50		50		100

***Will be added to the internal marks of Pharmacology II and Pathology II & Genetics in the next semester (Total weightage remains the same).**

IV SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	**End Semester College exam**	**End Semester University Exam**	**Hours**	**Total marks**
	Theory					
1	Pharmacology & Pathology (I & II) and Genetics	25 III Sem-25 & IV Sem-25 (with average of		75	3	100

		both)				
2	Adult Health Nursing II	25		75	3	100
3	Professionalism, Ethics and Professional Values	25	25		2	50
	Practical					
4	Adult Health Nursing II	50		50		100

V SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	**End Semester College exam**	**End Semester University Exam**	**Hours**	**Total marks**
	Theory					
1	Child Health Nursing I	*25				
2	Mental Health Nursing I	*25				
3	Community Health Nursing I including Environmental Science & Epidemiology	25		75	3	100
4	Educational Technology/Nursing Education	25		75	3	100
5	Introduction to Forensic Nursing and Indian Laws	25	25		2	50
	Practical					
6	Child Health Nursing I	*25				
7	Mental Health Nursing I	*25				
8	Community Health Nursing I	50		50		100

***Will be added to the internal marks of Child Health Nursing II and Mental Health Nursing II in both theory and practical respectively in the next semester (Total weightage remains same).**

VI SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	**End Semester College exam**	**End Semester University Exam**	**Hours**	**Total marks**
	Theory					
1	Child Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
2	Mental Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100

3	Nursing Management & Leadership	25		75	3	100
4	Midwifery/Obstetrics & Gynecology I	*25				
	Practical					
5	Child Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
6	Mental Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
7	Midwifery/Obstetrics & Gynecology I	*25				

***Will be added to Internal marks of Midwifery II theory and practical respectively in the next semester (Total weightage remains the same)**

VII SEMESTER

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

VIII SEMESTER

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

5. EXAMINATION REGULATIONS

Note:

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

21. One internal and one external examiner should jointly conduct practical examination for each student.

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

VII. ASSESSMENT GUIDELINES

1. Grading of Performance

Based on the performance, each student shall be awarded a final grade at the end of the semester for each course. Absolute grading is used by converting the marks to grade, based on predetermined class intervals.

UGC 10 point grading system is used with pass grade modified.

Letter grade	Grade point	Percentage of marks
O (Outstanding)	10	100%
A+ (Excellent)	9	90-99.99%
A (Very Good)	8	80-89.99%
B+ (Good)	7	70-79.99%
B (Above Average)	6	60-69.99%
C (Average)	5	50-59.99%
P (Pass)	4	40-49.99%
F (Fail)	0	

For Nursing Courses and all other courses – Pass is at C Grade (5 grade point) 50% and above

For English and electives – Pass is at P Grade (4 grade point) 40% and above

Computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

SPGA is the weighted average of the grade points obtained in all courses by the student during the semester (All courses excluding English and electives)

Ex. SGPA Computation

Course Number	Credit/s	Letter grade	Grade point	Credit point (Credit × grade)
1	3 (C1)	A	8 (G1)	3 × 8 = 24
2	4 (C2)	B+	7 (G2)	4 × 7 = 28
3	3 (C3)	B	6 (G3)	3 × 6 = 18

$$\text{SGPA} = \frac{C1G1 + C2G2 + C3G3}{C1 + C2 + C3}$$

$$= \frac{70}{10} = 7 \text{ (rounded off to two decimal points)}$$

Computation of CGPA

CGPA is calculated with SGPA of all semesters to two decimal points and is indicated in final grade in mark card/transcript showing grades of all 8 semesters and their courses/subjects.

CGPA reflects the failed status in case of fail till the course/s are passed.

Semester I	**Semester 2**	**Semester 3**	**Semester 4**
Credit – Cr Cr: 20 SGPA: 6.5 Cr × SGPA = 20 × 6.5	Cr: 22 SGPA: 7.0	Cr: 25 SGPA: 5.5	Cr: 26 SGPA: 6.0

$$\mathbf{CGPA} = \frac{20 \times 6.5 + 22 \times 7 + 25 \times 5.5 + 26 \times 6}{93}$$

$$= \frac{577.5}{93} = 6.2$$

Transcript Format

Based on the above recommendation on letter grades, grade points, SPGA and CGPA, the transcript shall be issued for each semester with a consolidated transcript indicating the performance in all semesters.

Declaration of Pass

First Class with Distinction – CGPA of 7.5 and above

First Class – CGPA of 6.00-7.49

Second Class – CGPA of 5.00-5.99

2. Internal Assessment and Guidelines

The marks distribution of internal assessment is shown in Appendix 1 and the specific guidelines in Appendix 2.

3. University Theory and Practical Examination Pattern

The theory question paper pattern and practical exam pattern are shown in Appendix 3.

SYLLABUS

COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits (40 hours)

DESCRIPTION: The course is designed to enable students to enhance their ability to speak and write the language (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.

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

1. Identify the significance of Communicative English for healthcare professionals.

2. Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.
3. Demonstrate attentive listening in different hypothetical situations.
4. Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or by other means.
5. Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc.
6. Analyse the situation and apply critical thinking strategies.
7. Enhance expressions through writing skills.
8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Identify the significance of communicative English	**Communication** • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals?	• Definitions with examples, illustrations and explanations • Identifying competencies/ communicative strategies in LSRW • Reading excerpts on the above and interpreting them through tasks	• Checking for understanding through tasks
II	5 (T)	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	**Introduction to LSRGW** • L – Listening: Different types of listening • S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R – Reading: Medical vocabulary, • Gr – Grammar: Understanding tenses, linkers • W – Writing simple sentences and short paragraphs – emphasis on correct grammar	• Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions	• Through 'check your understanding' exercises

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	**Attentive Listening** • Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations • Reproducing Verbatim • Listening to academic talks/ lectures • Listening to presentation	• Listening to announcements, news, documentaries with tasks based on listening • With multiple choice, Yes/No and fill in the blank activities	• Checking individually against correct answers • Listening for specific information • Listening for overall meaning and instructions • Listening to attitudes and opinions • Listening to audio, video and identify key points
IV	9 (T)	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	**Speaking – Effective Conversation** • Conversation situations – informal, formal and neutral • Factors influencing way of speaking – setting, topic, social relationship, attitude and language • Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations • Asking for information, giving instructions and directions • Agreeing and disagreeing, giving opinions • Describing people, places, events and things, narrating, reporting & reaching conclusions • Evaluating and comparing • Complaints and suggestions • Telephone conversations • Delivering presentations	• Different types of speaking activities related to the content • Guided with prompts and free discussions • Presentation techniques • Talking to peers and other adults. • Talking to patients and Patient attenders • Talking to other healthcare professionals • Classroom conversation • Scenario based learning tasks	• Individual and group/peer assessment through live speaking tests • Presentation of situation in emergency and routine • Handoff • Reporting in doctors/nurses' rounds • Case presentation • Face to face oral communication • Speaking individually (Nurse to nurse/patient/ doctor) and to others in the group • Telephonic talking
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	• **Reading** • Reading strategies, reading notes and messages • Reading relevant articles and news items • Vocabulary for everyday activities, abbreviations and medical vocabulary • Understanding visuals, graphs, figures and notes on instructions	• Detailed tasks and exercises on reading for information, inference and evaluation • Vocabulary games and puzzles for medical lexis	• Reading/ summarizing/ justifying answers orally • Patient document • Doctor's prescription of care • Journal/news

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Reading reports and interpreting them • Using idioms and phrases, spotting errors, vocabulary for presentations • Remedial Grammar	• Grammar activities	reading and interpretation • Notes/Reports
VI	5 (T)	Enhance expressions through writing skills	**Writing Skills** • Writing patient history • Note taking • Summarising • Anecdotal records • Letter writing • Diary/Journal writing • Report writing • Paper writing skills • Abstract writing	• Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar • Guided and free tasks • Different kinds of letter writing tasks	• Paper based assessment by the teacher/ trainer against set band descriptors • Presentation of situation • Documentation • Report writing • Paper writing skills • Verbatim reproducing • Letter writing • Resume/CV
VII	8 (T)	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	**LSRW Skills** • Critical thinking strategies for listening and reading • Oral reports, presentations • Writing instructions, letters and reports • Error analysis regarding LSRW	• Valuating different options/multiple answers and interpreting decisions through situational activities • Demonstration – individually and in groups • Group Discussion • Presentation • Role Play • Writing reports	• Consolidated assessment orally and through written tasks/exercises

APPLIED ANATOMY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: The course is designed to assists student to recall and further acquire the knowledge of the normal structure of human body, identify alteration in anatomical structure with emphasis on clinical application to practice nursing.

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

1. Describe anatomical terms.
2. Explain the general and microscopic structure of each system of the body.
3. Identify relative positions of the major body organs as well as their general anatomic locations.
4. Explore the effect of alterations in structure.
5. Apply knowledge of anatomic structures to analyze clinical situations and therapeutic applications.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Define the terms relative to the anatomical position Describe the anatomical planes Define and describe the terms used to describe movements Organization of human body and structure of cell, tissues membranes and glands Describe the types of cartilage Compare and contrast the features of skeletal, smooth and cardiac muscle	**Introduction to anatomical terms and organization of the human body** • Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar • Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane) • Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction • Cell structure, Cell division • Tissue – definition, types, characteristics, classification, location • Membrane, glands – classification and structure • Identify major surface and bony landmarks in each body region, Organization of human body • Hyaline, fibro cartilage, elastic cartilage • Features of skeletal, smooth and cardiac muscle • Application and implication in nursing	• Lecture cum Discussion • Use of models • Video demonstration • Use of microscopic slides • Lecture cum Discussion • Video/Slides • Anatomical Torso	• Quiz • MCQ • Short answer
II	6 (T)	Describe the structure of respiratory system Identify the muscles of respiration and examine their contribution to the mechanism of breathing	**The Respiratory system** • Structure of the organs of respiration • Muscles of respiration • Application and implication in nursing	• Lecture cum Discussion • Models • Video/Slides	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	6 (T)	Describe the structure of digestive system	**The Digestive system** • Structure of alimentary canal and accessory organs of digestion • Application and implications in nursing	• Lecture cum Discussion • Video/Slides • Anatomical Torso	• Short answer • Objective type
IV	6 (T)	Describe the structure of circulatory and lymphatic system.	**The Circulatory and Lymphatic system** • Structure of blood components, blood vessels – Arterial and Venous system • Position of heart relative to the associated structures • Chambers of heart, layers of heart • Heart valves, coronary arteries • Nerve and blood supply to heart • Lymphatic tissue • Veins used for IV injections • Application and implication in nursing	• Lecture • Models • Video/Slides	• Short answer • MCQ
V	4 (T)	Identify the major endocrine glands and describe the structure of endocrine Glands	**The Endocrine system** • Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands	• Lecture • Models/charts	• Short answer • Objective type
VI	4 (T)	Describe the structure of various sensory organs	**The Sensory organs** • Structure of skin, eye, ear, nose and tongue • Application and implications in nursing	• Lecture • Explain with Video/ models/charts	• Short answer • MCQ
VII	10 (T)	Describe anatomical position and structure of bones and joints Identify major bones that make up the axial and appendicular skeleton Classify the joints Identify the application and implications in nursing Describe the structure of muscle	**The Musculoskeletal system:** **The Skeletal system** • Anatomical positions • Bones – types, structure, growth and ossification • Axial and appendicular skeleton • Joints – classification, major joints and structure • Application and implications in nursing	• Review – discussion • Lecture • Discussions • Explain using charts, skeleton and loose bones and torso • Identifying muscles involved in nursing procedures in lab	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Apply the knowledge in performing nursing procedures/skills	**The Muscular system** • Types and structure of muscles • Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs • Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis • Major muscles involved in nursing procedures		
VIII	5 (T)	Describe the structure of renal system	**The Renal system** • Structure of kidney, ureters, bladder, urethra • Application and implication in nursing	• Lecture • Models/charts	• MCQ • Short answer
IX	5 (T)	Describe the structure of reproductive system	**The Reproductive system** • Structure of male reproductive organs • Structure of female reproductive organs • Structure of breast	• Lecture • Models/charts	• MCQ • Short answer
X	6 (T)	Describe the structure of nervous system including the distribution of the nerves, nerve plexuses Describe the ventricular system	**The Nervous system** • Review Structure of neurons • CNS, ANS and PNS (Central, autonomic and peripheral) • Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex • Ventricular system – formation, circulation, and drainage • Application and implication in nursing	• Lecture • Explain with models • Video slides	• MCQ • Short answer

Note: Few lab hours can be planned for visits, observation and handling

(less than 1 credit lab hours are not specified separately)

APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: The course is designed to assists student to acquire comprehensive knowledge of the normal functions of the organ systems of the human body to facilitate understanding of physiological basis of health, identify alteration in functions and provide the student with the necessary physiological knowledge to practice nursing.

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

1. Develop understanding of the normal functioning of various organ systems of the body.
2. Identify the relative contribution of each organ system towards maintenance of homeostasis.
3. Describe the effect of alterations in functions.
4. Apply knowledge of physiological basis to analyze clinical situations and therapeutic applications.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe the physiology of cell, tissues, membranes and glands	**General Physiology – Basic concepts** • Cell physiology including transportation across cell membrane • Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis • Cell cycle • Tissue – formation, repair • Membranes and glands – functions • Application and implication in nursing	• Review – discussion • Lecture cum Discussion • Video demonstrations	• Quiz • MCQ • Short answer
II	6 (T)	Describe the physiology and mechanism of respiration Identify the muscles of respiration and examine their contribution to the mechanism of breathing	**Respiratory system** • Functions of respiratory organs • Physiology of respiration • Pulmonary circulation – functional features • Pulmonary ventilation, exchange of gases • Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue • Regulation of respiration • Hypoxia, cyanosis, dyspnea, periodic breathing • Respiratory changes during exercise • Application and implication in nursing	• Lecture • Video slides	• Essay • Short answer • MCQ
III	8 (T)	Describe the functions of digestive system	**Digestive system** • Functions of the organs of digestive tract • Saliva – composition, regulation of secretion and functions of saliva • Composition and function of gastric juice, mechanism and regulation of gastric secretion • Composition of pancreatic juice, function, regulation of pancreatic secretion • Functions of liver, gall bladder and pancreas • Composition of bile and function • Secretion and function of small and large intestine • Movements of alimentary tract • Digestion in mouth, stomach, small intestine, large intestine, absorption of food • Application and implications in nursing	• Lecture cum Discussion • Video slides	• Essay • Short answer • MCQ
IV	6 (T)	Explain the functions of the	**Circulatory and Lymphatic system** • Functions of heart, conduction system,	• Lecture	• Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		heart, and physiology of circulation	cardiac cycle, Stroke volume and cardiac output • Blood pressure and Pulse • Circulation – principles, factors influencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate – regulation of heart rate • Normal value and variations • Cardiovascular homeostasis in exercise and posture • Application and implication in nursing	• Discussion • Video/Slides	• MCQ
V	5 (T)	Describe the composition and functions of blood	**Blood** • Blood – Functions, Physical characteristics • Formation of blood cells • Erythropoiesis – Functions of RBC, RBC life cycle • WBC – types, functions • Platelets – Function and production of platelets • Clotting mechanism of blood, clotting time, bleeding time, PTT • Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation • Blood groups and types • Functions of reticuloendothelial system, immunity • Application in nursing	• Lecture • Discussion • Videos	• Essay • Short answer • MCQ
VI	5 (T)	Identify the major endocrine glands and describe their functions	**The Endocrine system** • Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. • Other hormones • Alterations in disease • Application and implication in nursing	• Lecture • Explain using charts	• Short answer • MCQ
VII	4 (T)	Describe the structure of various sensory organs	**The Sensory Organs** • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing	• Lecture • Video	• Short answer • MCQ
VIII	6 (T)	Describe the functions of	**Musculoskeletal system**	• Lecture	• Structured essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		bones, joints, various types of muscles, its special properties and nerves supplying them	• Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing • Joints and joint movements • Alteration of joint disease • Properties and Functions of skeletal muscles – mechanism of muscle contraction • Structure and properties of cardiac muscles and smooth muscles • Application and implication in nursing	• Discussion • Video presentation	• Short answer • MCQ
IX	4 (T)	Describe the physiology of renal system	**Renal system** • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function • Application and implication in nursing	• Lecture • Charts and models	• Short answer • MCQ
X	4 (T)	Describe the structure of reproductive system	**The Reproductive system** • Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast • Male reproductive system – Spermatogenesis, hormones and its functions, semen • Application and implication in providing nursing care	• Lecture • Explain using charts, models, specimens	• Short answer • MCQ
XI	8 (T)	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	• **Nervous system** • Overview of nervous system • Review of types, structure and functions of neurons • Nerve impulse • Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum • Sensory and Motor Nervous system • Peripheral Nervous system • Autonomic Nervous system • Limbic system and higher mental Functions-Hippocampus, Thalamus, Hypothalamus • Vestibular apparatus • Functions of cranial nerves • Autonomic functions • Physiology of Pain-somatic, visceral and referred	• Lecture cum Discussion • Video slides	• Brief structured essays • Short answer • MCQ • Critical reflection

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Reflexes • CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier • Application and implication in nursing		

Note: Few lab hours can be planned for visits, observation and handling

(less than 1 credit lab hours are not specified separately)

APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: This course is designed to enable the students to develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing.

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

1. Identify the scope and significance of sociology in nursing.
2. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients.
3. Identify the impact of culture on health and illness.
4. Develop understanding about types of family, marriage and its legislation.
5. Identify different types of caste, class, social change and its influence on health and health practices.
6. Develop understanding about social organization and disorganization and social problems in India.
7. Integrate the knowledge of clinical sociology and its uses in crisis intervention.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Describe the scope and significance of sociology in nursing	**Introduction** • Definition, nature and scope of sociology • Significance of sociology in nursing	• Lecture • Discussion	• Essay • Short answer
II	15 (T)	Describe the individualization, Groups, processes of Socialization, social change and its importance	**Social structure** • Basic concept of society, community, association and institution • Individual and society • Personal disorganization • Social group – meaning, characteristics, and classification. • Social processes – definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation • Socialization – characteristics, process, agencies of socialization • Social change – nature, process, and role of nurse	• Lecture cum Discussion	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Structure and characteristics of urban, rural and tribal community. • Major health problems in urban, rural and tribal communities • Importance of social structure in nursing profession		
III	8 (T)	Describe culture and its impact on health and disease	**Culture** • Nature, characteristic and evolution of culture • Diversity and uniformity of culture • Difference between culture and civilization • Culture and socialization • Transcultural society • Culture, Modernization and its impact on health and disease	• Lecture • Panel discussion	• Essay • Short answer
IV	8 (T)	Explain family, marriage and legislation related to marriage	**Family and Marriage** • Family – characteristics, basic need, types and functions of family • Marriage – forms of marriage, social custom relating to marriage and importance of marriage • Legislation on Indian marriage and family. • Influence of marriage and family on health and health practices	• Lecture	• Essay • Short answer • Case study report
V	8 (T)	Explain different types of caste and classes in society and its influence on health	**Social stratification** • Introduction – Characteristics & forms of stratification • Function of stratification • Indian caste system – origin and characteristics • Positive and negative impact of caste in society. • Class system and status • Social mobility-meaning and types • Race – concept, criteria of racial classification • Influence of class, caste and race system on health**.**	• Lecture • Panel discussion	• Essay • Short answer • Objective type
VI	15 (T)	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	**Social organization and disorganization** • Social organization – meaning, elements and types • Voluntary associations • Social system – definition, types, role and status as structural element of social system. • Interrelationship of institutions • Social control – meaning, aims and process of social control	• Lecture • Group discussion • Observational visit	• Essay • Short answer • Objective type • Visit report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Social norms, moral and values • Social disorganization – definition, causes, Control and planning • Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 • Vulnerable group – elderly, handicapped, minority and other marginal group. • Fundamental rights of individual, women and children • Role of nurse in reducing social problem and enhance coping • Social welfare programs in India		
VII	5 (T)	Explain clinical sociology and its application in the hospital and community	**Clinical sociology** • Introduction to clinical sociology • Sociological strategies for developing services for the abused • Use of clinical sociology in crisis intervention	• Lecture, • Group discussion • Role play	• Essay • Short answer

APPLIED PSYCHOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 Hours)

DESCRIPTION: This course is designed to enable the students to develop understanding about basic concepts of psychology and its application in personal and community life, health, illness and nursing. It further provides students opportunity to recognize the significance and application of soft skills and self-empowerment in the practice of nursing.

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

1. Identify the importance of psychology in individual and professional life.
2. Develop understanding of the biological and psychological basis of human behaviour.
3. Identify the role of nurse in promoting mental health and dealing with altered personality.
4. Perform the role of nurses applicable to the psychology of different age groups.
5. Identify the cognitive and affective needs of clients.
6. Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.
7. Demonstrate basic understanding of psychological assessment and nurse's role.
8. Apply the knowledge of soft skills in workplace and society.
9. Apply the knowledge of self-empowerment in workplace, society and personal life.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Describe scope, branches and significance of psychology in nursing	**Introduction** • Meaning of Psychology • Development of psychology – Scope, branches and methods of psychology • Relationship with other subjects • Significance of psychology in nursing • Applied psychology to solve everyday issues	• Lecture cum Discussion	• Essay • Short answer
II	4 (T)	Describe biology of human behaviour	**Biological basis of behavior –Introduction** • Body mind relationship • Genetics and behaviour • Inheritance of behaviour • Brain and behaviour. • Psychology and sensation – sensory process – normal and abnormal	• Lecture • Discussion	• Essay • Short answer
III	5 (T)	Describe mentally healthy person and defense mechanisms	**Mental health and mental hygiene** • Concept of mental health and mental hygiene • Characteristic of mentally healthy person • Warning signs of poor mental health • Promotive and preventive mental health strategies and services • Defense mechanism and its implication • Frustration and conflict – types of conflicts and measurements to overcome • Role of nurse in reducing frustration and conflict and enhancing coping • Dealing with ego	• Lecture • Case discussion • Role play	• Essay • Short answer • Objective type
IV	7 (T)	Describe psychology of people in different age groups and role of nurse	**Developmental psychology** • Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying • Role of nurse in supporting normal growth and development across the life span • Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult • Introduction to child psychology and role of nurse in meeting the psychological needs of	• Lecture • Group • discussion	• Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			children • Psychology of vulnerable individuals – challenged, women, sick etc. • Role of nurse with vulnerable groups		
V	4 (T)	Explain personality and role of nurse in identification and improvement in altered personality	**Personality** • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality – Introduction • Alteration in personality • Role of nurse in identification of individual personality and improvement in altered personality	• Lecture • Discussion • Demonstration	• Essay and short answer • Objective type
VI	16 (T)	Explain cognitive process and their applications	**Cognitive process** • **Attention** – definition, types, determinants, duration, degree and alteration in attention • **Perception –** Meaning of Perception, principles, factor affecting perception, • **Intelligence** – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies • **Learning –** Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation • **Memory**-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting • **Thinking** – types, level, reasoning and problem solving. • **Aptitude** – concept, types, individual differences and variability • Psychometric assessment of cognitive processes – Introduction • Alteration in cognitive processes	• Lecture • Discussion	• Essay and short answer • Objective type
VII	6 (T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	**Motivation and emotional processes** • **Motivation** – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives • **Emotions –** Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other • Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping	• Lecture • Group discussion	• Essay and short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• **Attitudes** – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness • Psychometric assessment of emotions and attitude – Introduction • Role of nurse in caring for emotionally sick client		
VIII	4 (T)	Explain psychological assessment and tests and role of nurse	**Psychological assessment and tests – introduction** • Types, development, characteristics, principles, uses, interpretation • Role of nurse in psychological assessment	• Lecture • Discussion • Demonstration	• Short answer • Assessment of practice
IX	10 (T)	Explain concept of soft skill and its application in work place and society	**Application of soft skill** • Concept of soft skill • Types of soft skill – visual, aural and communication skill • The way of communication • Building relationship with client and society • **Interpersonal Relationships (IPR):** Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers • Survival strategies – managing time, coping stress, resilience, work – life balance • Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc. • Use of soft skill in nursing	• Lecture • Group discussion • Role play • Refer/Complete Soft skills module	• Essay and short answer
X	2 (T)	Explain self-empowerment	**Self-empowerment** • Dimensions of self-empowerment • Self-empowerment development • Importance of women's empowerment in society • Professional etiquette and personal grooming • Role of nurse in empowering others	• Lecture • Discussion	• Short answer • Objective type

NURSING FOUNDATION - I (including First Aid module)

PLACEMENT: I SEMESTER

THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab: 2 Credits (80 hours) and Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

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

1. Develop understanding about the concept of health, illness and scope of nursing within health care services.
2. Apply values, code of ethics and professional conduct in professional life.
3. Apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members.
4. Develop skill in recording and reporting.
5. Demonstrate competency in monitoring and documenting vital signs.
6. Describe the fundamental principles and techniques of infection control and biomedical waste management.
7. Identify and meet the comfort needs of the patients.
8. Perform admission, transfer, and discharge of a patient under supervision applying the knowledge.
9. Demonstrate understanding and application of knowledge in caring for patients with restricted mobility.
10. Perform first aid measures during emergencies.
11. Identify the educational needs of patients and demonstrate basic skills of patient education.

***Mandatory Module used in Teaching/Learning:**

First Aid: 40 Hours (including Basic CPR)

COURSE OUTLINE

T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Describe the concept of health and illness	**Introduction to health and illness** • Concept of Health – Definitions (WHO), Dimensions • Maslow's hierarchy of needs • Health – Illness continuum • Factors influencing health • Causes and risk factors for developing illnesses • Illness – Types, illness behavior • Impact of illness on patient and family	• Lecture • Discussion	• Essay • Short answer • Objective type
II	5 (T)	Describe the levels of illness prevention and care, health care services	**Health Care Delivery Systems –** ***Introduction of Basic Concepts & Meanings*** • Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary • Levels of Care – Primary, Secondary and Tertiary • Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities • Hospitals – Types, Organization and	• Lecture • Discussion	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Functions • Health care teams in hospitals – members and their role		
III	12 (T)	Trace the history of Nursing Explain the concept, nature and scope of nursing Describe values, code of ethics and professional conduct for nurses in India	**History of Nursing and Nursing as a profession** • History of Nursing, History of Nursing in India • Contributions of Florence Nightingale • Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel • Nursing as a profession – definition and characteristics/criteria of profession • Values – Introduction – meaning and importance • Code of ethics and professional conduct for nurses – Introduction	• Lecture • Discussion • Case discussion • Role plays	• Essay • Short answers • Objective type
IV	8 (T) 3 (SL)	Describe the process, principles, and types of communication Explain therapeutic, non-therapeutic and professional communication Communicate effectively with patients, their families and team members	**Communication and Nurse Patient Relationship** • Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication • Methods of effective communication/therapeutic communication techniques • Barriers to effective communication/non-therapeutic communication techniques • Professional communication • Helping Relationships (Nurse Patient Relationship) – Purposes and Phases • Communicating effectively with patient, families and team members • Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly)	• Lecture • Discussion • Role play and video film on Therapeutic Communication	• Essay • Short answer • Objective type
V	4 (T) 2 (SL)	Describe the purposes, types and techniques of recording and reporting Maintain records and reports accurately	**Documentation and Reporting** • Documentation – Purposes of Reports and Records • Confidentiality • Types of Client records/Common Record-keeping forms • Methods/Systems of documentation/Recording	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Guidelines for documentation • Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording • Reporting – Change of shift reports, Transfer reports, Incident reports		
VI	15 (T) 20 (SL)	Describe principles and techniques of monitoring and maintaining vital signs Assess and record vital signs accurately	**Vital signs** • Guidelines for taking vital signs • *Body temperature* – o Definition, Physiology, Regulation, Factors affecting body temperature o Assessment of body temperature – sites, equipment and technique o Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia o Fever/Pyrexia – Definition, Causes, Stages, Types • Nursing Management o Hot and Cold applications • *Pulse*: o Definition, Physiology and Regulation, Characteristics, Factors affecting pulse o Assessment of pulse – sites, equipment and technique o Alterations in pulse • *Respiration:* o Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration o Assessment of respirations – technique o Arterial Oxygen saturation o Alterations in respiration • *Blood pressure*: o Definition, Physiology and Regulation, Characteristics, Factors affecting BP o Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment o Alterations in Blood Pressure • Documenting Vital Signs	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type • Document the given values of temperature, pulse, and respiration in the graphic sheet • OSCE
VII	3 (T)	Maintain equipment and linen	**Equipment and Linen** • Types – Disposables and reusable o Linen, rubber goods, glassware, metal, plastics, furniture • Introduction – Indent, maintenance, Inventory		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VIII	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management	**Introduction to Infection Control in Clinical setting Infection** • Nature of infection • Chain of infection • Types of infection • Stages of infection • Factors increasing susceptibility to infection • Body defenses against infection – Inflammatory response & Immune response • Health care associated infection (Nosocomial infection) **Introductory concept of Asepsis – Medical & Surgical asepsis** ***Precautions*** • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions ***Biomedical Waste management*** • Types of hospital waste, waste segregation and hazards – Introduction	• Lecture • Discussion • Demonstration • Observation of autoclaving and other sterilization techniques • Video presentation on medical & surgical asepsis	• Essay • Short answer • Objective type
IX	15 (T) 15 (SL)	Identify and meet the comfort needs of the patients	***Comfort, Rest & Sleep and Pain*** • Comfort o Factors Influencing Comfort o Types of beds including latest beds, purposes & bed making o Therapeutic positions o Comfort devices • Sleep and Rest o Physiology of sleep o Factors affecting sleep o Promoting Rest and sleep o Sleep Disorders • Pain (Discomfort) o Physiology o Common cause of pain o Types o Assessment – pain scales and narcotic scales	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			○ Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA ○ Invasive techniques of pain management ○ Any other newer measures ○ CAM (Complementary & Alternative healing Modalities)		
X	5 (T) 3 (SL)	Describe the concept of patient environment	**Promoting Safety in Health Care Environment** • Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control • Reduction of Physical hazards – fire, accidents • Fall Risk Assessment • Role of nurse in providing safe and clean environment • Safety devices – ○ Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints-Skill and Practice guidelines ○ Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc.	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type
XI	6 (T) 2 (SL)	Explain and perform admission, transfer, and discharge of a patient	**Hospital Admission and discharge** • Admission to the hospital Unit and preparation of unit ○ Admission bed ○ Admission procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse • Discharge from the hospital ○ Types – Planned discharge, LAMA and Abscond, Referrals and transfers ○ Discharge Planning ○ Discharge procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse ○ Care of the unit after discharge	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type
XII	8 (T) 10 (SL)	Demonstrate skill in caring for patients with restricted mobility	**Mobility and Immobility** • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement	• Lecture • Discussion • Demonstration &	• Essay • Short answer • Objective

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Principles of body mechanics • Factors affecting Body Alignment and activity • Exercise – Types and benefits • Effects of Immobility • Maintenance of normal Body Alignment and Activity • Alteration in Body Alignment and mobility • Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method o Range of motion exercises o Muscle strengthening exercises o Maintaining body alignment – positions o Moving o Lifting o Transferring o Walking • Assisting clients with ambulation • Care of patients with Immobility using Nursing process approach • Care of patients with casts and splints	Re-demonstration	type • OSCE
XIII	4 (T) 2 (SL)	Describe the principles and practice of patient education	**Patient education** • Patient Teaching – Importance, Purposes, Process • Integrating nursing process in patient teaching	• Discussion • Role plays	• Essay • Short answer • Objective type
XIV	20 (T) 20 (SL)	Explain and apply principles of First Aid during emergencies	**First Aid*** • Definition, Basic Principles, Scope & Rules • First Aid Management o Wounds, Hemorrhage & Shock o Musculoskeletal Injuries – Fractures, Dislocation, Muscle injuries o Transportation of Injured persons o Respiratory Emergencies & Basic CPR o Unconsciousness o Foreign Bodies – Skin, Eye, Ear, Nose, Throat & Stomach o Burns & Scalds o Poisoning, Bites & Stings o Frostbite & Effects of Heat o Community Emergencies	• Lecture • Discussion • Demonstration & Re-demonstration • Module completion • National Disaster Management Authority (NDMA) / Indian Red Cross Society (IRCS) First Aid module	• Essay • Short answer • Objective type • OSCE

*Mandatory module

CLINICAL PRACTICUM

Clinical Practicum: 2 Credits (160 hours), 10 weeks × 16 hours per week

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will be able to

1. Maintain effective human relations (projecting professional image)
2. Communicate effectively with patient, families and team members
3. Demonstrate skills in techniques of recording and reporting
4. Demonstrate skill in monitoring vital signs
5. Care for patients with altered vital signs
6. Demonstrate skill in implementing standard precautions and use of PPE
7. Demonstrate skill in meeting the comfort needs of the patients
8. Provide safe and clean environment
9. Demonstrate skill in admission, transfer, and discharge of a patient
10. Demonstrate skill in caring for patients with restricted mobility
11. Plan and provide appropriate health teaching following the principles
12. Acquire skills in assessing and performing First Aid during emergencies.

SKILL LAB

Use of Mannequins and Simulators

S.No.	Competencies	Mode of Teaching
1.	Therapeutic Communication and Documentation	Role Play
2.	Vital signs	Simulator/Standardized patient
3.	Medical and Surgical Asepsis	Videos/Mannequin
4.	Pain Assessment	Standardized patient
5.	Comfort Devices	Mannequin
6.	Therapeutic Positions	Mannequin
7.	Physical Restraints and Side rails	Mannequin
8.	ROM Exercises	Standardized patient
9.	Ambulation	Standardized patient
10.	Moving and Turning patients in bed	Mannequin
11.	Changing position of helpless patients	Mannequin/Standardized patient
12.	Transferring patients bed to stretcher/wheel chair	Mannequin/Standardized patient
13.	Admission, Transfer, Discharge & Health Teaching	Role Play

CLINICAL POSTINGS – General Medical/Surgical Wards

10 weeks × 16 hours/week = 160 Hours

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	2	Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of recording and reporting	**Communication and Nurse patient relationship** • Maintaining Communication with patient and family and interpersonal relationship • Documentation and Reporting o Documenting patient care and procedures o Verbal report o Written report		• OSCE
	2	Demonstrate skill in monitoring vital signs Care for patients with altered vital signs Demonstrate skill in implementing standard precautions and use of PPE	*Vital signs* • Monitor/measure and document vital signs in a graphic sheet o Temperature (oral, tympanic, axillary) o Pulse (Apical and peripheral pulses) o Respiration o Blood pressure o Pulse oximetry • Interpret and report alteration • Cold Applications – Cold Compress, Ice cap, Tepid Sponging • Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter *Infection control in Clinical settings* • Hand hygiene • Use of PPE	• Care of patients with alterations in vital signs- 1	• Assessment of clinical skills using checklist • OSCE
	3	Demonstrate skill in meeting the comfort needs of the patients	**Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment** *Comfort, Rest & Sleep* • Bed making- o Open o Closed o Occupied o Post-operative		• Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Provide safe and clean environment	○ Cardiac bed ○ Fracture bed • Comfort devices ○ Pillows ○ Over bed table/cardiac table ○ Back rest ○ Bed Cradle • Therapeutic Positions ○ Supine ○ Fowlers (low, semi, high) ○ Lateral ○ Prone ○ Sim's ○ Trendelenburg ○ Dorsal recumbent ○ Lithotomy ○ Knee chest *Pain* • Pain assessment and provision for comfort *Promoting Safety in Health Care Environment* • Care of Patient's Unit • Use of Safety devices: ○ Side Rails • Restraints (Physical) • Fall risk assessment and Post Fall Assessment	• Fall risk assessment-1	
	2	Demonstrate skill in admission, transfer, and discharge of a patient	**Hospital Admission and discharge, Mobility and Immobility and Patient education** *Hospital Admission and discharge* Perform & Document: • Admission • Transfer • Planned Discharge		• Assessment of clinical skills using checklist • OSCE
		Demonstrate skill in caring for patients with restricted mobility	*Mobility and Immobility* • Range of Motion Exercises • Assist patient in: ○ Moving	• Individual teaching-1	• Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Plan and provide appropriate health teaching following the principles	○ Turning ○ Logrolling • Changing position of helpless patient • Transferring (Bed to and from chair/wheelchair/ stretcher) *Patient education*		
	1	Demonstrate skills in assessing and performing First Aid during emergencies	**First aid and Emergencies** • Bandaging Techniques ○ Basic Bandages: ▪ Circular ▪ Spiral ▪ Reverse-Spiral ▪ Recurrent ▪ Figure of Eight ○ Special Bandages: ▪ Caplin ▪ Eye/Ear Bandage ▪ Jaw Bandage ▪ Shoulder Spica ▪ Thumb spica ▪ Triangular Bandage/ Sling (Head & limbs) ▪ Binders	• Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab)	• Assessment of clinical skills using checklist • OSCE (first aid competencies)

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

THEORY: 2 credits (40 hours) (includes lab hours also)

DESCRIPTION: The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing.

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

1. Describe the metabolism of carbohydrates and its alterations.
2. Explain the metabolism of lipids and its alterations.
3. Explain the metabolism of proteins and amino acids and its alterations.
4. Explain clinical enzymology in various disease conditions.
5. Explain acid base balance, imbalance and its clinical significance.
6. Describe the metabolism of hemoglobin and its clinical significance.
7. Explain different function tests and interpret the findings.
8. Illustrate the immunochemistry.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Describe the metabolism of carbohydrates and its alterations	**Carbohydrates** • Digestion, absorption and metabolism of carbohydrates and related disorders • Regulation of blood glucose • Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief • Investigations of Diabetes Mellitus o OGTT – Indications, Procedure, Interpretation and types of GTT curve o Mini GTT, extended GTT, GCT, IV GTT o HbA1c (Only definition) • Hypoglycemia – Definition & causes	• Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests	• Essay • Short answer • Very short answer
II	8 (T)	Explain the metabolism of lipids and its alterations	**Lipids** • Fatty acids – Definition, classification • Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids • Digestion, absorption & metabolism of lipids & related disorders • Compounds formed from cholesterol • Ketone bodies (name, types & significance only) • Lipoproteins – types & functions (metabolism not required) • Lipid profile • Atherosclerosis (in brief)	• Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests	• Essay • Short answer • Very short answer
III	9 (T)	Explain the metabolism of amino acids and proteins Identify alterations in disease conditions	**Proteins** • Classification of amino acids based on nutrition, metabolic rate with examples • Digestion, absorption & metabolism of protein & related disorders • Biologically important compounds synthesized from various amino acids (only names) • In born errors of amino acid metabolism – only aromatic amino acids (in brief) • Plasma protein – types, function & normal values • Causes of proteinuria, hypoproteinemia, hyper-gamma globinemia • Principle of electrophoresis, normal & abnormal electrophoretic patterns (in	• Lecture cum Discussion • Explain using charts, models and slides	• Essay • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			brief)		
IV	4 (T)	Explain clinical enzymology in various disease conditions	**Clinical Enzymology** • Isoenzymes – Definition & properties • Enzymes of diagnostic importance in o Liver Diseases – ALT, AST, ALP, GGT o Myocardial infarction – CK, cardiac troponins, AST, LDH o Muscle diseases – CK, Aldolase o Bone diseases – ALP o Prostate cancer – PSA, ACP	• Lecture cum Discussion • Explain using charts and slides	• Essay • Short answer • Very short answer
V	3 (T)	Explain acid base balance, imbalance and its clinical significance	**Acid base maintenance** • pH – definition, normal value • Regulation of blood pH – blood buffer, respiratory & renal • ABG – normal values • Acid base disorders – types, definition & causes	• Lecture cum Discussion • Explain using charts and slides	• Short answer • Very short answer
VI	2 (T)	Describe the metabolism of hemoglobin and its clinical significance	**Heme catabolism** • Heme degradation pathway • Jaundice – type, causes, urine & blood investigations (van den berg test)	• Lecture cum Discussion • Explain using charts and slides	• Short answer • Very short answer
VII	3 (T)	Explain different function tests and interpret the findings	**Organ function tests (biochemical parameters & normal values only)** • Renal • Liver • Thyroid	• Lecture cum Discussion • Visit to Lab • Explain using charts and slides	• Short answer • Very short answer
VIII	3 (T)	Illustrate the immunochemistry	**Immunochemistry** • Structure & functions of immunoglobulin • Investigations & interpretation – ELISA	• Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests	• Short answer • Very short answer

Note: Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately).

APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER

THEORY: 3 credits (60 hours)

Theory : 45 hours

Lab : 15 hours

DESCRIPTION: The course is designed to assist the students to acquire basic knowledge and understanding of the principles of Nutrition and Dietetics and apply this knowledge in the practice of Nursing.

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

1. Identify the importance of nutrition in health and wellness.
2. Apply nutrient and dietary modifications in caring patients.
3. Explain the principles and practices of Nutrition and Dietetics.
4. Identify nutritional needs of different age groups and plan a balanced diet for them.
5. Identify the dietary principles for different diseases.
6. Plan therapeutic diet for patients suffering from various disease conditions.
7. Prepare meals using different methods and cookery rules.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to Health	**Introduction to Nutrition** ***Concepts*** • Definition of Nutrition & Health • Malnutrition – Under Nutrition & Over Nutrition • Role of Nutrition in maintaining health • Factors affecting food and nutrition ***Nutrients*** • Classification • Macro & Micronutrients • Organic & Inorganic • Energy Yielding & Non-Energy Yielding ***Food*** • Classification – Food groups • Origin	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short answer
II	3 (T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates Explain BMR and factors affecting BMR	**Carbohydrates** • Composition – Starches, sugar and cellulose • Recommended Daily Allowance (RDA) • Dietary sources • Functions **Energy** • Unit of energy – Kcal • Basal Metabolic Rate (BMR) • Factors affecting BMR	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
III	3 (T)	Describe the classification, Functions, sources	**Proteins** • Composition	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		and RDA of proteins.	• Eight essential amino acids • Functions • Dietary sources • Protein requirements – RDA	• Models • Display of food items	answer
IV	2 (T)	Describe the classification, Functions, sources and RDA of fats	**Fats** • Classification – Saturated & unsaturated • Calorie value • Functions • Dietary sources of fats and fatty acids • Fat requirements – RDA	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
V	3 (T)	Describe the classification, functions, sources and RDA of vitamins	**Vitamins** • Classification – fat soluble & water soluble • Fat soluble – Vitamins A, D, E, and K • Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C) • Functions, Dietary Sources & Requirements – RDA of every vitamin	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
VI	3 (T)	Describe the classification, functions, sources and RDA of minerals	**Minerals** • Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements • Functions • Dietary Sources • Requirements – RDA	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Short answer • Very short answer
VII	7 (T) 8 (L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	**Balanced diet** • Definition, principles, steps • Food guides – Basic Four Food Groups • RDA – Definition, limitations, uses • Food Exchange System • Calculation of nutritive value of foods • Dietary fibre **Nutrition across life cycle** • Meal planning/Menu planning – Definition, principles, steps • Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods • Diet plan for different age groups –	• Lecture cum Discussion • Meal planning • Lab session on o Preparation of balanced diet for different categories o Low cost nutritious dishes	• Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Children, adolescents and elderly • Diet in pregnancy – nutritional requirements and balanced diet plan • Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling • Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning		
VIII	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	**Nutritional deficiency disorders** • Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role • Childhood obesity – signs & symptoms, assessment, management & prevention and nurses' role • Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders –causes, signs & symptoms, management & prevention and nurses' role • Mineral deficiency diseases – iron, iodine and calcium deficiencies –causes, signs & symptoms, management & prevention and nurses' role	• Lecture cum Discussion • Charts/Slides • Models	• Essay • Short answer • Very short answer
IX	4 (T) 7 (L)	Principles of diets in various diseases	**Therapeutic diets** • Definition, Objectives, Principles • Modifications – Consistency, Nutrients, • Feeding techniques. • Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post-operative period	• Lecture cum Discussion • Meal planning • Lab session on preparation of therapeutic diets	• Essay • Short answer • Very short answer
X	3 (T)	Describe the rules and preservation of nutrients	**Cookery rules and preservation of nutrients** • Cooking – Methods, Advantages and Disadvantages • Preservation of nutrients • Measures to prevent loss of nutrients during preparation • Safe food handling and Storage of foods • Food preservation • Food additives and food adulteration • Prevention of Food Adulteration Act (PFA) • Food standards	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XI	4 (T)	Explain the methods of nutritional assessment and nutrition education	**Nutrition assessment and nutrition education** • Objectives of nutritional assessment • Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method • Nutrition education – purposes, principles and methods	• Lecture cum Discussion • Demonstration • Writing nutritional assessment report	• Essay • Short answer • Evaluation of Nutritional assessment report
XII	3 (T)	Describe nutritional problems in India and nutritional programs	**National Nutritional Programs and role of nurse** • Nutritional problems in India • National nutritional policy • *National nutritional programs* – Vitamin A Supplementation, Anemia Mukt Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced • Role of nurse in every program	• Lecture cum Discussion	• Essay • Short answer • Very short answer
XIII	2 (T)	Discuss the importance of food hygiene and food safety Explain the Acts related to food safety	**Food safety** • Definition, Food safety considerations & measures • Food safety regulatory measures in India – Relevant Acts • Five keys to safer food • Food storage, food handling and cooking • General principles of food storage of food items (ex. milk, meat) • Role of food handlers in food borne diseases • Essential steps in safe cooking practices	• Guided reading on related acts	• Quiz • Short answer

Food born diseases and food poisoning are dealt in Community Health Nursing I.

NURSING FOUNDATION - II (including Health Assessment Module)

PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab: 3 Credits (120 hours), Clinical: 4 Credits (320 hours)

DESCRIPTION: This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

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

1. Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings

2. Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings
3. Assess the Nutritional needs of patients and provide relevant care under supervision
4. Identify and meet the hygienic needs of patients
5. Identify and meet the elimination needs of patient
6. Interpret findings of specimen testing applying the knowledge of normal values
7. Promote oxygenation based on identified oxygenation needs of patients under supervision
8. Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology
9. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication
10. Calculate conversions of drugs and dosages within and between systems of measurements
11. Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness
12. Explain loss, death and grief
13. Describe sexual development and sexuality
14. Identify stressors and stress adaptation modes
15. Integrate the knowledge of culture and cultural differences in meeting the spiritual needs
16. Explain the introductory concepts relevant to models of health and illness in patient care

***Mandatory Module used in Teaching/Learning:**

Health Assessment Module: 40 hours

COURSE OUTLINE

T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	**Health Assessment** • Interview techniques • Observation techniques • Purposes of health assessment • Process of Health assessment o Health history o Physical examination: ▪ Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction ▪ Preparation for examination: patient and unit ▪ General assessment ▪ Assessment of each body system ▪ Documenting health assessment findings	• Modular Learning ***Health Assessment Module** • Lecture cum Discussion • Demonstration	• Essay • Short answer • Objective type • OSCE
II	13 (T) 8 (SL)	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process	**The Nursing Process** • Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing • Nursing Process Overview	• Lecture • Discussion • Demonstration • Supervised Clinical Practice	• Essay • Short answer • Objective type • Evaluation of care plan

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		approach	○ **Assessment** ▪ Collection of Data: Types, Sources, Methods ▪ Organizing Data ▪ Validating Data ▪ Documenting Data ○ **Nursing Diagnosis** ▪ Identification of client problems, risks and strengths ▪ Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis ▪ NANDA approved diagnoses ▪ Difference between medical and nursing diagnosis ○ **Planning** ▪ Types of planning ▪ Establishing Priorities ▪ Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements ▪ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders ▪ Introduction to Nursing Intervention Classification and Nursing Outcome Classification ▪ Guidelines for writing care plan ○ **Implementation** ▪ Process of Implementing the plan of care ▪ Types of care – Direct and Indirect ○ **Evaluation** ▪ Evaluation Process, Documentation and Reporting		
III	5 (T) 5 (SL)	Identify and meet the Nutritional needs of patients	**Nutritional needs** • Importance • Factors affecting nutritional needs • Assessment of nutritional status • *Review:* special diets – Solid, Liquid, Soft • *Review* on therapeutic diets • Care of patient with Dysphagia,	• Lecture • Discussion • Demonstration • Exercise • Supervised Clinical practice	• Essay • Short answer • Objective type • Evaluation of nutritional assessment & diet planning

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Anorexia, Nausea, Vomiting • Meeting Nutritional needs: Principles, equipment, procedure, indications o Oral o Enteral: Nasogastric/ Orogastric o Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy o Parenteral – TPN (Total Parenteral Nutrition)		
IV	5 (T) 15 (SL)	Identify and meet the hygienic needs of patients	**Hygiene** • Factors Influencing Hygienic Practice • Hygienic care: Indications and purposes, effects of neglected care o Care of the Skin – (Bath, feet and nail, Hair Care) o Care of pressure points o Assessment of Pressure Ulcers using Braden Scale and Norton Scale o Pressure ulcers – causes, stages and manifestations, care and prevention o Perineal care/Meatal care o Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • OSCE
V	10 (T) 10 (SL)	Identify and meet the elimination needs of patient	**Elimination needs** • Urinary Elimination o Review of Physiology of Urine Elimination, Composition and characteristics of urine o Factors Influencing Urination o Alteration in Urinary Elimination o Facilitating urine elimination: assessment, types, equipment, procedures and special considerations o Providing urinal/bed pan o Care of patients with ▪ Condom drainage ▪ Intermittent Catheterization ▪ Indwelling Urinary catheter and urinary drainage ▪ Urinary diversions ▪ Bladder irrigation	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Bowel Elimination o Review of Physiology of Bowel Elimination, Composition and characteristics of feces o Factors affecting Bowel elimination o Alteration in Bowel Elimination o Facilitating bowel elimination: Assessment, equipment, procedures ▪ Enemas ▪ Suppository ▪ Bowel wash ▪ Digital Evacuation of impacted feces ▪ Care of patients with Ostomies (Bowel Diversion Procedures)		
VI	3 (T) 4 (SL)	Explain various types of specimens and identify normal values of tests Develop skill in specimen collection, handling and transport	**Diagnostic testing** • Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications o Complete Blood Count o Serum Electrolytes o LFT o Lipid/Lipoprotein profile o Serum Glucose – AC, PC, HbA1c o Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS) o Stool Routine Examination o Urine Testing – Albumin, Acetone, pH, Specific Gravity o Urine Culture, Routine, Timed Urine Specimen o Sputum culture o Overview of Radiologic & Endoscopic Procedures	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type
VII	11 (T) 10 (SL)	Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy	**Oxygenation needs** • Review of Cardiovascular and Respiratory Physiology • Factors affecting respiratory functioning • Alterations in Respiratory Functioning • Conditions affecting o Airway o Movement of air	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			○ Diffusion ○ Oxygen transport • Alterations in oxygenation • Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure ○ Maintenance of patent airway ○ Oxygen administration ○ Suctioning – oral, tracheal ○ Chest physiotherapy – Percussion, Vibration & Postural drainage ○ Care of Chest drainage – principles & purposes ○ Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation • Restorative & continuing care ○ Hydration ○ Humidification ○ Coughing techniques ○ Breathing exercises ○ Incentive spirometry		
VIII	5 (T) 10 (SL)	Describe the concept of fluid, electrolyte balance	**Fluid, Electrolyte, and Acid – Base Balances** • Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances • Factors Affecting Fluid, Electrolyte and Acid-Base Balances • Disturbances in fluid volume: ○ Deficit ▪ Hypovolemia ▪ Dehydration ○ Excess ▪ Fluid overload ▪ Edema • Electrolyte imbalances (hypo and hyper) ○ Acid-base imbalances ▪ Metabolic – acidosis & alkalosis ▪ Respiratory – acidosis & alkalosis ○ Intravenous therapy	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • Problem solving – calculations

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			▪ Peripheral venipuncture sites ▪ Types of IV fluids ▪ Calculation for making IV fluid plan ▪ Complications of IV fluid therapy ▪ Measuring fluid intake and output ▪ Administering Blood and Blood components ▪ Restricting fluid intake ▪ Enhancing Fluid intake		
IX	20 (T) 22 (SL)	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of measurements Administer oral and topical medication and document accurately under supervision	**Administration of Medications** • Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • Factors influencing Medication Action • Medication orders and Prescriptions • Systems of measurement • Medication dose calculation • Principles, 10 rights of Medication Administration • Errors in Medication administration • Routes of administration • Storage and maintenance of drugs and Nurses responsibility • Terminologies and abbreviations used in prescriptions and medications orders • Developmental considerations • Oral, Sublingual and Buccal routes: Equipment, procedure • Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. • Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes • Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules o Care of equipment: decontamination and disposal of syringes, needles,	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			infusion sets o Prevention of Needle-Stick Injuries • Topical Administration: Types, purposes, site, equipment, procedure o Application to skin & mucous membrane o Direct application of liquids, Gargle and swabbing the throat o Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina o Instillations: Ear, Eye, Nasal, Bladder, and Rectal o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal o Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered • Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial		
X	5 (T) 6 (SL)	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	**Sensory needs** • Introduction • Components of sensory experience – Reception, Perception & Reaction • Arousal Mechanism • Factors affecting sensory function • Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty • Management o Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) **Care of Unconscious Patients** • Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations • Assessment and nursing management of patient with unconsciousness, complications	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XI	4 (T) 6 (SL)	Explain loss, death and grief	**Care of Terminally ill, death and dying** • Loss – Types • Grief, Bereavement & Mourning • Types of Grief responses • Manifestations of Grief • Factors influencing Loss & Grief Responses • Theories of Grief & Loss – Kubler Ross • 5 Stages of Dying • The R Process model (Rando's) • Death – Definition, Meaning, Types (Brain & Circulatory Deaths) • Signs of Impending Death • Dying patient's Bill of Rights • Care of Dying Patient • Physiological changes occurring after Death • Death Declaration, Certification • Autopsy • Embalming • Last office/Death Care • Counseling & supporting grieving relatives • Placing body in the Mortuary • Releasing body from Mortuary • Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia	• Lecture • Discussion • Case discussions • Death care/last office	• Essay • Short answer • Objective type
			PSYCHOSOCIAL NEEDS (A-D)		
XII	3 (T)	Develop basic understanding of self-concept	**A. Self-concept** • Introduction • Components (Personal Identity, Body Image, Role Performance, Self Esteem) • Factors affecting Self Concept • Nursing Management	• Lecture • Discussion • Demonstration • Case Discussion/ Role play	• Essay • Short answer • Objective type
XIII	2 (T)	Describe sexual development and sexuality	**B. Sexuality** • Sexual development throughout life • Sexual health • Sexual orientation • Factors affecting sexuality	• Lecture • Discussion	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse • Dealing with inappropriate sexual behavior		
XIV	2 (T) 4 (SL)	Describe stress and adaptation	**C. Stress and Adaptation – Introductory concepts** • Introduction • Sources, Effects, Indicators & Types of Stress • Types of stressors • Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS) • Manifestation of stress – Physical & psychological • Coping strategies/ Mechanisms • Stress Management o Assist with coping and adaptation o Creating therapeutic environment • Recreational and diversion therapies	• Lecture • Discussion	• Essay • Short answer • Objective type
XV	6 (T)	Explain culture and cultural norms Integrate cultural differences and spiritual needs in providing care to patients under supervision	**D. Concepts of Cultural Diversity and Spirituality** • Cultural diversity o Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation o Transcultural Nursing o Cultural Competence o Providing Culturally Responsive Care • Spirituality o Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing o Factors affecting Spirituality o Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience o Dealing with Spiritual Distress/Problems	• Lecture • Discussion	• Essay • Short answer • Objective type
XVI	6 (T)	Explain the significance of nursing theories	**Nursing Theories: Introduction** • Meaning &Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy • Use of theories in nursing practice	• Lecture • Discussion	• Essay • Short answer • Objective type

CLINICAL PRACTICUM

Clinical: 4 Credits (320 hours)

PRACT|ICE COMPETENCIES: On completion of the course, the student will be able to

1. Perform health assessment of each body system
2. Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach
3. Identify and meet the Nutritional needs of patients
4. Implement basic nursing techniques in meeting hygienic needs of patients
5. Plan and Implement care to meet the elimination needs of patient
6. Develop skills in instructing and collecting samples for investigation.
7. Perform simple lab tests and analyze & interpret common diagnostic values
8. Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation
9. Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances
10. Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness
11. Care for terminally ill and dying patients

SKILL LAB

Use of Mannequins and Simulators

S.No.	Competencies	Mode of Teaching
1.	Health Assessment	Standardized Patient
2.	Nutritional Assessment	Standardized Patient
3.	Sponge bath, oral hygiene, perineal care	Mannequin
4.	Nasogastric tube feeding	Trainer/ Simulator
5.	Providing bed pan & urinal	Mannequin
6.	Catheter care	Catheterization Trainer
7.	Bowel wash, enema, insertion of suppository	Simulator/ Mannequin
8.	Oxygen administration – face mask, venture mask, nasal prongs	Mannequin
9.	Administration of medication through Parenteral route – IM, SC, ID, IV	IM injection trainer, ID injection trainer, IV arm (Trainer)
10.	Last Office	Mannequin

CLINICAL POSTINGS – General Medical/Surgical Wards

(16 weeks × 20 hours per week = 320 hours)

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	3	Perform health assessment of each body system	**Health Assessment** • Nursing/Health history taking • Perform physical examination: o General	• History Taking – 2 • Physical examination – 2	• Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
			○ Body systems • Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction • Identification of system wise deviations • Documentation of findings		
	1	Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	**The Nursing Process** • Prepare Nursing care plan for the patient based on the given case scenario	• Nursing process – 1	• Evaluation of Nursing process with criteria
	2	Identify and meet the Nutritional needs of patients Implement basic nursing techniques in meeting hygienic needs of patients	**Nutritional needs, Elimination needs& Diagnostic testing** *Nutritional needs* • Nutritional Assessment • Preparation of Nasogastric tube feed • Nasogastric tube feeding *Hygiene* • Care of Skin & Hair: – Sponge Bath/ Bed bath – Care of pressure points & back massage • Pressure sore risk assessment using Braden/Norton scale – Hair wash – Pediculosis treatment • Oral Hygiene • Perineal Hygiene • Catheter care	• Nutritional Assessment and Clinical Presentation – 1 • Pressure sore assessment – 1	• Assessment of clinical skills using checklist • OSCE
	2	Plan and Implement care to meet the elimination needs of patient Develop skills in instructing and collecting samples for investigation.	**Elimination needs** • Providing – Urinal – Bedpan • Insertion of Suppository • Enema • Urinary Catheter care • Care of urinary drainage **Diagnostic testing**	• Clinical Presentation on Care of patient with Constipation – 1 • Lab values – inter-pretation	• Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Perform simple lab tests and analyze & interpret common diagnostic values	• Specimen Collection o Urine routine and culture o Stool routine o Sputum Culture • Perform simple Lab Tests using reagent strips o Urine – Glucose, Albumin, Acetone, pH, Specific gravity • Blood – GRBS Monitoring		
	3	Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances	**Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances** ***Oxygenation needs*** • Oxygen administration methods o Nasal Prongs o Face Mask/Venturi Mask • Steam inhalation • Chest Physiotherapy • Deep Breathing & Coughing Exercises • Oral Suctioning ***Fluid, Electrolyte, and Acid – Base Balances*** • Maintaining intake output chart • Identify & report complications of IV therapy • Observe Blood & Blood Component therapy • Identify & Report Complications of Blood & Blood Component therapy		• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist • OSCE
	3	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of Measurements Administer drugs by the following routes- Oral, Intradermal,	**Administration of Medications** • Calculate Drug Dosages • Preparation of lotions & solutions • Administer Medications o Oral o Topical o Inhalations o Parenteral ▪ Intradermal ▪ Subcutaneous		• Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Subcutaneous, Intramuscular, Intra Venous Topical, inhalation	▪ -Intramuscular ▪ Instillations o Eye, Ear, Nose –instillation of medicated drops, nasal sprays, irrigations		
	2	Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness Care for terminally ill and dying patients	**Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying** *Sensory Needs and Care of Unconscious patients* • Assessment of Level of Consciousness using Glasgow Coma Scale *Terminally ill, death and dying* • Death Care	• Nursing rounds on care of patient with altered sensorium	• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL/LAB: 1 Credit (40 hours)

DESCRIPTION: This course is designed to equip novice nursing students with knowledge and skills necessary to deliver efficient informatics-led health care services.

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

1. Develop a basic understanding of computer application in patient care and nursing practice.
2. Apply the knowledge of computer and information technology in patient care and nursing education, practice, administration and research.
3. Describe the principles of health informatics and its use in developing efficient healthcare.
4. Demonstrate the use of information system in healthcare for patient care and utilization of nursing data.
5. Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinical practice.
6. Apply the knowledge of interoperability standards in clinical setting.
7. Apply the knowledge of information and communication technology in public health promotion.
8. Utilize the functionalities of Nursing Information System (NIS) system in nursing.
9. Demonstrate the skills of using data in management of health care.
10. Apply the knowledge of the principles of digital ethical and legal issues in clinical practice.
11. Utilize evidence-based practices in informatics and technology for providing quality patient care.
12. Update and utilize evidence-based practices in nursing education, administration, and practice.

COURSE OUTLINE

T – Theory, P/L – Lab

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
I	10	15	Describe the importance of computer and technology in patient care and nursing practice	**Introduction to computer applications for patient care delivery system and nursing practice** • Use of computers in teaching, learning, research and nursing practice	• Lecture • Discussion • Practice session • Supervised clinical practice on EHR use • Participate in data analysis using statistical package with statistician	(T) • Short answer • Objective type • Visit reports • Assessment of assignments
			Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research.	• Windows, MS office: Word, Excel, Power Point • Internet • Literature search • Statistical packages • Hospital management information system	• Visit to hospitals with different hospital management systems	(P) • Assessment of skills using checklist
II	4	5	Describe the principles of health informatics Explain the ways data, knowledge and information can be used for effective healthcare	**Principles of Health Informatics** • Health informatics – needs, objectives and limitations • Use of data, information and knowledge for more effective healthcare and better health	• Lecture • Discussion • Practical session • Work in groups with health informatics team in a hospital to extract nursing data and prepare a report	(T) • Essay • Short answer • Objective type questions • Assessment of report
III	3	5	Describe the concepts of information system in health Demonstrate the use of health information system in hospital setting	**Information Systems in Healthcare** • Introduction to the role and architecture of information systems in modern healthcare environments • Clinical Information System (CIS)/Hospital information System (HIS)	• Lecture • Discussion • Demonstration • Practical session • Work in groups with nurse leaders to understand the hospital information system	(T) • Essay • Short answer • Objective type
IV	4	4	Explain the use of electronic health records in nursing practice Describe the latest trend in electronic health records standards and interoperability	**Shared Care & Electronic Health Records** • Challenges of capturing rich patient histories in a computable form • Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems.	• Lecture • Discussion • Practice on Simulated EHR system • Practical session • Visit to health informatics department of a hospital to understand the use of EHR in nursing practice	(T) • Essay • Short answer • Objective type (P) • Assessment of skills using checklist

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
					• Prepare a report on current EHR standards in Indian setting	
V	3		Describe the advantages and limitations of health informatics in maintaining patient safety and risk management	**Patient Safety & Clinical Risk** • Relationship between patient safety and informatics • Function and application of the risk management process	• Lecture • Discussion	(T) • Essay • Short answer • Objective type
VI	3	6	Explain the importance of knowledge management Describe the standardized languages used in health informatics	**Clinical Knowledge & Decision Making** • Role of knowledge management in improving decision-making in both the clinical and policy contexts • Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system.	• Lecture • Discussion • Demonstration • Practical session • Work in groups to prepare a report on standardized languages used in health informatics. • Visit health informatics department to understand the standardized languages used in hospital setting	(T) • Essay • Short answer • Objective type
VII	3		Explain the use of information and communication technology in patient care Explain the application of public health informatics	**eHealth: Patients and the Internet** • Use of information and communication technology to improve or enable personal and public healthcare • Introduction to public health informatics and role of nurses	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • Practical exam
VIII	3	5	Describe the functions of nursing information system Explain the use of healthcare data in management of health care organization	**Using Information in Healthcare Management** • Components of Nursing Information system(NIS) • Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations	• Lecture • Discussion • Demonstration on simulated NIS software • Visit to health informatics department of the hospital to understand use of healthcare data in decision making	(T) • Essay • Short answer • Objective type
IX	4		Describe the ethical and legal issues in healthcare informatics Explains the ethical and legal issues	**Information Law & Governance in Clinical Practice** • Ethical-legal issues pertaining to healthcare information in contemporary clinical practice • Ethical-legal issues related to	• Lecture • Discussion • Case discussion • Role play	(T) • Essay • Short answer • Objective type

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
			related to nursing informatics	digital health applied to nursing		
X	3		Explain the relevance of evidence-based practices in providing quality healthcare	**Healthcare Quality & Evidence Based Practice** • Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards	• Lecture • Discussion • Case study	(T) • Essay • Short answer • Objective type

SKILLS

- Utilize computer in improving various aspects of nursing practice.
- Use technology in patient care and professional advancement.
- Use data in professional development and efficient patient care.
- Use information system in providing quality patient care.
- Use the information system to extract nursing data.
- Develop skill in conducting literature review.

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT: III SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL: 1 Credit (40 hours) (Lab/Experiential Learning – L/E)

SECTION A: APPLIED MICROBIOLOGY

THEORY: 20 hours

PRACTICAL: 20 hours (Lab/Experiential Learning – L/E)

DESCRIPTION: This course is designed to enable students to acquire understanding of fundamentals of Microbiology, compare and contrast different microbes and comprehend the means of transmission and control of spread by various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

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

1. Identify the ubiquity and diversity of microorganisms in the human body and the environment.
2. Classify and explain the morphology and growth of microbes.
3. Identify various types of microorganisms.
4. Explore mechanisms by which microorganisms cause disease.
5. Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms.
6. Apply the principles of preparation and use of vaccines in immunization.
7. Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection.

COURSE OUTLINE

T – Theory, L/E – Lab/Experiential Learning

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	3		Explain concepts and principles of microbiology and its importance in nursing	**Introduction:** • Importance and relevance to nursing • Historical perspective • Concepts and terminology • Principles of microbiology	• Lecture cum Discussion	• Short answer • Objective type
II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria Identify Microorganisms	**General characteristics of Microbes:** • Structure and classification of Microbes • Morphological types • Size and form of bacteria • Motility • Colonization • Growth and nutrition of microbes • Temperature • Moisture • Blood and body fluids • Laboratory methods for Identification of Microorganisms • Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. • Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria	• Lecture cum Discussion • Demonstration • Experiential Learning through visual	• Short answer • Objective type
III	4	6 (L/E)	Describe the different disease producing organisms	**Pathogenic organisms** • Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative • Viruses • Fungi: Superficial and Deep mycoses • Parasites • Rodents & Vectors o Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms	• Lecture cum Discussion • Demonstration • Experiential learning through visual	• Short answer • Objective type
IV	3	4 (L/E)	Explain the concepts of	**Immunity**	• Lecture	• Short answer • Objective

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			immunity, hyper sensitivity and immunization	• Immunity: Types, classification • Antigen and antibody reaction • Hypersensitivity reactions • Serological tests • Immunoglobulins: Structure, types & properties • Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases • Immunization Schedule	• Discussion • Demonstration • Visit to observe vaccine storage • Clinical practice	type • Visit report

SECTION B: INFECTION CONTROL & SAFETY

THEORY: 20 hours

PRACTICAL/LAB: 20 hours (Lab/Experiential Learning – L/E)

DESCRIPTION: This course is designed to help students to acquire knowledge and develop competencies required for fundamental patient safety and infection control in delivering patient care. It also focuses on identifying patient safety indicators, preventing and managing hospital acquired infections, and in following universal precautions.

COMPETENCIES: The students will be able to:

1. Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.
2. Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions.
3. Demonstrate and practice steps in Hand washing and appropriate use of different types of PPE.
4. Illustrate various disinfection and sterilization methods and techniques.
5. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.
6. Incorporate the principles and guidelines of Bio Medical waste management.
7. Apply the principles of Antibiotic stewardship in performing the nurses' role.
8. Identify patient safety indicators and perform the role of nurse in the patient safety audit process.
9. Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings.
10. Identify employee safety indicators and risk of occupational hazards.
11. Develop understanding of the various safety protocols and adhere to those protocols.

COURSE OUTLINE

T – Theory, L/E – Lab/Experiential Learning

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	2	2 (E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare	**HAI (Hospital acquired Infection)** • Hospital acquired infection • Bundle approach - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (SSI) - Prevention of Ventilator	• Lecture & Discussion • Experiential learning	• Knowledge assessment • MCQ • Short answer

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			setting	Associated events (VAE) - Prevention of Central Line Associated Blood Stream Infection (CLABSI) • Surveillance of HAI – Infection control team & Infection control committee		
II	3	4 (L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	**Isolation Precautions and use of Personal Protective Equipment (PPE)** • Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) • Epidemiology & Infection prevention – CDC guidelines • Effective use of PPE	• Lecture • Demonstration & Re-demonstration	• Performance assessment • OSCE
III	1	2 (L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	**Hand Hygiene** • Types of Hand hygiene. • Hand washing and use of alcohol hand rub • Moments of Hand Hygiene • WHO hand hygiene promotion	• Lecture • Demonstration & Re-demonstration	• Performance assessment
IV	1	2 (E)	Illustrates disinfection and sterilization in the healthcare setting	**Disinfection and sterilization** • Definitions • Types of disinfection and sterilization • Environment cleaning • Equipment Cleaning • Guides on use of disinfectants • Spaulding's principle	• Lecture • Discussion • Experiential learning through visit	• Short answer • Objective type
V	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	**Specimen Collection (Review)** • Principle of specimen collection • Types of specimens • Collection techniques and special considerations • Appropriate containers • Transportation of the sample • Staff precautions in handling specimens	• Discussion	• Knowledge evaluation • Quiz • Performance assessment • Checklist
VI	2	2 (E)	Explain on Bio Medical waste management & laundry management	**BMW (Bio Medical Waste Management)** *Laundry management process and infection control and prevention*	• Discussion • Demonstration • Experiential learning through	• Knowledge assessment by short answers, objective type • Performance

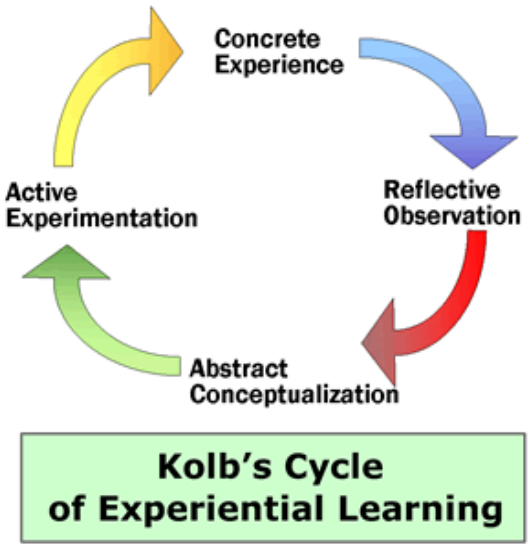
Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
				• Waste management process and infection prevention • Staff precautions • Laundry management • Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation	visit	assessment
VII	2		Explain in detail about Antibiotic stewardship, AMR Describe MRSA/ MDRO and its prevention	**Antibiotic stewardship** • Importance of Antibiotic Stewardship • Anti-Microbial Resistance • Prevention of MRSA, MDRO in healthcare setting	• Lecture • Discussion • Written assignment –Recent AMR (Antimicrobial resistance) guidelines	• Short answer • Objective type • Assessment of assignment
VIII	3	5 (L/E)	Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process Captures and analyzes incidents and events for quality improvement	**Patient Safety Indicators** • Care of Vulnerable patients • Prevention of Iatrogenic injury • Care of lines, drains and tubing's • Restrain policy and care – Physical and Chemical • Blood & blood transfusion policy • Prevention of IV Complication • Prevention of Fall • Prevention of DVT • Shifting and transporting of patients • Surgical safety • Care coordination event related to medication reconciliation and administration • Prevention of communication errors • Prevention of HAI • Documentation **Incidents and adverse Events** • Capturing of incidents • RCA (Root Cause Analysis) • CAPA (Corrective and Preventive Action) • Report writing	• Lecture • Demonstration • Experiential learning • Lecture	• Knowledge assessment • Performance assessment • Checklist/ OSCE • Knowledge assessment • Short answer

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
					• Role play • Inquiry Based Learning	• Objective type
IX	1		Enumerate IPSG and application of the goals in the patient care settings.	**IPSG (International Patient safety Goals)** • Identify patient correctly • Improve effective communication • Improve safety of High Alert medication • Ensure safe surgery • Reduce the risk of health care associated infection • Reduce the risk of patient harm resulting from falls • Reduce the harm associated with clinical alarm system	• Lecture • Role play	• Objective type
X	2	3 (L/E)	Enumerate the various safety protocols and its applications	**Safety protocol** • 5S (Sort, Set in order, Shine, Standardize, Sustain) • Radiation safety • Laser safety • Fire safety - Types and classification of fire - Fire alarms - Firefighting equipment • HAZMAT (Hazardous Materials) safety - Types of spill - Spillage management - MSDS (Material Safety Data Sheets) • Environmental safety - Risk assessment - Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) - Audits • Emergency Codes • Role of Nurse in times of disaster	• Lecture • Demonstration/ Experiential learning	• Mock drills • Post tests • Checklist
XI	2		Explain importance of employee safety	**Employee Safety Indicators** • Vaccination • Needle stick injuries (NSI)	• Lecture • Discussion	• Knowledge assessment by short answers,

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			indicators Identify risk of occupational hazards, prevention and post exposure prophylaxis.	prevention • Fall prevention • Radiation safety • Annual health check **Healthcare Worker Immunization Program and management of occupational exposure** • Occupational health ordinance • Vaccination program for healthcare staff • Needle stick injuries and prevention and post exposure prophylaxis	• Lecture method • Journal review	objective type • Short answer

***Experiential Learning:**

Experiential learning is the process by which knowledge is created through the process of experience in the clinical field. Knowledge results from the combination of grasping transforming experience. (Kolb, 1984). The experiential learning cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviors. This begins the new cycle as the students have new experiences based on their experimentation. These steps may occur in nearly and order as the learning progresses. As the need of the learner, the concrete components and conceptual components can be in different order as they may require a variety of cognitive and affective behaviors.



Kolb's Cycle of Experiential Learning

and

per

PHARMACOLOGY - I

PLACEMENT: III SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics and nursing implications.

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

1. Describe pharmacodynamics and pharmacokinetics.
2. Review the principles of drug calculation and administration.
3. Explain the commonly used antiseptics and disinfectants.
4. Describe the pharmacology of drugs acting on the GI system.
5. Describe the pharmacology of drugs acting on the respiratory system.
6. Describe drugs used in the treatment of cardiovascular and blood disorders.
7. Explain the drugs used in the treatment of endocrine system disorders.
8. Describe the drugs acting on skin and drugs used to treat communicable diseases.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3 (T)	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs	**Introduction to Pharmacology** • Definitions & Branches • Nature & Sources of drugs • Dosage Forms and Routes of drug administration • Terminology used • Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures • *Pharmacodynamics:* Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance • *Pharmacokinetics:* Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion • Review: Principles of drug administration and treatment individualization o Factors affecting dose, route etc. • Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs • Rational Use of Drugs • Principles of Therapeutics	• Lecture cum Discussion • Guided reading and written assignment on schedule K drugs	• Short answer • Objective type • Assessment of assignments
II	1 (T)	Describe antiseptics, and disinfectant & nurse's responsibilities	**Pharmacology of commonly used antiseptics and disinfectants** • Antiseptics and Disinfectants • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
III	2 (T)	Describe drugs acting on gastro-intestinal system & nurse's responsibilities	**Drugs acting on G.I. system** • Pharmacology of commonly used drugs o Emetics and Antiemetics o Laxatives and Purgatives o Antacids and antipeptic ulcer drugs o Anti-diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	2 (T)	Describe drugs acting on respiratory system & nurse's responsibilities	**Drugs acting on respiratory system** • Pharmacology of commonly used ○ Antiasthmatics – Bronchodilators (Salbutamol inhalers) ○ Decongestants ○ Expectorants, Antitussives and Mucolytics ○ Broncho-constrictors and Antihistamines • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
V	4 (T)	Describe drugs used on cardio-vascular system & nurse's responsibilities	**Drugs used in treatment of Cardiovascular system and blood disorders** • Haematinics, & treatment of anemia and antiadrenergics • Cholinergic and anticholinergic • Adrenergic Drugs for CHF & vasodilators • Antianginals • Antiarrhythmics • Antihypertensives • Coagulants & Anticoagulants • Antiplatelets & thrombolytics • Hypolipidemics • Plasma expanders & treatment of shock • Drugs used to treat blood disorders • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
VI	2 (T)	Describe the drugs used in treatment of endocrine system disorders	**Drugs used in treatment of endocrine system disorders** • Insulin & oral hypoglycemics • Thyroid and anti-thyroid drugs • Steroids ○ Corticosteroids ○ Anabolic steroids • Calcitonin, parathormone, vitamin D3, calcium metabolism ○ Calcium salts	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
VII	1 (T)	Describe drugs used in skin diseases & nurse's responsibilities	**Drugs used in treatment of integumentary system** • Antihistaminics and antipruritics • Topical applications for skin- Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns) • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
VIII	5 (T)	Explain drug therapy/ chemotherapy of specific infections & infestations & nurse's responsibilities	**Drugs used in treatment of communicable diseases (common infections, infestations)** • General Principles for use of Antimicrobials • Pharmacology of commonly used drugs: o Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials • Anaerobic infections • Antitubercular drugs, • Antileprosy drugs • Antimalarials • Antiretroviral drugs • Antiviral agents • Antihelminthics, Antiscabies agents • Antifungal agents • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

PATHOLOGY - I

PLACEMENT: III SEMESTER

THEORY: 1 Credit (20 hours) (includes lab hours also)

DESCRIPTION: This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.

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

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology.
2. Rationalize the various laboratory investigations in diagnosing pathological disorders.
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests.

4. Apply the knowledge of genetics in understanding the various pathological disorders.
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities.
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Define the common terms used in pathology Identify the deviations from normal to abnormal structure and functions of body system	**Introduction** • Importance of the study of pathology • Definition of terms in pathology • Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene • Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis • Inflammation: o Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) o Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation) • Wound healing • Neoplasia**:** Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route • Circulatory disturbances: Thrombosis, embolism, shock • Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates	• Lecture • Discussion • Explain using slides • Explain with clinical scenarios	• Short answer • Objective type
II	5 (T)	Explain pathological changes in disease conditions of various systems	**Special Pathology** **Pathological changes in disease conditions of selected systems:** **1. Respiratory system** • Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis • Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis • Tumors of Lungs **2. Cardio-vascular system** • Atherosclerosis • Ischemia and Infarction. • Rheumatic Heart Disease	• Lecture • Discussion • Explain using slides, X-rays and scans • Visit to pathology lab, endoscopy unit and OT	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Infective endocarditis **3. Gastrointestinal tract** • Peptic ulcer disease (Gastric and Duodenal ulcer) • Gastritis-H Pylori infection • Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma • Esophageal cancer • Gastric cancer • Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer **4. Liver, Gall Bladder and Pancreas** • Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver • Gall bladder: Cholecystitis. • Pancreas: Pancreatitis • Tumors of liver, Gall bladder and Pancreas **5. Skeletal system** • Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors • Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis **6. Endocrine system** • Diabetes Mellitus • Goitre • Carcinoma thyroid		
III	7 (T)	Describe various laboratory tests in assessment and monitoring of disease conditions	**Hematological tests for the diagnosis of blood disorders** • Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR • Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT) • Blood chemistry • Blood bank: o Blood grouping and cross matching o Blood components o Plasmapheresis o Transfusion reactions **Note:** Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately)	• Lecture • Discussion • Visit to clinical lab, biochemistry lab and blood bank	• Short answer • Objective type

ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module)

PLACEMENT: III SEMESTER

THEORY: 7 Credits (140 hours)

PRACTICUM: Lab/Skill Lab (SL) – 1 Credit (40 hours) Clinical – 6 Credits (480 hours)

DESCRIPTION: This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach and critical thinking. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative care to patients with various Medical Surgical disorders.

COMPETENCIES: On completion of Medical Surgical Nursing I course, students will be able to

1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders.
2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection.
3. Identify nursing diagnoses, list them according to priority and formulate nursing care plan.
4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
5. Integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
9. Identify the drugs used in treating patients with medical surgical conditions.
10. Plan and give relevant individual and group education on significant medical surgical topics.
11. Maintain safe environment for patients and the health care personnel in the hospital.
12. Integrate evidence-based information while giving nursing care to patients.

COURSE CONTENT

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6 (T) 4 (L/SL)	Narrate the evolution of medical surgical nursing Apply nursing process in caring for patients with medical surgical problems Execute the role of a nurse in various medical surgical setting Develop skills in assessment and care of wound	**Introduction** • Evolution and trends of medical and surgical nursing • International classification of diseases • Roles and responsibility of a nurse in medical and surgical settings o Outpatient department o In-patient unit o Intensive care unit • Introduction to medical and surgical asepsis o Inflammation, infection o Wound healing – stages, influencing factors	• Lecture cum discussion • Demonstration & Practice session • Role play • Visit to outpatient department, in patient and intensive care unit	• Short Answer • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Develop competency in providing pre and postoperative care	○ Wound care and dressing technique • Care of surgical patient ○ pre-operative ○ post-operative • Alternative therapies used in caring for patients with Medical Surgical Disorders		
II	15 (T) 4 (L/SL)	Explain organizational set up of the operating theatre Differentiate the role of scrub nurse and circulating nurse Describe the different positioning for various surgeries Apply principles of asepsis in handling the sterile equipment Demonstrate skill in scrubbing procedures Demonstrate skill in assessing the patient and document accurately the surgical safety checklist Develop skill in assisting with selected surgeries Explain the types, functions, and nursing considerations for different types of anaesthesia	**Intraoperative Care** • Organization and physical set up of the operation theatre ○ Classification ○ O.T Design ○ Staffing ○ Members of the OT team ○ Duties and responsibilities of the nurse in OT • Position and draping for common surgical procedures • Instruments, sutures and suture materials, equipment for common surgical procedures • Disinfection and sterilization of equipment • Preparation of sets for common surgical procedures • Scrubbing procedures – Gowning, masking and gloving • Monitoring the patient during the procedures • Maintenance of the therapeutic environment in OT • Assisting in major and minor operation, handling specimen • Prevention of accidents and hazards in OT • Anaesthesia – types, methods of administration, effects and stages, equipment & drugs • Legal aspects	• Lecture cum Discussion • Demonstration, Practice session, and Case Discussion • Visit to receiving bay	• Caring for patient intra operatively • Submit a list of disinfectants used for instruments with the action and precaution
III	6 (T) 4 (L/SL)	Identify the signs and symptoms of shock and electrolyte imbalances Develop skills in managing fluid and electrolyte imbalances	**Nursing care of patients with common signs and symptoms and management** • Fluid and electrolyte imbalance • Shock • Pain	• Lecture, discussion, demonstration • Case discussion	• Short answer • MCQ • Case report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Perform pain assessment and plans for the nursing management			
IV	18 (T) 4 (L)	Demonstrate skill in respiratory assessment Differentiates different breath sounds and lists the indications Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems Describe the health behaviour to be adopted in preventing respiratory illnesses	**Nursing Management of patients with respiratory problems** • Review of anatomy and physiology of respiratory system • Nursing Assessment – history taking, physical assessment and diagnostic tests • Common respiratory problems: o Upper respiratory tract infections o Chronic obstructive pulmonary diseases o Pleural effusion, Empyema o Bronchiectasis o Pneumonia o Lung abscess o Cyst and tumors o Chest Injuries o Acute respiratory distress syndrome o Pulmonary embolism • Health behaviours to prevent respiratory illness	• Lecture, discussion, • Demonstration • Practice session • Case presentation • Visit to PFT Lab	• Essay • Short answer • OSCE
V	16 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders Demonstrate skill in gastrointestinal assessment Prepare patient for upper and lower gastrointestinal investigations Demonstrate skill in gastric decompression, gavage, and stoma care	**Nursing Management of patients with disorders of digestive system** • Review of anatomy and physiology of GI system • Nursing assessment –History and physical assessment • GI investigations • Common GI disorders: o Oral cavity: lips, gums and teeth o GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis o Peptic & duodenal ulcer, o Mal-absorption, Appendicitis, Hernias o Hemorrhoids, fissures, Fistulas o Pancreas: inflammation, cysts, and tumors	• Lecture, Discussion • Demonstration, • Role play • Problem Based Learning • Visit to stoma clinic	• Short answer • Quiz • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Demonstrate skill in different feeding techniques	○ Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors ○ Gall bladder: inflammation, Cholelithiasis, tumors • Gastric decompression, gavage and stoma care, different feeding techniques • Alternative therapies, drugs used in treatment of disorders of digestive system		
VI	20 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders Demonstrate skill in cardiovascular assessment Prepare patient for invasive and non-invasive cardiac procedures Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders Complete BLS/BCLS module	**Nursing Management of patients with cardiovascular problems** • Review of anatomy and physiology of cardio-vascular system • Nursing Assessment: History and Physical assessment • Invasive & non-invasive cardiac procedures • Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders • Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction • Valvular disorders: congenital and acquired • Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies • Cardiac dysrhythmias, heart block • Congestive heart failure, corpulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade • Cardiopulmonary arrest	• Lecture, discussion • Demonstration • Practice session • Case Discussion • Health education • Drug Book/ presentation • **Completion of BCLS Module**	• Care plan • Drug record • BLS/ BCLS evaluation
VII	7 (T) 3 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological disorders Interpret blood reports	**Nursing Management of patients with disorders of blood** • Review of Anatomy and Physiology of blood • Nursing assessment: history, physical assessment & Diagnostic tests • Anemia, Polycythemia • Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia,	• Field visit to blood bank • Counseling	• Interpretation of blood reports • Visit report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Prepare and provides health education on blood donation	agranulocytosis • Lymphomas, myelomas		
VIII	8 (T) 2 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of endocrine disorders Demonstrate skill in assessment of endocrine organ dysfunction Prepare and provides health education on diabetic diet Demonstrate skill in insulin administration	**Nursing management of patients with disorders of endocrine system** • Review of anatomy and physiology of endocrine system • Nursing Assessment –History and Physical assessment • Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors) • Diabetes mellitus	• Lecture, discussion, demonstration • Practice session • Case Discussion • Health education	• Prepare health education on self-administration of insulin • Submits a diabetic diet plan
IX	8 (T) 2 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of disorders of integumentary system Demonstrate skill in integumentary assessment Demonstrate skill in medicated bath Prepare and provide health education on skin care	**Nursing management of patients with disorders of Integumentary system** • Review of anatomy and physiology of skin • Nursing Assessment: History and Physical assessment • Infection and infestations; Dermatitis • Dermatoses; infectious and Non infectious • Acne, Allergies, Eczema & Pemphigus • Psoriasis, Malignant melanoma, Alopecia • Special therapies, alternative therapies • Drugs used in treatment of disorders of integumentary system	• Lecture, discussion • Demonstration • Practice session • Case Discussion	• Drug report • Preparation of Home care plan
X	16 (T) 4 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders	**Nursing management of patients with musculoskeletal problems** • Review of Anatomy and physiology of the musculoskeletal system • Nursing Assessment: History and physical assessment, diagnostic tests • Musculoskeletal trauma: Dislocation, fracture, sprain, strain,	• Lecture/ • Discussion • Demonstration • Case Discussion • Health education	• Nursing care plan • Prepare health teaching on care of patient with cast

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Demonstrate skill in musculoskeletal assessment Prepare patient for radiological and non-radiological investigations of musculoskeletal system Demonstrate skill in crutch walking and splinting Demonstrate skill in care of patient with replacement surgeries Prepare and provide health education on bone healing	contusion, amputation • Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour • Orthopedic modalities: Cast, splint, traction, crutch walking • Musculoskeletal inflammation: Bursitis, synovitis, arthritis • Special therapies, alternative therapies • Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease • Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine • Rehabilitation, prosthesis • Replacement surgeries		
XI	20 (T) 3 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases Demonstrate skill in barrier and reverse barrier techniques Demonstrate skill in execution of different isolation protocols	**Nursing management of patients with Communicable diseases** • Overview of infectious diseases, the infectious process • Nursing Assessment: History and Physical assessment, Diagnostic tests • Tuberculosis • Diarrhoeal diseases, hepatitis A-E, Typhoid • Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza • Meningitis • Gas gangrene • Leprosy • Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis • Diphtheria, Pertussis, Tetanus, Poliomyelitis • COVID-19 • Special infection control measures: Notification, Isolation, Quarantine, Immunization	• Lecture, discussion, demonstration • Practice session • Case Discussion/ seminar • Health education • Drug Book/ presentation • **Refer TB Control & Management module**	• Prepares and submits protocol on various isolation techniques

CLINICAL PRACTICUM

CLINICAL PRACTICUM: 6 Credits (480 hours) - 18 weeks × 27 hours

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will be able to apply nursing process and critical thinking in delivering holistic nursing care including rehabilitation to the adult patients undergoing surgery, with shock and fluid and electrolyte imbalance and with selected medical & surgical conditions i.e., Gastrointestinal, Respiratory, Endocrine, Orthopedic, Dermatology and Cardiovascular disorders.

The students will be competent to:

1. Utilize the nursing process in providing care to the sick adults in the hospital:
    a. Perform complete health assessment to establish a data base for providing quality patient care.
    b. Integrate the knowledge of diagnostic tests in the process of data collection.
    c. Identify nursing diagnoses and list them according to priority.
    d. Formulate nursing care plan, using problem solving approach.
    e. Apply scientific principles while giving nursing care to patients.
    f. Perform nursing procedures skillfully on patients.
    g. Establish/develop interpersonal relationship with patients and family members.
    h. Evaluate the expected outcomes and modify the plan according to the patient needs.
2. Provide comfort and safety to adult patients in the hospital.
3. Maintain safe environment for patients during hospitalization.
4. Explain nursing actions appropriately to the patients and family members.
5. Ensure patient safety while providing nursing procedures.
6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.
7. Provide pre, intra and post-operative care to patients undergoing surgery.
8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing various medical and surgical disorders.
9. Integrate evidence-based information while giving nursing care to patients.
10. Demonstrate the awareness of legal and ethical issues in nursing practice.

I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

- Intravenous therapy
- Oxygen through mask
- Oxygen through nasal prongs
- Venturi mask
- Nebulization
- Chest physiotherapy

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General medical	4	Develop skill in intravenous injection administration and IV therapy	• Intravenous therapy o IV cannulation o IV maintenance and monitoring o Administration of IV medication	• Care Study – 1 • Health education • Clinical presentation/ Care	• Clinical evaluation • OSCE • Care Study

		Assist with diagnostic procedures Develop skill in the management of patients with Respiratory problems Develop skill in managing patients with metabolic abnormality	• Care of patient with Central line • Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis *Management patients with respiratory problems* • Administration of oxygen through mask, nasal prongs, venturi mask • Pulse oximetry • Nebulization • Chest physiotherapy • Postural drainage • Oropharyngeal suctioning • Care of patient with chest drainage • Diet Planning o High Protein diet o Diabetic diet • Insulin administration • Monitoring GRBS	note) – 1	evaluation • Care Note/ Clinical presentation

II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

- Nasogastric aspiration
- Surgical dressing
- Suture removal
- Colostomy care/ileostomy care
- Enteral feeding

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General surgical wards	4	Develop skill in caring for patients during pre- and post- operative period Assist with diagnostic procedures Develop skill in managing patient with Gastro-intestinal Problems	• Pre-Operative care • Immediate Post-operative care • Post-operative exercise • Pain assessment • Pain Management • Assisting diagnostic procedure and after care of patients undergoing o Colonoscopy o ERCP o Endoscopy o Liver Biopsy	• Care study – 1 • Health teaching	• Clinical evaluation, OSCE • Care study • Care note/ Clinical presentation

		Develop skill in wound management	• Nasogastric aspiration • Gastrostomy/Jejunostomy feeds • Ileostomy/Colostomy care • Surgical dressing • Suture removal • Surgical soak • Sitz bath • Care of drain		

III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. Skill Lab

Use of manikins and simulators

- Cardiovascular assessment
- Interpreting ECG
- BLS/BCLS
- CPR
- ABG analysis
- Taking blood sample
- Arterial blood gas analysis – interpretation

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Cardiology wards	2	Develop skill in management of patients with cardiac problems Develop skill in management of patients with disorders of Blood	• Cardiac monitoring • Recording and interpreting ECG • Arterial blood gas analysis – interpretation • Administer cardiac drugs • Preparation and after care of patients for cardiac catheterization • CPR • Collection of blood sample for: o Blood grouping/cross matching o Blood sugar o Serum electrolytes • Assisting with blood transfusion • Assisting for bone marrow aspiration • Application of anti-embolism stockings (TED hose) • Application/maintenance of sequential Compression device	• Cardiac assessment – 1 • Drug presentation – 1	• Clinical evaluation • Drug presentation

IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM

A. Skill Lab

Use of manikins and simulators

Application of topical medication

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Dermatology wards	1	Develop skill in management of patients with disorders of integumentary system	• Intradermal injection-Skin allergy testing • Application of topical medication • Medicated bath		• Clinical evaluation

V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward	1	Develop skill in the management of patients requiring isolation	• Barrier Nursing • Reverse barrier nursing • Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices)	• Care Note – 1	• Clinical evaluation • Care note

VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS

A. Skill Lab

Use of manikins and simulators

- Range of motion exercises
- Muscle strengthening exercises
- Crutch walking

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Orthopedic wards	2	Develop skill in management of patients with musculoskeletal problems	• Preparation of patient with Myelogram/CT/MRI • Assisting with application & removal of POP/Cast • Preparation, assisting and after care of patient with Skin	• Care Note – 1	• Clinical evaluation, • Care note

			traction/skeletal traction • Care of orthotics • Muscle strengthening exercises • Crutch walking • Rehabilitation		

VII. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

A. Skill Lab

Use of manikins and simulators

- Scrubbing, gowning and gloving
- Orient to instruments for common surgeries
- Orient to suture materials
- Positioning

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Operation theatre	4	Develop skill in caring for intraoperative patients	• Position and draping • Preparation of operation table • Set up of trolley with instrument • Assisting in major and minor operation • Disinfection and sterilization of equipment • Scrubbing procedures – Gowning, masking and gloving • Intra operative monitoring	• Assist as circulatory nurse – 4 • Positioning & draping – 5 • Assist as scrub nurse in major surgeries – 4 • Assist as scrub nurse in minor surgeries – 4	• Clinical evaluation • OSCE

PHARMACOLOGY - II

including Fundamentals of Prescribing Module

PLACEMENT: IV SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics & nursing implications. Further it develops understanding of fundamental principles of prescribing in students.

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

1. Explain the drugs used in the treatment of ear, nose, throat and eye disorders.
2. Explain the drugs used in the treatment of urinary system disorders.
3. Describe the drugs used in the treatment of nervous system disorders.
4. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.
5. Explain the drugs used to treat emergency conditions and immune disorders.
6. Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology.
7. Demonstrate understanding about the drugs used in alternative system of medicine.
8. Demonstrate understanding about the fundamental principles of prescribing.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	**Drugs used in disorders of ear, nose, throat & Eye** • Antihistamines • Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity-chlorhexidine mouthwash • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
II	4 (T)	Describe drugs acting on urinary system & nurse's responsibilities	**Drugs used on urinary system** • Pharmacology of commonly used drugs o Renin angiotensin system o Diuretics and antidiuretics o Drugs toxic to kidney o Urinary antiseptics o Treatment of UTI – acidifiers and alkalinizers • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
III	10 (T)	Describe drugs used on nervous system & nurse's responsibilities	**Drugs acting on nervous system** • Basis & applied pharmacology of commonly used drugs • Analgesics and anaesthetics o Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs o Antipyretics o Opioids & other central analgesics ✓ General (techniques of GA, pre anesthetic medication) & local anesthetics ✓ Gases: oxygen, nitrous, oxide, carbon-dioxide & others • Hypnotics and sedatives • Skeletal muscle relaxants • Antipsychotics o Mood stabilizers	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Antidepressants • Antianxiety Drugs • Anticonvulsants • Drugs for neurodegenerative disorders & miscellaneous drugs • Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse		
IV	5 (T)	Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities	**Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy** • Estrogens and progesterones ○ Oral contraceptives and hormone replacement therapy • Vaginal contraceptives • Drugs for infertility and medical termination of pregnancy ○ Uterine stimulants and relaxants • Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
V	3 (T)	Develop understanding about important drugs used for women before, during and after labour	**Drugs used for pregnant women during antenatal, labour and postnatal period** • Tetanus prophylaxis • Iron and Vit K1 supplementation • Oxytocin, Misoprostol • Ergometrine • Methyl prostaglandin F2-alpha • Magnesium sulphate • Calcium gluconate	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
VI	10 (T)	Describe drugs used in deaddiction, emergency, poisoning, vitamins & minerals supplementation, drugs used for immunization & immune-suppression & nurse's responsibilities	**Miscellaneous** • Drugs used for deaddiction • Drugs used in CPR and emergency- adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone • IV fluids & electrolytes replacement • Common poisons, drugs used for treatment of poisoning ○ Activated charcoal	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			○ Ipecac ○ Antidotes, ○ Anti-snake venom (ASV) • Vitamins and minerals supplementation • Vaccines & sera (Universal immunization program schedules) • Anticancer drugs: Chemotherapeutic drugs commonly used • Immuno-suppressants and Immunostimulants		
VII	4 (T)	Demonstrate awareness of common drugs used in alternative system of medicine	**Introduction to drugs used in alternative systems of medicine** • Ayurveda, Homeopathy, Unani and Siddha etc. • Drugs used for common ailments	• Lecture cum Discussion • Observational visit	• Short answer • Objective type
VIII	20 (T)	Demonstrate understanding about fundamental principles of prescribing	**Fundamental principles of prescribing** • Prescriptive role of nurse practitioners: Introduction • Legal and ethical issues related to prescribing • Principles of prescribing • Steps of prescribing • Prescribing competencies	• Completion of module on Fundamental principles of prescribing	• Short answer • Assignments evaluation

PATHOLOGY - II AND GENETICS

PLACEMENT: IV SEMESTER

THEORY: 1 Credit (20 hours) (Includes lab hours also)

DESCRIPTION: This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.

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

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology
2. Rationalize the various laboratory investigations in diagnosing pathological disorders
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests
4. Apply the knowledge of genetics in understanding the various pathological disorders
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Explain pathological changes in disease conditions of various systems	**Special Pathology:** **Pathological changes in disease conditions of selected systems** **1. Kidneys and Urinary tract** • Glomerulonephritis • Pyelonephritis • Renal calculi • Cystitis • Renal Cell Carcinoma • Renal Failure (Acute and Chronic) **2. Male genital systems** • Cryptorchidism • Testicular atrophy • Prostatic hyperplasia • Carcinoma penis and Prostate. **3. Female genital system** • Carcinoma cervix • Carcinoma of endometrium • Uterine fibroids • Vesicular mole and Choriocarcinoma • Ovarian cyst and tumors **4. Breast** • Fibrocystic changes • Fibroadenoma • Carcinoma of the Breast **5. Central nervous system** • Meningitis. • Encephalitis • Stroke • Tumors of CNS	• Lecture • Discussion • Explain using slides, X-rays and scans • Visit to pathology lab, endoscopy unit and OT	• Short answer • Objective type
II	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	**Clinical Pathology** • Examination of body cavity fluids: o Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests	• Lecture • Discussion • Visit to clinical lab and biochemistry lab	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Analysis of semen: o Sperm count, motility and morphology and their importance in infertility • Urine: o Physical characteristics, Analysis, Culture and Sensitivity • Faeces: o Characteristics o Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. o Methods and collection of urine and faeces for various tests		

GENETICS

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Explain nature, principles and perspectives of heredity	**Introduction:** • Practical application of genetics in nursing • Impact of genetic condition on families • Review of cellular division: mitosis and meiosis • Characteristics and structure of genes • Chromosomes: sex determination • Chromosomal aberrations • Patterns of inheritance • Mendelian theory of inheritance • Multiple allots and blood groups • Sex linked inheritance • Mechanism of inheritance • Errors in transmission (mutation)	• Lecture • Discussion • Explain using slides	• Short answer • Objective type
II	2 (T)	Explain maternal, prenatal and genetic influences on development of defects and diseases	**Maternal, prenatal and genetic influences on development of defects and diseases** • Conditions affecting the mother: genetic and infections • Consanguinity atopy • Prenatal nutrition and food allergies • Maternal age	• Lecture • Discussion • Explain using slides	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Maternal drug therapy • Prenatal testing and diagnosis • Effect of Radiation, drugs and chemicals • Infertility • Spontaneous abortion • Neural Tube Defects and the role of folic acid in lowering the risks • Down syndrome (Trisomy 21)		
III	2 (T)	Explain the screening methods for genetic defects and diseases in neonates and children	**Genetic testing in the neonates and children** • Screening for o Congenital abnormalities o Developmental delay o Dysmorphism	• Lecture • Discussion • Explain using slides	• Short answer • Objective type
IV	2 (T)	Identify genetic disorders in adolescents and adults	**Genetic conditions of adolescents and adults** • Cancer genetics: Familial cancer • Inborn errors of metabolism • Blood group alleles and hematological disorder • Genetic haemochromatosis • Huntington's disease • Mental illness	• Lecture • Discussion • Explain using slides	• Short answer • Objective type
V	2 (T)	Describe the role of nurse in genetic services and counselling	**Services related to genetics** • Genetic testing • Gene therapy • Genetic counseling • Legal and Ethical issues • Role of nurse	• Lecture • Discussion	• Short answer • Objective type

ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY including Geriatric Nursing AND PALLIATIVE CARE MODULE

PLACEMENT: IV SEMESTER

THEORY: 7 Credits (140 hours)

PRACTICUM: Lab/Skill Lab (SL): 1 Credit (40 hours) Clinical: 6 Credits (480 hours)

DESCRIPTION: This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative and rehabilitative care to adult patients with various Medical Surgical disorders.

COMPETENCIES: On completion of the course the students will apply nursing process and critical thinking in delivering holistic nursing care with selected Medical and Surgical conditions.

At the completion of Adult Health Nursing II course, students will

1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders.
2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection.
3. Identify diagnoses, list them according to priority and formulate nursing care plan.
4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
5. Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
9. Identify the drugs used in treating patients with selected medical surgical conditions.
10. Plan and provide relevant individual and group education on significant medical surgical topics.
11. Maintain safe environment for patients and the health care personnel in the hospital.

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders	**Nursing management of patient with disorders of Ear, Nose and Throat** (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management) • Review of anatomy and physiology of the ear, nose and throat • History, physical assessment, and diagnostic tests • **Ear** o External ear: deformities otalgia, foreign bodies and tumors o Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors o Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors • Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis • Epistaxis, Nasal obstruction, laryngeal obstruction • Deafness and its management	• Lecture and discussion • Demonstration of hearing aids, nasal packing, medication administration • Visit to audiology and speech clinic	• MCQ • Short answer • Essay • OSCE • Assessment of skill (using checklist) • Quiz • Drug book

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye Describe eye donation, banking and transplantation	**Nursing management of patient with disorder of eye** • Review of anatomy and physiology of the eye • History, physical assessment, diagnostic assessment **Eye Disorders** • Refractive errors • Eyelids: infection, deformities • Conjunctiva: inflammation and infection bleeding • Cornea: inflammation and infection • Lens: cataract • Glaucoma • Retinal detachment • Blindness • Eye donation, banking and transplantation	• Lecture and discussion • Demonstration of visual aids, lens, medication administration • Visit to eye bank	• MCQ • Short Essay • OSCE • Drug book
III	15 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders Demonstrate skill in genitourinary assessment Prepare patient for genitourinary investigations Prepare and provide health education on prevention of renal calculi	**Nursing management of patient with Kidney and Urinary problems** • Review of Anatomy and physiology of the genitourinary system • History, physical assessment, diagnostic tests • Urinary tract infections: acute, chronic, lower, upper • Nephritis, nephrotic syndrome • Renal calculi • Acute and chronic renal failure • Disorders of ureter, urinary bladder and Urethra • Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy	• Lecture cum Discussion • Demonstration • Case Discussion • Health education • Drug book • Field visit – Visits hemodialysis unit	• MCQ • Short Note • Long essay • Case report • Submits health teaching on prevention of urinary calculi
IV	6 (T)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders	**Nursing management of disorders of male reproductive system** • Review of Anatomy and physiology of the male reproductive system • History, Physical Assessment, Diagnostic tests • Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and	• Lecture, Discussion • Case Discussion • Health education	• Short essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Orchitis • Sexual dysfunction, infertility, contraception • Male Breast Disorders: gynecomastia, tumor, climacteric changes		
V	10 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	**Nursing management of patient with burns, reconstructive and cosmetic surgery** • Review of anatomy and physiology of the skin and connective tissues • History, physical assessment, assessment of burns and fluid & electrolyte loss • Burns • Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment • Legal and ethical aspects • Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters	• Lecture and discussion • Demonstration of burn wound assessment, vacuum dressing and fluid calculations • Visit to burn rehabilitation centers	• OSCE • Short notes
VI	16 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	**Nursing management of patient with neurological disorders** • Review of anatomy and physiology of the neurological system • History, physical and neurological assessment, diagnostic tests • Headache, Head injuries • Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia • Spinal cord compression: herniation of in vertebral disc • Intra cranial and cerebral aneurysms • Meningitis, encephalitis, brain, abscess, neuro-cysticercosis • Movement disorders: Chorea, Seizures & Epilepsies • Cerebrovascular disorders: CVA • Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia • Peripheral Neuropathies • Degenerative diseases: Alzheimer's disease, Parkinson's disease • *Guillain-Barré syndrome,* Myasthenia gravis & Multiple sclerosis	• Lecture and discussion • Demonstration of physiotherapy, neuro assessment, tracheostomy care • Visit to rehabilitation center, long term care clinics, EEG, NCV study unit,	• OSCE • Short notes • Essay • Drug book

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Rehabilitation of patient with neurological deficit		
VII	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders Prepare and provides health education on prevention of HIV infection and rehabilitation Describe the national infection control programs	**Nursing management of patients with Immunological problems** • Review of Immune system • Nursing Assessment: History and Physical assessment • HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS • Role of Nurse; Counseling, Health education and home care consideration and rehabilitation • National AIDS Control Program – NACO, various national and international agencies for infection control	• Lecture, discussion • Case Discussion/ seminar • Refer Module on HIV/AIDS	
VIII	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments	**Nursing management of patient with Oncological conditions** • Structure and characteristics of normal and cancer cells • History, physically assessment, diagnostic tests • Prevention screening early detections warning sign of cancer • Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition • Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord. • Oncological emergencies • Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy • Psychological aspects of cancer: anxiety, depression, insomnia, anger • Supportive care • Hospice care	• Lecture and discussion • Demonstration of chemotherapy preparation and administration • Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit • Completion of palliative care	• OSCE • Essay • Quiz • Drug book • Counseling, health teaching

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				module during clinical hours (20 hours)	
IX	15 (T) 4 (L/SL)	Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with acute emergencies	**Nursing management of patient in Emergency and Disaster situations** **Disaster Nursing** • Concept and principles of disaster nursing, Related Policies • Types of disaster: Natural and manmade • Disaster preparedness: Team, guidelines, protocols, equipment, resources • Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies • Principles of emergency management • Medico legal aspects	• Lecture and discussion • Demonstration of disaster preparedness (Mock drill) and triaging • Filed visit to local disaster management centers or demo by fire extinguishers • Group presentation (role play, skit, concept mapping) on different emergency care • **Refer Trauma care management/ ATCN module** • Guided reading on National Disaster Management Authority (NDMA) guidelines	• OSCE • Case presentations and case study
X	10 (T)	Explain the Concept, physiological changes, and psychosocial problems of ageing Describe the nursing management of the elderly	**Nursing care of the elderly** • History and physical assessment • Aging process and age-related body changes and psychosocial aspects • Stress and coping in elder patient • Psychosocial and sexual abuse of elderly • Role of family and formal and non-formal caregivers • Use of aids and prosthesis (hearing aids, dentures) • Legal and ethical issues • National programs for elderly, privileges, community programs and health services • Home and institutional care	• Lecture and discussion • Demonstration of communication with visual and hearing impaired • Field visit to old age homes	• OSCE • Case presentations • Assignment on family systems of India focusing on geriatric population
XI	15 (T) 8 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units	**Nursing management of patients in critical Care units** • Principles of critical care nursing • Organization: physical set-up, policies, staffing norms • Protocols, equipment and supplies	• Lecture and discussion • Demonstration on the use of mechanical ventilators, cardiac monitors etc. • Clinical practice in	• Objective type • Short notes • Case presentations • Assessment of skill on monitoring of

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other • Advanced Cardiac Life support • Nursing management of critically ill patient • Transitional care • Ethical and Legal Aspects • Breaking Bad News to Patients and/or their families: Communication with patient and family • End of life care	different ICUs	patients in ICU. • Written assignment on ethical and legal issues in critical care
XII	5 (T)	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/ industrial health disorders	**Nursing management of patients occupational and industrial disorders** • History, physical examination, Diagnostic tests • Occupational diseases and management	• Lecture and discussion • Industrial visit	• Assignment on industrial health hazards

CLINICAL PRACTICUM

CLINICAL PRACTICUM: 6 Credits (480 Hours) – **20 weeks × 24 hours**

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will develop proficiency in applying nursing process and critical thinking in rendering holistic nursing care including rehabilitation to the adult/geriatric patients admitted in Critical Care Units, undergoing cosmetic and reconstructive surgery and with selected medical & surgical disorders of ear, nose, throat, eye, Genitourinary, reproductive, immunologic, nervous systems and in emergency/disaster conditions.

The students will be competent to

1. Utilize the nursing process in providing care to the sick adults in the hospital
    a. Perform complete health assessment to establish a data base for providing quality patient care.
    b. Integrate the knowledge of diagnostic tests in patient assignment.
    c. Identify nursing diagnoses and list them according to priority.
    d. Formulate nursing care plan, using problem solving approach.
    e. Apply scientific principles while giving nursing care to patients.
    f. Develop skill in performing nursing procedures applying scientific principle.
    g. Establish/develop interpersonal relationship with patients and family members.
    h. Evaluate the expected outcomes and modify the plan according to the patient needs.
2. Provide comfort and safety to adult patients in the hospital.
3. Maintain safe environment for patients during hospitalization.
4. Explain nursing actions appropriately to the patients and family members.
5. Ensure patient safety while providing nursing procedures.
6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.

7. Provide pre, intra and post-operative care to patients undergoing surgery.
8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders.
9. Integrate evidence-based information while giving nursing care to patients.
10. Demonstrate the awareness of legal and ethical issues in nursing practice.

I. Nursing Management of Patients with ENT Disorders

A. Skill Lab

Use of manikins and simulators

- Tracheostomy care
- Instilling Ear and Nasal medications
- Bandage application

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ENT Ward and OPD	2	Provide care to patients with ENT disorders Educate the patients and their families	• Examination of ear, nose, throat and History taking • Applying bandages to Ear, Nose • Tracheostomy care • Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures o Auditory screening tests o **Audiometric tests** • Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing • Preparation and after care of patients undergoing ENT surgical procedures • Instillation of drops/medication	• ENT assessment –1 • Case study/ Clinical presentation – 1	• Clinical evaluation • OSCE • Case report study/ Clinical presentation

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Ophthalmology unit	2	Develop skill in providing care to patients with Eye disorders Educate the patients and	• History taking, Examination of eyes and interpretation • Assisting procedures o Visual acuity o Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, o Refraction tests	• Eye assessment – 1 • Health teaching • Case study/ Clinical Presentation– 1	• Clinical evaluation • OSCE • Clinical presentation

		their families	• Pre and post-operative care • Instillation of drops/ medication • Eye irrigation • Application of eye bandage • Assisting with foreign body removal		

III. Nursing Management of Patients with Kidney and Urinary System Disorders

A. Skill Lab

Use of manikins and simulators

- Assessment: kidney & urinary system
- Preparation: dialysis
- Catheterization and care

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Renal ward/ nephrology ward including Dialysis unit	2	Develop skill in Management of patients with urinary, male reproductive problems	• Assessment of kidney and urinary system o History taking o Physical examination o Testicular self-examination o digital rectal exam • Preparation and assisting with diagnostic and therapeutic procedures o Cystoscopy, Cystometrogram, o Contrast studies: IVP etc. o Peritoneal dialysis o Hemodialysis, o Lithotripsy o Specific tests: Semen analysis, gonorreoea test, Renal/ Prostate Biopsy etc. • Catheterization: care • Bladder irrigation • I/O recording and monitoring • Ambulation and exercise	• Assessment – 1 • Drug presentation – 1 • Care study/ Clinical presentation – 1 • Preparing and assisting in hemodialysis	• Clinical evaluation • Care plan • OSCE • Quiz • Drug presentation

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Burns unit/ reconstructive surgical unit	2	Develop skill in burns assessment and providing care to patients with different types of burns Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries	• Assessment of burns • First aid of burns • Fluid & electrolyte replacement therapy • Skin care • Care of Burn wounds – Bathing – Dressing • Pre-operative and post-operative care of patients • Caring of skin graft and post cosmetic surgery • Rehabilitation	• burn wound assessment – 1 • care study/case presentation – 1	• Clinical evaluation, • Care study/case report

V. Nursing Management of Patients with neurological disorders

A. Skill Lab

Use of manikins and simulators

- Range of motion exercises
- Muscle strengthening exercises
- Crutch walking

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Neurology-medical/ Surgery wards	3	Develop skill in Management of patients with Neurological problems	• History taking; Neurological Examination • Patient monitoring • Prepare and assist for various invasive and non-invasive diagnostic procedures • Range of motion exercises, muscle strengthening • Care of medical, surgical and rehabilitative patients	• euro- assessment –1 • Case study/ case presentation – 1 • Drug presentation – 1	• Clinical evaluation • Neuro assessment • OSCE • Case report/ presentations

VI. Nursing Management of Patients with Immunological Disorders

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward/ Medical ward	1	Develop skill in the Management of patients with immunological disorders	• History taking • Immunological status assessment (e.g. HIV) and Interpretation of specific tests • Caring of patients with low immunity • Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills	• Assessment of immune status • Teaching of isolation to patient and family care givers • Nutritional management • Care Note – 1	• Care note • Quiz • Health Teaching

VII. Nursing Management of Patients with disorders of Oncological conditions

A. Skill Lab

Use of manikins and simulators

- Application of topical medication
- Administration of chemotherapy

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Oncology wards (including day care radiotherapy unit)	3	Develop skill in providing care to patients with oncological disorders	• History taking & physical examination of cancer patients • Screening for common cancers: TNM classification • Preparation, assisting and after care patients undergoing diagnostic procedures – Biopsies/FNAC – Pap smear – Bone-marrow aspiration • Various modalities of treatment – Chemotherapy – Radiotherapy – Pain management – Stoma therapy – Hormonal therapy – Immuno therapy – Gene therapy – Alternative therapy • Stoma care and feeding • Caring of patients treated with nuclear medicine • Rehabilitation	• Assessment – 1 • Care study/ clinical presentation – 1 • Pre and post-operative care of patient with various modes of cancer treatment • Teaching on BSE to family members • Visit to palliative care unit	• Clinical evaluation • Care study • Quiz • Drug book

VIII. Nursing Management of Patients in emergency conditions

A. Skill Lab

Use of manikins and simulators

- Assessment: primary and secondary survey
- Trauma care: bandaging, wound care, splinting, positions

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Emergency room/ Emergency unit	2	Develop skill in providing care to patients with emergency health problems	• Practicing 'triage' • Primary and secondary survey in emergency • Examination, investigations & their interpretations, in emergency & disaster situations • Emergency care of medical and traumatic injury patients • Documentations, assisting in legal procedures in emergency unit • Managing crowd • Counseling the patient and family in dealing with grieving & bereavement	• Triage • Immediate care • Use of emergency trolley	• Clinical evaluation • Quiz

IX. Nursing Management of geriatric patients

A. Skill Lab

Use of manikins and simulators

- **Use of assistive safety devices**

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Geriatric ward	1	Develops skill in geriatric assessment and providing care to patients with geriatric illness	• History taking and assessment of Geriatric patient	• Geriatric assessment – 1 • Care of normal and geriatric patient with illness • Fall risk assessment – 1 • Functional status assessment – 1	• Clinical evaluation • Care plan

X. Nursing Management of Patients in critical care units

A. Skill Lab

Use of manikins and simulators

- Assessment critically ill
- ET tube set up –suction
- TT suction
- Ventilator set up
- Chest drainage
- Bag mask ventilation

- Central & Peripheral line
- Pacemaker

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Critical Care Unit	2	Develop skill in assessment of critically ill and providing care to patients with critical health conditions	• Assessment of critically ill patients • Assisting in arterial puncture, ET tube intubation & extubation • ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis • Setting up of Ventilator modes and settings and care of patient on a ventilator • Set up of trolley with instruments • Monitoring and maintenance of Chest drainage system • Bag and mask ventilation • Assisting and maintenance of Central and peripheral lines invasive • Setting up of infusion pump, defibrillator, • Drug administration-infusion, intracardic, intrathecal, epidural, • Monitoring pacemaker • ICU care bundle • Management of the dying patient in the ICU	• Hemodynamic monitoring • Different scales used in ICU • Communicating with critically ill patients	• Clinical evaluation • OSCE • RASS scale assessment • Use of VAE bundle VAP, CAUTI, BSI • Case Presentation

PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS

PLACEMENT: IV SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to help students to develop an understanding of professionalism and demonstrate professional behavior in their workplace with ethics and professional values. Further the students will be able to identify ethical issues in nursing practice and participate effectively in ethical decision making along with health team members.

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

1. Describe profession and professionalism.
2. Identify the challenges of professionalism.
3. Maintain respectful communication and relationship with other health team members, patients and society.
4. Demonstrate professional conduct.
5. Describe various regulatory bodies and professional organizations related to nursing.
6. Discuss the importance of professional values in patient care.
7. Explain the professional values and demonstrate appropriate professional values in nursing practice.
8. Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting.
9. Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.
10. Advocate for patients' wellbeing, professional growth and advancing the profession.
11. Identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare.
12. Apply knowledge of ethics and bioethics in ethical decision making along with health team members.
13. Protect and respect patient's rights.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Discuss nursing as a profession Describe the concepts and attributes of professionalism Identify the challenges of professionalism Maintain respectful communication and relationship with other health team members, patients and society Demonstrate professional conduct Respect and maintain professional boundaries between patients, colleagues and society Describe the roles and responsibilities of regulatory bodies and professional organizations	**PROFESSIONALISM** **Profession** • Definition of profession • Criteria of a profession • Nursing as a profession **Professionalism** • Definition and characteristics of professionalism • Concepts, attributes and indicators of professionalism • *Challenges of professionalism* o Personal identity vs professional identity o Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records o Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making o Relationship with patients and society **Professional Conduct** • Following ethical principles • Adhering to policies, rules and regulation of the institutions • Professional etiquettes and behaviours • Professional grooming: Uniform, Dress code • Professional boundaries: Professional relationship with the patients, caregivers and team members **Regulatory Bodies & Professional Organizations: Roles & Responsibilities** • *Regulatory bodies*: Indian Nursing Council, State Nursing Council • *Professional Organizations:* Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives	• Lecture cum Discussion • Debate • Role play • Case based discussion • Lecture cum Discussion • Visit to INC, SNC, TNAI	• Short answer • Essay • Objective type • Visit reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	5 (T)	Discuss the importance of professional values Distinguish between personal values and professional values Demonstrate appropriate professional values in nursing practice	**PROFESSIONAL VALUES** • Values: Definition and characteristics of values • Value clarification • Personal and professional values • Professional socialization: Integration of professional values with personal values **Professional values in nursing** • Importance of professional values in nursing and health care • Caring: definition, and process • Compassion: Sympathy Vs empathy, Altruism • Conscientiousness • Dedication/devotion to work • Respect for the person- Human dignity • Privacy and confidentiality: Incidental disclosure • Honesty and integrity: Truth telling • Trust and credibility: Fidelity, Loyalty • Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession	• Lecture cum Discussion • Value clarification exercise • Interactive learning • Story telling • Sharing experiences • Scenario based discussion	• Short answer • Essay • Assessment of student's behavior with patients and families
III	10 (T)	Define ethics & bioethics Explain ethical principles Identify ethical concerns Ethical issues and dilemmas in health care	**ETHICS & BIOETHICS** **Definitions: Ethics, Bioethics and Ethical Principles** • Beneficence • Non-maleficence: Patient safety, protecting patient from harm, Reporting errors • Justice: Treating each person as equal • Care without discrimination, equitable access to care and safety of the public • Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice **Ethical issues and ethical dilemma**: **Common ethical problems** • Conflict of interest • Paternalism • Deception • Privacy and confidentiality	• Lecture cum discussion • Group discussion with examples • Flipping/ self-directed learning • Role play • Story telling • Sharing experiences • Case based Clinical discussion • Role modeling • Group exercise on ethical decision-making following steps on a given scenario • Assignment	• Short answer • Essay • Quiz • Reflective diary • Case report • Attitude test • Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Valid consent and refusal • Allocation of scarce nursing resources • Conflicts concerning new technologies • Whistle-blowing • *Beginning of life issues* o Abortion o Substance abuse o Fetal therapy o Selective deduction o Intrauterine treatment of fetal conditions o Mandated contraception o Fetal injury o Infertility treatment • *End of life issues* o End of life o Euthanasia o Do Not Resuscitate (DNR) • *Issues related to psychiatric care* o Non compliance o Restrain and seclusion o Refuse to take food		
		Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions			
		Explain code of ethics stipulated by ICN and INC			

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Discuss the rights of the patients and families to make decisions about health care Protect and respect patients' rights	**Process of ethical decision making** • Assess the situation (collect information) • Identify the ethical problem • Identify the alternative decisions • Choose the solution to the ethical decision • Implement the decision • Evaluate the decision **Ethics committee: Roles and responsibilities** • Clinical decision making • Research **Code of Ethics** • International Council of Nurses (ICN) • Indian Nursing Council **Patients' Bill of Rights-17 patients' rights (MoH&FW, GoI)** 1. Right to emergency medical care 2. Right to safety and quality care according to standards 3. Right to preserve dignity 4. Right to nondiscrimination 5. Right to privacy and confidentiality 6. Right to information 7. Right to records and reports 8. Right to informed consent 9. Right to second opinion 10. Right to patient education 11. Right to choose alternative treatment options if available 12. Right to choose source for obtaining medicines or tests 13. Right to proper referral and transfer, which is free from perverse commercial influences 14. Right to take discharge of patient or receive body of deceased from hospital 15. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure 16. Right to protection for patients involved in clinical trials, biomedical and health research 17. Right to be heard and seek redressal		

CHILD HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Lab/Skill Lab: 1 Credit (40 hours) Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.

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

1. Develop understanding of the history and modern concepts of child health and child-care.
2. Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017.
3. Describe the role of preventive pediatrics and perform preventive measures towards accidents.
4. Participate in national immunization programs/Universal Immunization Program (UIP).
5. Identify the developmental needs of children and provide parental guidance.
6. Describe the principles of child health nursing and perform child health nursing procedures.
7. Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation.
8. Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI).
9. Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders.
10. Identify and meet childhood emergencies and perform child CPR.

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T) 10 (L)	Explain the modern concept of child-care Describe National policy, programs and legislation in relation to child health & welfare Describe role of preventive pediatrics	**Introduction**: **Modern concepts of child-care** • Historical development of child health • Philosophy and modern concept of child-care • Cultural and religious considerations in child-care • National policy and legislations in relation to child health and welfare • National programs and agencies related to welfare services to the children • Internationally accepted rights of the child • Changing trends in hospital care, preventive, promotive and curative aspect of child health • *Preventive pediatrics:* o Concept o Immunization o Immunization programs and cold	• Lecture Discussion • Demonstration of common pediatric procedures	• Short answer • Objective type • Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			chain. o Care of under-five and Under-five Clinics/Well-baby clinics o Preventive measures towards accidents • Child morbidity and mortality rates • Difference between an adult and child which affect response to illness o Physiological o Psychological o Social o Immunological • Hospital environment for sick child • Impact of hospitalization on the child and family • Communication techniques for children • Grief and bereavement • The role of a child health nurse in caring for a hospitalized child • Principles of pre and postoperative care of infants and children. *Child Health Nursing procedures:* • Administration of medication: oral, I/M, & I/V • Calculation of fluid requirement • Application of restraints • Assessment of pain in children. o FACES pain rating scale o FLACC scale o Numerical scale		
		List major causes of death during infancy, early & late childhood Differentiate between an adult and child in terms of illness and response Describe the major functions & role of the pediatric nurse in caring for a hospitalized child. Describe the principles of child health nursing and perform child health nursing procedures			
II	12 (T)	Describe the normal growth and development of children at different ages Identify the needs of children at different ages & provide parental guidance Identify the nutritional needs of children at different ages & ways	**The Healthy Child** • Definition and principles of growth and development • Factors affecting growth and development • Growth and development from birth to adolescence • Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg) • The needs of normal children through the stages of developmental and parental guidance	• Lecture Discussion • Demonstration • Developmental study of infant and children • Observation study of normal & sick child • Field visit to Anganwadi, child guidance clinic • Videos on breast feeding	• Short answer • Objective type • Assessment of field visits and developmental study reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		of meeting needs Identify the role of play for normal & sick children	• Nutritional needs of children and infants - breast feeding - exclusive breast feeding - Supplementary/artificial feeding and weaning • Baby friendly hospital concept • Types and value of play and selection of play material	• Clinical practice/field	
III	15 (T) 20 (L)	Provide care to normal and high- risk neonates Perform neonatal resuscitation Recognize and manage common neonatal problems	**Nursing care of neonate:** • Appraisal of Newborn • Nursing care of a normal newborn/essential newborn care • Neonatal resuscitation • Nursing management of low birth weight baby • Kangaroo mother care • Nursing management of common neonatal disorder - Hyperbilirubinemia - Hypothermia - Hyperthermia - Metabolic disorder - Neonatal infections - Neonatal seizures - Respiratory distress syndrome - Retinopathy of Prematurity • Organization of neonatal care unit • Neonatal equipment	• Modular based teaching**: ENBC and FBNC module (oral drills, videos, self-evaluation exercises)** • Workshop on neonatal resuscitation: NRP module • Demonstration • Practice Session • Clinical practice • Lecture Discussion	• OSCE • Short answer • Objective type
IV	10 (T) 5 (L)	Apply principles and strategies of IMNCI	**Integrated management of neonatal and childhood Illnesses**	*Modular based teaching:* **IMNCI module** • Clinical practice/field	• OSCE
V	8 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, and endocrine system	**Nursing management in common childhood diseases** **Respiratory system**: • Identification and Nursing management of congenital malformations • Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia	• Lecture Discussion • Demonstration • Practice session • Clinical practice	• Short answer • Objective type • Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Others: Acute naso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma **Endocrine system**: • Juvenile Diabetes mellitus, Hypo-thyroidism		
VI	5 (T) 5 (L)	Develop ability to meet child- hood emergencies and perform child CPR	**Childhood emergencies** • Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning • PLS (AHA Guidelines)	• Lecture • Discussion • Demonstration • PLS Module/ Workshop	• OSCE

CHILD HEALTH NURSING - I & II CLINICAL (3 Credits – 240 hours)

PLACEMENT: V & VI SEMESTER

PRACTICUM: Skill Lab: 1 Credit (40 hours)

Clinical: V SEMESTER – 2 Credits (160 hours)

VI SEMESTER – 1 Credit (80 hours)

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

1. Perform assessment of children: health, developmental & anthropometric.
2. Provide nursing care to children with various medical disorders.
3. Provide pre & postoperative care to children with common pediatric surgical conditions/ malformation.
4. Perform immunization as per NIS.
5. Provide nursing care to critically ill children.
6. Give health education/nutritional education to parents.
7. Counsel parents according to identified counseling needs.

Skill Lab

Use of Manikins and Simulators

PLS, CPAP, Endotracheal Suction

Pediatric Nursing Procedures:

- Administration of medication – Oral, IM & IV
- Oxygen administration
- Application of restraints
- Specimen collection
- Urinary catheterization and drainage
- Ostomy care
- Feeding – NG, gastrostomy, Jejunostomy
- Wound dressing
- Suture removal

CLINICAL POSTINGS

8 weeks × 30 hours per week (5 weeks + 3 weeks)

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods

Pediatric Medical Ward	**V Sem – 2 weeks**
	VI Sem – 1 week
		• Provide nursing care to children with various medical disorders	• Taking pediatric history
			• Physical examination & assessment of children
			• Administration of oral, I/M, & I/V medicine/fluids
			• Calculation of fluid replacement
			• Preparation of different strengths of I/V fluids
			• Application of restraints
			• Administration of O_2 inhalation by different methods
			• Baby bath/sponge bath
			• Feeding children by Katori spoon, Paladai cup
			• Collection of specimens for common investigations
			• Assisting with common diagnostic procedures
			• Teaching mothers/ parents
			  ○ Malnutrition
			  ○ Oral rehydration therapy
			  ○ Feeding & Weaning
			  ○ Immunization schedule
			• Play therapy
				• Nursing care plan – 1
				• Case study presentation – 1
				• Health talk – 1
					• Assess performance with rating scale
					• Assess each skill with checklist OSCE/OSPE
					• Evaluation of case study/ presentation & health education session
					• Completion of activity record

Pediatric Surgical Ward	**V Sem – 2 weeks**
	VI Sem – 1 week
		• Recognize different pediatric surgical conditions/ malformations
		• Provide pre & post-operative care to children with common paediatric surgical conditions/ malformation
		• Counsel & educate parents
			• Calculation, preparation & administration of I/V fluids
			• Bowel wash, insertion of suppositories
			• Care for ostomies:
			  ○ Colostomy Irrigation
			  ○ Ureterostomy
			  ○ Gastrostomy
			  ○ Enterostomy
			• Urinary catheterization & drainage
			• Feeding
			  ○ Naso-gastric
			  ○ Gastrostomy
				• Nursing care plan – 1
				• Case study/ presentation – 1
					• Assess performance with rating scale
					• Assess each skill with checklist OSCE/OSPE
					• Evaluation of case study/ presentation
					• Completion of activity record

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			○ Jejunostomy • Care of surgical wounds ○ Dressing ○ Suture removal		
Pediatric OPD/ Immunization room	**V Sem – 1 week**	• Perform assessment of children: health, developmental & anthropometric • Perform immunization • Give health education/ nutritional education	• Assessment of children ○ Health assessment ○ Developmental assessment ○ Anthropometric assessment ○ Nutritional assessment • Immunization • Health/Nutritional education	• Growth and developmental study: Infant – 1 Toddler – 1 Preschooler – 1 Schooler – 1 Adolescent – 1	• Assess performance with rating scale • Completion of activity record.
NICU & PICU	**VI Sem – 1 week**	• Provide nursing care to critically ill children	• Care of a baby in incubator/warmer • Care of a child on ventilator, CPAP • Endotracheal Suction • Chest Physiotherapy • Administration of fluids with infusion pumps • Total Parenteral Nutrition • Phototherapy • Monitoring of babies • Recording & reporting • Cardiopulmonary Resuscitation (PLS)	• Newborn assessment – 1 • Nursing Care Plan – 1	• Assess performance with rating scale • Evaluation of observation report • Completion of activity record

MENTAL HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

DESCRIPTION: This course is designed to develop basic understanding of the principles and standards of mental health nursing and skill in application of nursing process in assessment and care of patients with mental health disorders.

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

1. Trace the historical development of mental health nursing and discuss its scope.
2. Identify the classification of the mental disorders.
3. Develop basic understanding of the principles and concepts of mental health nursing.

4. Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings.
5. Conduct mental health assessment.
6. Identify and maintain therapeutic communication and nurse patient relationship.
7. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.
8. Apply nursing process in delivering care to patients with mental disorders.
9. Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.
10. Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.
11. Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/ therapies used.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the historical development & current trends in mental health nursing Discuss the scope of mental health nursing Describe the concept of normal & abnormal behaviour	**Introduction** • Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices • Mental health team • Nature & scope of mental health nursing • Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour	• Lecture cum Discussion	• Essay • Short answer
II	10 (T)	Define the various terms used in mental health Nursing Explain the classification of mental disorders Explain the psychodynamics of maladaptive behaviour Discuss the etiological factors & psychopathology of mental disorders Explain the principles and standards of Mental health Nursing Describe the conceptual models of mental health nursing	**Principles and Concepts of Mental Health Nursing** • Definition: mental health nursing and terminology used • Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification • Review of personality development, defense mechanisms • Etiology bio-psycho-social factors • Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission • Principles of Mental health Nursing • Ethics and responsibilities • Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) • Conceptual models and the role of nurse: o Existential model	• Lecture cum Discussion • Explain using Charts • Review of personality development	• Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			○ Psychoanalytical models ○ Behavioural model ○ Interpersonal model • Preventive psychiatry and rehabilitation		
III	6 (T)	Describe nature, purpose and process of assessment of mental health status	**Mental Health Assessment** • History taking • Mental status examination • Mini mental status examination • Neurological examination • Investigations: Related Blood chemistry, EEG, CT & MRI • Psychological tests	• Lecture cum Discussion • Demonstration • Practice session • Clinical practice	• Essay • Short answer • Assessment of mental health status
IV	6 (T)	Identify therapeutic communication & techniques Describe therapeutic relationship Describe therapeutic impasses and its interventions	**Therapeutic Communication and Nurse-Patient Relationship** • Therapeutic communication: Types, techniques, characteristics and barriers • Therapeutic nurse-patient relationship • Interpersonal relationship- • Elements of nurse patient contract, • Review of technique of IPR- Johari window • Therapeutic impasse and its management	• Lecture cum Discussion • Demonstration • Role Play • Process recording • Simulation (video)	• Essay • Short answer • OSCE
V	10 (T)	Explain treatment modalities and therapies used in mental disorders and role of the nurse	**Treatment modalities and therapies used in mental disorders** • **Physical therapies**: Psychopharmacology, • Electro Convulsive therapy • **Psychological Therapies**: Psychotherapy, Behaviour therapy, CBT • **Psychosocial**: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy • **Alternative & Complementary**: Yoga, Meditation, Relaxation • **Consideration for special populations**	• Lecture cum Discussion • Demonstration • Group work • Practice session • Clinical practice	• Essay • Short answer • Objective type
VI	8 (T)	Describe the etiology, psycho-dynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	**Nursing management of patient with Schizophrenia, and other psychotic disorders** • Prevalence and incidence • Classification • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations	• Lecture and Discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			Nursing process • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders • Geriatric considerations and considerations for special populations • Follow up and home care and rehabilitation		
VII	6 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders	**Nursing management of patient with mood disorders** • Prevalence and incidence • Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc. • Etiology, psycho dynamics, clinical manifestation, diagnosis • Nursing Assessment History, Physical and mental assessment • Treatment modalities and nursing management of patients with mood disorders • Geriatric considerations/ considerations for special populations • Follow-up and home care and rehabilitation	• Lecture and Discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
VIII	8 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	**Nursing management of patient with neurotic, stress related and somatisation disorders** • Prevalence and incidence • classifications • Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with neurotic and stress related disorders • Geriatric considerations/ considerations for special populations • Follow-up and home care and rehabilitation	• Lecture and Discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems

CLINICAL PRACTICUM

MENTAL HEALTH NURSING - I & II

PLACEMENT: SEMESTER V & VI

MENTAL HEALTH NURSING - I – 1 Credit (80 hours)

MENTAL HEALTH NURSING - II – 2 Credits (160 hours)

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

1. Assess patients with mental health problems/disorders
2. Observe and assist in various treatment modalities or therapies
3. Counsel and educate patients and families
4. Perform individual and group psychoeducation
5. Provide nursing care to patients with mental health problems/disorders
6. Motivate patients in the community for early treatment and follow up
7. Observe the assessment and care of patients with substance abuse disorders in deaddiction centre.

CLINICAL POSTINGS

(8 weeks × 30 hours per week = 240 hours)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
Psychiatric OPD	2	• Assess patients with mental health problems • Observe and assist in therapies • Counsel and educate patients, and families	• History taking • Perform mental status examination (MSE) • Observe/practice Psychometric assessment • Perform Neurological examination • Observing and assisting in therapies • Individual and group psycho-education ▪ Mental hygiene practice education ▪ Family psycho-education	• History taking and Mental status examination – 2 • Health education – 1 • Observation report of OPD	• Assess performance with rating scale • Assess each skill with checklist • Evaluation of health education • Assessment of observation report • Completion of activity record
Child Guidance clinic	1	• Assess children with various mental health problems • Counsel and educate children, families and significant others	• History & mental status examination • Observe/practice psychometric assessment • Observe and assist in various therapies • Parental teaching for child with mental deficiency	• Case work – 1 • Observation report of different therapies – 1	• Assess performance with rating scale • Assess each skill with checklist • Evaluation of the observation report
Inpatient ward	4	• Assess patients with mental health problems • Provide nursing care for patients with various	• History taking • Mental status examination (MSE) • Neurological examination • Assisting in psychometric	• Give care to 2-3 patients with various mental disorders • Case study – 1	• Assess performance with rating scale • Assess each skill with checklist

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
		mental health problems • Assist in various therapies • Counsel and educate patients, families and significant others	assessment • Recording therapeutic communication • Administration of medications • Assist Electro-Convulsive Therapy (ECT) • Participating in all therapies • Preparing patients for Activities of Daily Living (ADL) • Conducting admission and discharge counselling • Counseling and teaching patients and families	• Care plan • Clinical presentation – 1 • Process recording – 2 • Maintain drug book	• Evaluation of the case study, care plan, clinical presentation, process recording • Completion of activity record
Community psychiatry & Deaddiction centre	1	• Identify patients with various mental disorders • Motivate patients for early treatment and follow up • Assist in follow up clinic • Counsel and educate patient, family and community • Observe the assessment and care of patients at deaddiction centre	• Conduct home visit and case work • Identifying individuals with mental health problems • Assisting in organizations of Mental Health camp • Conducting awareness meetings for mental health & mental illness • Counseling and Teaching family members, patients and community • Observing deaddiction care	• Case work – 1 • Observation report on field visits • Visit to deaddiction centre	• Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record

COMMUNITY HEALTH NURSING - I
including Environmental Science & Epidemiology

PLACEMENT: V SEMESTER

THEORY: 5 Credits (100 hours) includes Lab hours also

PRACTICUM: Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environmental science. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum. It helps students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiological approach. It also helps the students to develop knowledge and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clients of all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.

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

1. Explore the evolution of public health in India and community health nursing
2. Explain the concepts and determinants of health
3. Identify the levels of prevention and health problems of India
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
6. Discuss health care policies and regulations in India
7. Demonstrate understanding about an overview of environmental science, environmental health and sanitation
8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
9. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings
10. Describe community health nursing approaches and concepts
11. Describe the role and responsibilities of community health nursing personnel
12. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
13. Make effective home visits applying principles and methods used for home visiting
14. Use epidemiological approach in community diagnosis
15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases
16. Investigate an epidemic of communicable diseases
17. Assess, diagnose, manage and refer clients for various communicable and non- communicable diseases appropriately at the primary health care level
18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4 (T)	Define public health, community health and community health nursing Explain the evolution of public health in India and scope of community health nursing Explain various concepts of health and disease, dimensions and determinants of health Explain the natural history of disease and levels of prevention Discuss the health	**Concepts of Community Health and Community Health Nursing** • Definition of public health, community health and community health nursing • Public health in India and its evolution and Scope of community health nursing • *Review:* Concepts of Health & Illness/ disease: Definition, dimensions and determinants of health and disease • Natural history of disease • Levels of prevention: Primary, Secondary &	• Lecture • Discussion • Explain using chart, graphs • Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community) • Explain using examples	• Short answer • Essay • Objective type • Survey report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		problems of India	tertiary prevention – Review • Health problems (Profile) of India		
II	8 (T)	Describe health planning and its steps, and various health plans, and committees Discuss health care delivery system in India at various levels Describe SDGs, primary health care and comprehensive primary health care (CPHC) Explain health care policies and regulations in India	**Health Care Planning and Organization of Health Care at various levels** • Health planning steps • Health planning in India: various committees and commissions on health and family welfare and Five Year plans • Participation of community and stakeholders in health planning • Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level • Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles • CPHC through SC/Health Wellness Center (HWC) • Role of MLHP/CHP • National Health Care Policies and Regulations o National Health Policy (1983, 2002, 2017) o National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM o National Health Protection Mission (NHPM) o Ayushman Bharat o Universal Health Coverage	• Lecture • Discussion • Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC) • Directed reading	• Short answer • Essay • Evaluation of Field visit reports & presentation
III	15 (T)	Identify the role of an individual in the	**Environmental Science, Environmental Health, and**	• Lecture	• Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		conservation of natural resources Describe ecosystem, its structure, types and functions Explain the classification, value and threats to biodiversity Enumerate the causes, effects and control measures of environmental pollution Discuss about climate change, global warming, acid rain, and ozone layer depletion Enumerate the role of an individual in creating awareness about the social issues related to environment	**Sanitation** • *Natural resources:* Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources • Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles • *Ecosystem:* Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem • *Biodiversity:* Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity • *Environmental pollution:* Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health • *Climate change, global warming:* ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health • *Social issues and environment:* sustainable development, urban problems related to energy, water and environmental ethics • Acts related to environmental protection and preservation **Environmental Health &**	• Discussion • Debates on environmental protection and preservation • Explain using Charts, graphs, Models, films, slides • Directed reading • Visits to water supply & purification sites	• Essay • Field visit reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			Sanitation		
		List the Acts related to environmental protection and preservation	• Concept of environment health and sanitation		
		Describe the concept of environmental health and sanitation	• Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water	• Observe rain water harvesting plants	
			• Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water		
		Describe water conservation, rain water harvesting and water shed management	• Concepts of water conservation: rain water harvesting and water shed management	• Visit to sewage disposal and treatment sites, and waste disposal sites	
			• Concept of Pollution prevention		
			• Air & noise pollution		
			• Role of nurse in prevention of pollution		
		Explain waste management	• Solid waste management, human excreta disposal & management and sewage disposal and management		
			• Commonly used insecticides and pesticides		
IV	7 (T)	Describe the various nutrition assessment methods at the community level	**Nutrition Assessment and Nutrition Education** • *Review of Nutrition* o Concepts, types o Meal planning: aims, steps & diet plan for different age groups o Nutrition assessment of individuals, families and community by using appropriate methods	• Lecture • Discussion • Demonstration • Role play • Market visit • Nutritional assessment for different age groups	• Performance assessment of nutrition assessment for different age groups • Evaluation on nutritional assessment reports
		Plan and provide diet plans for all age groups including therapeutic diet	• Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status • General nutritional advice		
		Provide nutrition counseling and education to all age groups and describe	• Nutrition education: purpose, principles & methods and Rehabilitation	• Lecture • Discussion	• Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		the national nutrition programs and Identify early the food borne diseases, and perform initial management and referral appropriately	• *Review:* Nutritional deficiency disorders • National nutritional policy & programs in India **Food Borne Diseases and Food Safety** **Food borne diseases** • Definition, & burden, Causes and classification • Signs & Symptoms • Transmission of food borne pathogens & toxins • Early identification, initial management and referral **Food poisoning & food intoxication** • Epidemiological features/clinical characteristics, Types of food poisoning • Food intoxication-features, preventive & control measures • Public health response to food borne diseases	• Field visits to milk purification plants, slaughterhouse • Refer Nutrition module-BPCCHN Block 2-unit I & UNIT 5	• Field visit reports
V	6 (T)	Describe behaviour change communication skills Counsel and provide health education to individuals, families and community for promotion of healthy life style practices	**Communication management and Health Education** • Behaviour change communication skills o communication o Human behaviour o Health belief model: concepts & definition, ways to influence behaviour o Steps of behaviour change o Techniques of behaviour change: Guiding principles in planning BCC activity o Steps of BCC o Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients o Barriers to effective	• Lecture • Discussion • Role play • Demonstration: BCC skills • Supervised field practice • Refer: BCC/SBCC module (MoHFW & USAID)	• Short answer • Essay • Performance evaluation of health

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		using appropriate methods and media	communication, and methods to overcome them • Health promotion and Health education: methods/techniques, and audio-visual aids		education sessions to individuals and families
VI	7 (T)	Describe community health nursing approaches and concepts	**Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel** • *Approaches:* o Nursing process o Epidemiological approach o Problem solving approach o Evidence based approach o Empowering people to care for themselves • *Review:* Primary health care and Comprehensive Primary Health Care (CPHC)	• Lecture • Discussion • Demonstration • Role plays	• Short answer • Essays
		Describe and identify the activities of community health nurse to promote and maintain family health through home visits	**Home Visits**: • Concept, Principles, Process, & Techniques: Bag technique • Qualities of Community Health Nurse • Roles and responsibilities of community health nursing personnel in family health services • *Review:* Principles & techniques of counseling	• Supervised field practice	• Assessment of supervised field practice
VII	10 (T)	Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health	**Assisting individuals and families to promote and maintain their health** *A. Assessment of individuals and families* (Review from Child health nursing, Medical surgical nursing and OBG Nursing) • Assessment of children, women, adolescents, elderly etc.	• Lecture • Discussion • Demonstration • Role plays	• Short answer • Essay • Assessment of clinical performance in the field practice area

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			• Children: Monitoring growth and development, milestones • Anthropometric measurements, BMI • Social development • Temperature and Blood pressure monitoring • Menstrual cycle • Breast self-examination (BSE) and testicles self-examination (TSE) • Warning Signs of various diseases • Tests: Urine for sugar and albumin, blood sugar, Hemoglobin *B. Provision of health services/primary health care:* • Routine check-up, Immunization, counseling, and diagnosis • Management of common diseases at home and health centre level o Care based on standing orders/protocols approved by MoH&FW o Drugs dispensing and injections at health centre *C. Continue medical care and follow up* in community for various diseases/disabilities *D. Carry out therapeutic procedures* as prescribed/required for client and family *E. Maintenance of health records and reports* • Maintenance of client records • Maintenance of health records at the facility level • Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits	• Document and maintain: • Individual records	• Assessment of procedural skills in lab procedures • Evaluation of records and reports
		Provide primary care at home/ health centers (HWC) using standing orders/ protocols as per public health standards/approved by MoH&FW and INC regulation Develop skill in maintenance of records and reports			

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Develop beginning skills in handling social issues affecting the health and development of the family Identify and assist the families to utilize the community resources appropriately	*F. Sensitize and handle social issues affecting health and development of the family* • Women empowerment • Women and child abuse • Abuse of elders • Female foeticide • Commercial sex workers • Substance abuse *G. Utilize community resources for client and family* • Trauma services • Old age homes • Orphanages • Homes for physically challenged individuals • Homes for destitute • Palliative care centres • Hospice care centres • Assisted living facility	• Family records • Health center records • Field visits	• Evaluation of field visit reports
VIII	10 (T)	Describe the concepts, approaches and methods of epidemiology	**Introduction to Epidemiology – Epidemiological Approaches and Processes** • Epidemiology: Concept and Definition • Distribution and frequency of disease • Aims & uses of epidemiology • Epidemiological models of causation of disease • Concepts of disease transmission • Modes of transmission: Direct, Indirect and chain of infection • Time trends or fluctuations in disease occurrence • Epidemiological approaches: Descriptive, analytical and experimental • Principles of control measures/levels of	• Lecture • Discussion • Demonstration • Role play • Field visits: communicable disease hospital & Entomology office • Investigation of an epidemic of	• Short answer • Essay • Report on visit to communicable disease hospital • Report on visit to entomology office

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			prevention of disease • Investigation of an epidemic of communicable disease • Use of basic epidemiological tools to make community diagnosis for effective planning and intervention	communicable disease	• Report and presentation on investigating an epidemic of communicable disease
		Investigate an epidemic of communicable disease			
IX	15 (T)	Explain the epidemiology of specific communicable diseases Describe the various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility	**Communicable Diseases and National Health Programs** **1.** *Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)* • Epidemiology of the following vector born diseases • Prevention & control measures • Screening, and diagnosing the following conditions, primary management, referral and follow up o Malaria o Filaria o Kala-azar o Japanese encephalitis o Dengue o Chickungunya **2.** *Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)* • Epidemiology of the following infectious diseases • Prevention & Control measures • Screening, diagnosing the following conditions, primary management, referral and follow up o Leprosy o Tuberculosis o Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis	• Lecture • Discussion, • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with communicable diseases	• Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			and measles o Enteric fever o Viral hepatitis o HIV/AIDS/RTI infections o HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs) o Diarrhoea o Respiratory tract infections o COVID-19 o Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis **3**. *Communicable diseases: Zoonotic diseases* • Epidemiology of Zoonotic diseases • Prevention & control measures • Screening and diagnosing the following conditions, primary management, referral and follow up o Rabies: Identify, suspect, primary management and referral to a health facility • Role of a nurses in control of communicable diseases **National Health Programs** 1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B) 2. National Leprosy Eradication Program (NLEP) 3. Revised National Tuberculosis Control Program (RNTCP) 4. Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory		
		Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs			

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			infections and Scabies 5. National Aids Control Organization (NACO) 6. National Vector Borne Disease Control Program 7. National Air Quality Monitoring Program 8. Any other newly added program		
X	15 (T)	Describe the national health program for the control of non-communicable diseases and the role of nurses in screening, identification, primary management and referral to a health facility	**Non-Communicable Diseases and National Health Program (NCD)** • National response to NCDs (Every disease will be dealt under the following headlines • Epidemiology of specific diseases • Prevention and control measures • Screening, diagnosing/ identification and primary management, referral and follow up care **NCD-1** o Diabetes Mellitus o Hypertension o Cardiovascular diseases o Stroke & Obesity o **Blindness:** Categories of visual impairment and national program for control of blindness o **Deafness:** national program for prevention and control of deafness o **Thyroid diseases** o **Injury and accidents:** Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways **NCD-2 Cancers** o Cervical Cancer o Breast Cancer o Oral cancer o Epidemiology of specific cancers, Risk factors/	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with non-communicable diseases	• Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms, and early management & referral o Palliative care o Role of a nurse in non-communicable disease control program **National Health Programs** • National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) • National program for control of blindness • National program for prevention and control of deafness • National tobacco control program • **Standard treatment protocols used in National Health Programs**	• Participation in national health programs	
XI	3 (T)	Enumerate the school health activities and the role functions of a school health nurse	**School Health Services** • Objectives • Health problems of school children • Components of school health services • Maintenance of school health records • Initiation and planning of school health services • Role of a school health nurse	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answer • Essay • Evaluation of health counseling to school children • Screen, diagnose, manage and refer school children • OSCE assessment

Note: Lab hours less than 1 Credit is not specified separately.

CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

CLINICAL POSTINGS: (4 weeks × 40 hours per week)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban	2 weeks	Build and maintain rapport	• Interviewing skills using communication and	• Community needs assessment/ Survey	• Evaluation of survey report

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			interpersonal relationship	– Rural/urban – 1	
Rural	2 Weeks			Field visits:	
		Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community	• Conducting community needs assessment/survey to identify health determinants of a community	• SC/HWC, PHC, CHC • Water resources & purification site – water quality standards • Rain water harvesting • Sewage disposal	• Evaluation of field visit and observation reports
		Observe the functioning and document significant observations	• Observation skills	Observation of • milk diary • slaughterhouse – meat hygiene • Observation of nutrition programs • Visit to market	
		Perform nutritional assessment and plan diet plan for adult	• Nutritional assessment skills	• Nutritional assessment of an individual (adult) – 1	
		Educate individuals/ family/community on - Nutrition - Hygiene - Food hygiene - Healthy lifestyle - Health promotion	• Skill in teaching individual/family on: o Nutrition, including food hygiene and safety o Healthy lifestyle o Health promotion	• Health teaching (Adult) – 1 • Use of audio-visual aids o Flash cards o Posters o Flannel graph o Flip charts	• Health talk evaluation
		Perform health assessment for clients of various age groups	• Health assessment including nutritional assessment for clients of different age groups	• Health assessment of woman – 1, infant/under five – 1, adolescent – 1, adult – 1 • Growth monitoring of under-five children – 1	• Assessment of clinical performance
		Maintain records and reports	• Documentation skills	**Document and maintain**: • Individual record • Family record • Health center record • Community health survey to investigate an epidemic – 1	• Evaluations of reports &

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Investigate epidemic of communicable disease Identify prevalent communicable and non-communicable diseases Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols Participate in implementation of national health programs Participate in school health program	• Investigating an epidemic – Community health survey • Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs • Conduct home visit • Participation in implementation of national health programs • Participation in school health program	**Screening, diagnosing and primary management and referral**: • Communicable disease – 1 • Non- communicable diseases – 1 • Home visits – 2 • Participation in any two national health programs • Participation in school health program – 1	records • Clinical performance assessment • OSCE • Final clinical examination • Evaluation of home visit

EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: V SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Lab/Practical: 1 Credit (40 hours)

DESCRIPTION: This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning.

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

1. Develop basic understanding of theoretical foundations and principles of teaching and learning
2. Identify the latest approaches to education and learning
3. Initiate self- assessment to identify one's own learning styles
4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
5. Develop understanding of basics of curriculum planning, and organizing
6. Analyze and use different teaching methods effectively that are relevant to student population and settings
7. Make appropriate decisions in selection of teaching learning activities integrating basic principles

8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
9. Engage in team learning and collaboration through inter professional education
10. Integrate the principles of teaching and learning in selection and use of educational media/technology
11. Apply the principles of assessment in selection and use of assessment and evaluation strategies
12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
13. Develop basic understanding of student guidance through mentoring and academic advising
14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
16. Develop basic understanding of evidence-based teaching practices

COURSE OUTLINE

T – Theory, P – Practical (Laboratory)

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6	3	Explain the definition, aims, types, approaches and scope of educational technology	**Introduction and Theoretical Foundations:** *Education and educational technology* • Definition, aims • Approaches and scope of educational technology • Latest approaches to education: o Transformational education o Relationship based education o Competency based education	• Lecture cum discussion	• Quiz
			Compare and contrast the various educational philosophies	*Educational philosophy:* • Definition of philosophy, education and philosophy • Comparison of educational philosophies • Philosophy of nursing education		
			Explain the teaching learning process, nature, characteristics and principles	*Teaching learning process:* • Definitions • Teaching learning as a process • Nature and characteristics of teaching and learning • Principles of teaching and learning • Barriers to teaching and learning • Learning theories • Latest approaches to learning o Experiential learning		

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
				○ Reflective learning ○ Scenario based learning ○ Simulation based learning ○ Blended learning	**Group exercise**: • Create/discuss scenario-based exercise	**Assessment of Assignment:** • Learning theories – analysis of any one
II	6	6	Identify essential qualities/attributes of a teacher Describe the teaching styles of faculty Explain the determinants of learning and initiates self-assessment to identify own learning style Identify the factors that motivate the learner Define curriculum and classify types Identify the factors influencing curriculum development Develop skill in writing learning outcomes, and lesson plan	**Assessment and Planning** *Assessment of teacher* • Essential qualities of a teacher • Teaching styles – Formal authority, demonstrator, facilitator, delegator *Assessment of learner* • Types of learners • Determinants of learning – learning needs, readiness to learn, learning styles • Today's generation of learners and their skills and attributes • Emotional intelligence of the learner • Motivational factors – personal factors, environmental factors and support system **Curriculum Planning** • Curriculum – definition, types • Curriculum design – components, approaches • Curriculum development – factors influencing curriculum development, facilitators and barriers • Writing learning outcomes/ behavioral objectives • Basic principles of writing course plan, unit plan and lesson plan	• Lecture cum discussion **Self-assessment exercise:** • Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory) • Lecture cum discussion **Individual/group exercise**: • Writing learning outcomes • Preparation of a lesson plan	• Short answer • Objective type **Assessment of Assignment:** • Individual/ Group
III	8	15	Explain the principles and strategies of classroom management	**Implementation** *Teaching in Classroom and Skill lab – Teaching Methods* • Classroom management-principles and strategies • Classroom communication ○ Facilitators and Barriers to classroom communication	• Lecture cum Discussion	• Short answer • Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods Explain active learning strategies and participate actively in team and collaborative learning	○ Information communication technology (ICT) – ICT used in education *Teaching methods – Features, advantages and disadvantages* • Lecture, Group discussion, microteaching • Skill lab – simulations, Demonstration & re-demonstration • Symposium, panel discussion, seminar, scientific workshop, exhibitions • Role play, project • Field trips • Self-directed learning (SDL) • Computer assisted learning • One-to-one instruction *Active learning strategies* • Team based learning • Problem based learning • Peer sharing • Case study analysis • Journaling • Debate • Gaming • Inter-professional education	• Practice teaching/Micro teaching • Exercise (Peer teaching) • Patient teaching session • Construction of game – puzzle • Teaching in groups – interdisciplinary	• Assessment of microteaching
IV	3	3	Enumerate the factors influencing selection of clinical learning experiences Develop skill in using different clinical teaching strategies	**Teaching in the Clinical Setting – Teaching Methods** • Clinical learning environment • Factors influencing selection of clinical learning experiences • Practice model • Characteristics of effective clinical teacher • Writing clinical learning outcomes/practice competencies • Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording	• Lecture cum discussion • Writing clinical outcomes – assignments in pairs	• Short answer • Assessment of written assignment

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
V	5	5	Explain the purpose, principles and steps in the use of media Categorize the different types of media and describe its advantages and disadvantages Develop skill in preparing and using media	**Educational/Teaching Media** • Media use – Purpose, components, principles and steps • Types of media *Still visuals* o Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer o Projected – film stripes, microscope, power point slides, overhead projector *Moving visuals* o Video learning resources – videotapes & DVD, blu-ray, USB flash drive o Motion pictures/films *Realia and models* o Real objects & Models *Audio aids/audio media* o Audiotapes/Compact discs o Radio & Tape recorder o Public address system o Digital audio *Electronic media/computer learning resources* o Computers o Web-based videoconferencing o E-learning, Smart classroom *Telecommunication (Distance education)* o Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing *Mobile technology*	• Lecture cum discussion • Preparation of different teaching aids – (Integrate with practice teaching sessions)	• Short answer • Objective type • Assessment of the teaching media prepared
VI	5	3	Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation Explain the guidelines to develop assessment	**Assessment/Evaluation Methods/Strategies** • Purposes, scope and principles in selection of assessment methods and types • Barriers to evaluation • Guidelines to develop assessment	• Lecture cum discussion	• Short answer • Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			tests Develop skill in construction of different tests Identify various clinical evaluation tools and demonstrate skill in selected tests	tests *Assessment of knowledge*: • Essay type questions, • Short answer questions (SAQ) • Multiple choice questions (MCQ – single response & multiple response) *Assessment of skills:* • Clinical evaluation • Observation (checklist, rating scales, videotapes) • Written communication – progress notes, nursing care plans, process recording, written assignments • Verbal communication (oral examination) • Simulation • Objective Structured Clinical Examination (OSCE) • Self-evaluation • Clinical portfolio, clinical logs *Assessment of Attitude:* • Attitude scales *Assessment tests for higher learning*: • Interpretive questions, hot spot questions, drag and drop and ordered response questions	• Exercise on constructing assessment tool/s	• Assessment of tool/s prepared
VII	3	3	Explain the scope, purpose and principles of guidance Differentiate between guidance and counseling Describe the principles, types, and counseling process Develop basic skill of counseling and guidance	**Guidance/academic advising, counseling and discipline** *Guidance* • Definition, objectives, scope, purpose and principles • Roles of academic advisor/ faculty in guidance *Counseling* • Difference between guidance and counseling • Definition, objectives, scope, principles, types, process and steps of counseling • Counseling skills/techniques – basics • Roles of counselor • Organization of counseling services	• Lecture cum discussion • Role play on student counseling in different situations • Assignment on identifying situations requiring counseling	• Assessment of performance in role play scenario • Evaluation of assignment

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students	• Issues for counseling nursing students *Discipline and grievance in students* • Managing disciplinary/grievance problems – preventive guidance & counseling • Role of students' grievance redressal cell/committee		
VIII	4	2	Recognize the importance of value-based education Develop skill in ethical decision making and maintain ethical standards for students Introduce knowledge of EBT and its application in nursing education	**Ethics and Evidence Based Teaching (EBT) in Nursing Education** *Ethics – Review* • Definition of terms • Value based education in nursing • Value development strategies • Ethical decision making • Ethical standards for students • Student-faculty relationship *Evidence based teaching – Introduction* • Evidence based education process and its application to nursing education	• Value clarification exercise • Case study analysis (student encountered scenarios) and suggest ethical decision-making steps • Lecture cum discussion	• Short answer • Evaluation of case study analysis • Quiz – MCQ

INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

PLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to help students to know the importance of forensic science in total patient care and to recognize forensic nursing as a specialty discipline in professional nursing practice.

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

1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice
2. Explore the history and scope of forensic nursing practice
3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence
4. Develop basic understanding of the Indian judicial system and legal procedures

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Describe the nature of forensic science and discus issues concerning violence	**Forensic Science** • Definition • History • Importance in medical science • Forensic Science Laboratory **Violence** • Definition • Epidemiology • Source of data **Sexual abuse – child and women**	• Lecture cum discussion • Visit to Regional Forensic Science Laboratory	• Quiz – MCQ • Write visit report
II	2 (T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	**Forensic Nursing** • Definition • History and development • Scope – setting of practice, areas of practice and subspecialties • Ethical issues • Roles and responsibilities of nurse • INC & SNC Acts	• Lecture cum discussion	• Short answer • Objective type
III	7 (T)	Identify members of forensic team and describe role of forensic nurse	**Forensic Team** • Members and their roles **Comprehensive forensic nursing care of victim and family** • Physical aspects • Psychosocial aspects • Cultural and spiritual aspects • Legal aspects • Assist forensic team in care beyond scope of her practice • Admission and discharge/referral/death of victim of violence • Responsibilities of nurse as a witness **Evidence preservation – role of nurses** • Observation • Recognition	• Lecture cum Discussion • Hypothetical/real case presentation • Observation of post-mortem • Visit to department of forensic medicine	• Objective type • Short answer • Write report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination		
IV	3 (T)	Describe fundamental rights and human rights commission	**Introduction of Indian Constitution** **Fundamental Rights** • Rights of victim • Rights of accused **Human Rights Commission**	• Lecture cum discussion • Written Assignment • Visit to prison	• Short answer • Assessment of written assignment • Write visit report
V	5 (T)	Explain Indian judicial system and laws Discuss the importance of POSCO Act	**Sources of laws and law-making powers** **Overview of Indian Judicial System** • JMFC (Judicial Magistrate First Class) • District • State • Apex **Civil and Criminal Case Procedures** • IPC (Indian Penal Code) • ICPC • IE Act (Indian Evidence Act) **Overview of POSCO Act**	• Lecture cum discussion • Guided reading • Lecture cum discussion	• Quiz • Short answer

CHILD HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

DESCRIPTION: This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.

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

1. Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourinary, nervous system disorders, orthopedic disorders, eye, ear and skin disorders and communicable diseases
2. Provide care to children with common behavioural, social and psychiatric problems
3. Manage challenged children
4. Identify the social and welfare services for challenged children

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
1	20 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, and nervous system	**Cardiovascular system:** • Identification and Nursing management of congenital malformations • **Congenital heart diseases:** Cyanotic and Acyanotic (ASD,VSD, PDA,TOF) • Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure • **Hematological conditions:** a) Congenital: Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non-hodgkins lymphoma **Gastro-intestinal system:** • Identification and Nursing management of congenital malformations. • Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia • Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites **Genitourinary urinary system:** • Identification and Nursing management of congenital malformations. • Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy • Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure **Nervous system:** • Identification and Nursing management of congenital malformations a) Congenital: Spina bifida, Hydrocephalous. b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury	• Lecture cum discussion • Demonstration and practice session	• Short answer • Objective type • Assessment of skills with checklist
II	10 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing	**Orthopedic disorders**: • Club foot	• Lecture cum discussion • Demonstration	• Short answer • Objective type • Assessment of

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		management of children with Orthopedic disorders, eye, ear and skin disorders Explain the preventive measures and strategies for children with communicable diseases	• Hip dislocation and • Fracture **Disorder of eye, ear and skin**: • Refractory errors • Otitis media and • Atopic dermatitis **Communicable diseases in children**, their identification/ diagnosis, nursing management in hospital, in home, control & prevention: • Tuberculosis • Diphtheria • Tetanus • Pertussis • Poliomyelitis • Measles • Mumps, and • Chickenpox • HIV/AIDS • Dengue fever • COVID-19	• Practice session • Clinical practice	skills with checklist
III	10 (T)	Describe the management of children with behavioral & social problems Identify the social & welfare services for challenged children	**Management of behavior and social problems in children** • Child Guidance clinic • Common behavior disorders in children and management o Enuresis and Encopresis o Nervousness o Nail biting o Thumb sucking o Temper tantrum o Stealing o Aggressiveness o Juvenile delinquency o School phobia o Learning disability • Psychiatric disorders in children and management o Childhood schizophrenia o Childhood depression o Conversion reaction o Posttraumatic stress disorder o Autistic spectrum disorders	• Lecture cum discussion • Field visits to child guidance clinics, school for mentally & physically, socially challenged	• Short answer • Objective type • Assessment of field reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Eating disorder in children and management o Obesity o Anorexia nervosa o Bulimia • Management of challenged children. o Mentally o Physically o Socially o Child abuse, o Substance abuse • Welfare services for challenged children in India		

CHILD HEALTH NURSING - II – CLINICAL PRACTICUM (1 Credit – 80 hours)

Given under Child Health Nursing - I as I & II

MENTAL HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 1 Credit (40 Hours)

PRACTICUM: Clinical: 2 Credits (160 Hours)

DESCRIPTION: This course is designed to provide the students with basic understanding and skills essential to meet psychiatric emergencies and perform the role of community mental health nurse.

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

1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders.
2. Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence.
3. Apply nursing process in providing care to patients with organic brain disorders.
4. Identify and respond to psychiatric emergencies.
5. Carry out crisis interventions during emergencies under supervision.
6. Perform admission and discharge procedures as per MHCA 2017.
7. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	**Nursing Management of Patients with Substance Use Disorders** • Prevalence and incidence • Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal • Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal) • Diagnostic criteria/formulations • Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay • Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders • Special considerations for vulnerable population • Follow-up and home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
II	6 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders	**Nursing Management of Patient with Personality and Sexual Disorders** • Prevalence and incidence • Classification of disorders • Etiology, psychopathology, characteristics, diagnosis • Nursing Assessment: History, Physical and mental health assessment • Treatment modalities and nursing management of patients with personality, and sexual disorders • Geriatric considerations • Follow-up and home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
III	8 (T)	Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency	**Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (**Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder) • Prevalence and incidence • Classifications • Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			• Nursing Assessment: History, Physical, mental status examination and IQ assessment • Treatment modalities and nursing management of childhood disorders including intellectual disability • Follow-up and home care and rehabilitation		
IV	5 (T)	Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.	**Nursing Management of Organic Brain Disorders** (Delirium, Dementia, amnestic disorders) • Prevalence and incidence • Classification • Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis • Nursing Assessment: History, Physical, mental and neurological assessment • Treatment modalities and nursing management of organic brain disorders • Follow-up and home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
V	6 (T)	Identify psychiatric emergencies and carry out crisis intervention	**Psychiatric Emergencies and Crisis Intervention** • Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements • Maladaptive behaviour of individual and groups, stress, crisis and disaster(s) • Types of crisis • Crisis intervention: Principles, Techniques and Process - Stress reduction interventions as per stress adaptation model - Coping enhancement - Techniques of counseling	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Short answer • Objective type
VI	4 (T)	Explain legal aspects applied in mental health settings and role of the nurse	**Legal Issues in Mental Health Nursing** • Overview of Indian Lunacy Act and The Mental Health Act 1987 • (Protection of Children from Sexual Offence) POSCO Act • Mental Health Care Act (MHCA) 2017 • Rights of mentally ill clients • Forensic psychiatry and nursing • Acts related to narcotic and psychotropic substances and illegal drug trafficking	• Lecture cum discussion • Case discussion	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			• Admission and discharge procedures as per MHCA 2017 • Role and responsibilities of nurses in implementing MHCA 2017		
VII	5 (T)	Describe the model of preventive psychiatry Describe Community Mental health services and role of the nurse	**Community Mental Health Nursing** • Development of Community Mental Health Services: • National mental health policy viz. National Health Policy • National Mental Health Program • Institutionalization versus Deinstitutionalization • Model of Preventive psychiatry • Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities • Mental Health Agencies: Government and voluntary, National and International • Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.	• Lecture cum discussion • Clinical/ field practice • Field visits to mental health service agencies	• Short answer • Objective type • Assessment of the field visit reports

CLINICAL PRACTICUM – 2 Credits (80 hours)

Clinical Practicum for Mental Health Nursing - I & II are given under Mental Health Nursing - I Clinical Practicum

NURSING MANAGEMENT AND LEADERSHIP

PLACEMENT: VI Semester

THEORY: 3 Credits (60 hours) includes Lab/Skill Lab hours also

PRACTICUM: Clinical: 1 Credits (80 hours)

DESCRIPTION: This course is designed to enable students to acquire knowledge and competencies in areas of administration, and management of nursing services and education. Further prepares the students to develop leadership competencies and perform their role as effective leaders in an organization.

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

1. Analyze the health care trends influencing development of nursing services and education in India.
2. Describe the principles, functions and process of management applied to nursing.
3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.
4. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.
5. Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.
6. Develop skill in management of materials and supplies including inventory control.
7. Develop team working and inter professional collaboration competencies.
8. Identify effective leadership styles and develop leadership competencies.
9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.
10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process.

11. Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.

12. Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.

13. Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum.

14. Identify the legal issues and laws relevant to nursing practice and education.

15 Apply the knowledge and utilize the various opportunities for professional advancement.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Explore the health care, development of nursing services and education in India and trends	**Health Care and Development of Nursing Services in India** • Current health care delivery system of India – review • Planning and development of nursing services and education at global and national scenario • Recent trends and issues of nursing service and management	• Lecture cum discussion • Directed reading and written assignment	• Short answer • Assessment of assignment
II	2 (T)	Explain the principles and functions of management applied to nursing Describe the introductory concepts of management as a process	**Management Basics Applied to Nursing** • Definitions, concepts and theories of management • Importance, features and levels of management • Management and administration • Functions of management • Principles of management • Role of a nurse as a manager **Introduction to Management Process** • Planning • Organizing • Staffing • Directing/Leading • Controlling	• Lecture and discussion	• MCQ • Short answer
			MANAGEMENT OF NURSING SERVICES		
III	4 (T)	Describe the essential elements of planning	**Planning Nursing Services** • Vision, Mission, philosophy, objectives • Nursing service policies, procedures and manuals • Functional and operational planning	• Lecture and Discussion • Visit to specific hospital/ patient care units • Demonstration of disaster drill in the respective setting	• Formulate Mission & Vision Statement for the nursing department/ unit • Assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Strategic planning • Program planning – Gantt chart & milestone chart • Budgeting – concepts, principles, types, • Budget proposal, cost benefit analysis • Planning hospital and patient care unit (Ward) • Planning for emergency and disaster		of problem-solving exercises • Visit Report
IV	4 (T)	Discuss the concepts of organizing including hospital organization	**Organizing** • Organizing as a process – assignment, delegation and coordination • Hospital – types, functions & organization • Organizational development • Organizational structure • Organizational charts • Organizational effectiveness • Hospital administration, Control & line of authority • Hospital statistics including hospital utilization indices • Nursing care delivery systems and trends • Role of nurse in maintenance of effective organizational climate	• Lecture cum discussion • Comparison of organizational structure of various organizations • Nursing care delivery systems – assignment • Preparation of Organizational chart of hospital/ Nursing services	• Short answer • Assessment of assignment
V	6 (T)	Identify the significance of human resource management (HRM) and material management and discuss its elements	**Staffing (Human resource management)** • Definition, objectives, components and functions **Staffing & Scheduling** • Staffing – Philosophy, staffing activities • Recruiting, selecting, deployment • Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation • Staffing units – Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system • Categories of nursing personnel including job description of all levels • Assignment and nursing care responsibilities	• Lecture and discussion • Role play • Games self-assessment, case discussion and practice session • Calculation of staffing requirements for a specified ward	• Formulate Job description at different levels of care & compare with existing system • Preparation of duty roster

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Turnover and absenteeism • Staff welfare • Discipline and grievances **In-Service Education** • Nature and scope of in-service education program • Principles of adult learning – review • Planning and organizing in-service educational program • Methods, techniques and evaluation • Preparation of report **Material Resource Management** • Procurement, purchasing process, inventory control & role of nurse • Auditing and maintenance in hospital and patient care unit	• Visit to inventory store of the institution	• Preparation of MMF/records • Preparation of log book & condemnation documents • Visit Report
		Explain the procedural steps of material management Develop managerial skill in inventory control and actively participate in procurement process			
VI	5 (T)	Describe the important methods of supervision and guidance	**Directing and Leading** • Definition, principles, elements of directing • Supervision and guidance • Participatory management • Inter-professional collaboration • Management by objectives • Team management • Assignments, rotations • Maintenance of discipline • Leadership in management	• Lecture and discussion • Demonstration of record & report maintenance in specific wards/ departments	• Assignment on Reports & Records maintained in nursing department/ • Preparation of protocols and manuals
VII	4 (T)	Discuss the significance and changing trends of nursing leadership Analyze the different leadership styles and develop leadership competencies	**Leadership** • Definition, concepts, and theories • Leadership principles and competencies • Leadership styles: Situational leadership, Transformational leadership • Methods of leadership development • Mentorship/preceptorship in nursing • Delegation, power & politics, empowerment, mentoring and coaching • Decision making and problem solving	• Lecture cum discussion • Self-assessment • Report on types of leadership adopted at different levels of health care in the given setting • Problem solving/ Conflict management exercise • Observation of managerial roles at different levels (middle level mangers-ward incharge, ANS)	• Short answer • Essay • Assessment of exercise/report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Conflict management and negotiation • Implementing planned change		
VIII	4 (T)	Explain the process of controlling and its activities	**Controlling** • Implementing standards, policies, procedures, protocols and practices • Nursing performance audit, patient satisfaction • Nursing rounds, Documentation – records and reports • Total quality management – Quality assurance, Quality and safety • Performance appraisal • Program evaluation review technique (PERT) • Bench marking, Activity plan (Gantt chart) • Critical path analysis	• Lecture cum discussion • Preparation of policies/ protocols for nursing units/ department	• Assessment of prepared protocols
IX	4 (T)	Explain the concepts of organizational behavior and group dynamics	**Organizational Behavior and Human Relations** • Concepts and theories of organizational behavior • Group dynamics • Review – Interpersonal relationship • Human relations • Public relations in the context of nursing • Relations with professional associations and employee unions • Collective bargaining • Review – Motivation and morale building • Communication in the workplace – assertive communication • Committees – importance in the organization, functioning	• Lecture and discussion • Role play/ exercise – Group dynamics & human relations	• Short answer • OSCE
X	2 (T)	Describe the financial management related to nursing services	**Financial Management** • Definition, objectives, elements, functions, principles & scope of financial management • Financial planning (budgeting for nursing department) • Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units	• Lecture cum discussion • Budget proposal review • Preparation of budget proposal for a specific department	• Short answer • Essay • Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Budget and Budgetary process • Financial audit		
XI	1 (T)	Review the concepts, principles and methods and use of nursing informatics	**Nursing Informatics/ Information Management – Review** • Patient records • Nursing records • Use of computers in hospital, college and community • Telemedicine & Tele nursing • Electronic Medical Records (EMR), EHR	• Review • Practice session • Visit to departments	• Short answer
XII	1 (T)	Review personal management in terms of management of emotions, stress and resilience	**Personal Management – Review** • Emotional intelligence • Resilience building • Stress and time management – de-stressing • Career planning	• Review • Discussion	
			MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS		
XIII	4 (T)	Describe the process of establishing educational institutions and its accreditation guidelines	**Establishment of Nursing Educational Institutions** • Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines • Coordination with regulatory bodies – INC and State Nursing Council • Accreditation – Inspections • Affiliation with university/State council/board of examinations	• Lecture and discussion • Visit to one of the regulatory bodies	• Visit report
XIV	4 (T)	Explain the planning and organizing functions of a nursing college	**Planning and Organizing** • Philosophy, objectives and mission of the college • Organization structure of school/college • Review – Curriculum planning • Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation • Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance • Infrastructure facilities – college, classrooms, hostel, library, labs,	• Directed reading – INC Curriculum • Preparation of organizational structure of the college • Written assignment – writing philosophy of a teaching department • Preparation of master plan, time table and clinical rotation	• Short answer • Essay • Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			computer lab, transport facilities • Records & reports for students, staff, faculty and administrative • Committees and functioning • Clinical experiences		
XV	4 (T)	Develop understanding of staffing the college and selecting the students	**Staffing and Student Selection** • Faculty/staff selection, recruitment and placement, job description • Performance appraisal • Faculty development • Faculty/staff welfare • Student recruitment, admission, clinical placement	• Guided reading on faculty norms • Faculty welfare activities report • Writing job description of tutors	• Short answer • Activity report • Assessment of job description
XVI	4 (T)	Analyze the leadership and management activities in an educational organization	**Directing and Controlling** • Review – Curriculum implementation and evaluation • Leadership and motivation, supervision – review • Guidance and counseling • Quality management – educational audit • Program evaluation, evaluation of performance • Maintaining discipline • Institutional records and reports – administrative, faculty, staff and students	• Review principles of evaluation • **Assignment –** Identify disciplinary problems among students • Writing student record	• Short answer • Assessment of assignment and record
XVII	4 (T)	Identify various legal issues and laws relevant to nursing practice	**PROFESSIONAL CONSIDERATIONS** **Review – Legal and Ethical Issues** • Nursing as a profession – Characteristics of a professional nurse • Nursing practice – philosophy, aim and objectives • Regulatory bodies – INC and SNC constitution and functions **Review – Professional ethics** • Code of ethics and professional conduct – INC & ICN • Practice standards for nursing – INC • International Council for Nurses (ICN) **Legal aspects in nursing:** • Consumer protection act, patient rights • Legal terms related to practice, legal		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			system – types of law, tort law & liabilities • Laws related to nursing practice – negligence, malpractice, breach, penalties • Invasion of privacy, defamation of character • Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice		
XVIII	2 (T)	Explain various opportunities for professional advancement	**Professional Advancement** • Continuing Nursing Education • Career opportunities • Membership with professional organizations – national and international • Participation in research activities • Publications – journals, newspaper	• Prepare journal list available in India • Write an article – research/ clinical	• Assessment of assignments

Note: Less than 1 credit lab hours are not specified

CLINICAL PRACTICUM

Clinical: 2 Credits (80 hours) 2 weeks × 40 hours per week = 80 hours

Practice Competencies:

Hospital

1. Prepare organizational chart of hospital/Nursing services/nursing department
2. Calculate staffing requirements for a particular nursing unit/ward
3. Formulate Job description at different levels of care
4. Prepare duty roster for staff/students at different levels
5. Participate in procuring/purchase of equipment & supplies
6. Prepare log book/MMF for specific equipment/materials
7. Maintain and store inventory and keep daily records
8. Prepare and maintain various records & reports of the settings – incident reports/adverse reports/audit reports
9. Prepare and implement protocols & manuals
10. Participate in supervision, evaluation and conducting in service education for the staff

College & Hostel

1. Prepare organizational chart of college
2. Formulate job description for tutors
3. Prepare Master plan, time table and clinical rotation
4. Prepare student anecdotes
5. Participate in planning, conducting and evaluation of clinical teaching

6. Participate in evaluation of students' clinical experience
7. Participate in planning and conducting practical examination OSCE – end of posting

CLINICAL POSTING: Management experience in hospital & college.

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I
including SBA module

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Skill Lab**:** 1 Credit (40 hours); Clinical: 3 Credits (240 hours)

DESCRIPTION: This course is designed for students to develop knowledge and competencies on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programs.

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

1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
3. Recognize the trends and issues in midwifery and obstetrical nursing.
4. Review and describe the anatomy and physiology of human reproductive system and conception.
5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium.
6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.
7. Uphold the fundamental human rights of individuals when providing midwifery care.
8. Promote physiologic labour and birth, and conduct normal childbirth.
9. Provide evidence based essential newborn care.
10. Apply nursing process approach in caring for women and their families.
11. Describe the methods of contraception and role of nurse/midwife in family welfare services.
12. Recognize the importance of and actively participate in family welfare programs.
13. Provide youth friendly health services and care for women affected by gender based violence.

COURSE OUTLINE

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	8 (T)	Explain the history and current scenario of midwifery in India	**Introduction to midwifery** • History of midwifery in India • *Current scenario:* o Trends of maternity care in India o Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India	• Discussion • Demonstration • Role play • Directed reading and assignment: ICM competencies • Scenario based learning	• Short answer • Objective type • Essay • Quiz
		Review vital health	• Vital health indicators – Maternal mortality ratio, Infant Mortality Rate,		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		indicators Describe the various national health programs related to RMNCH+A Identify the trends and issues in midwifery Discuss the legal and ethical issues relevant to midwifery practice	Neonatal Mortality Rate, perinatal mortality rate, fertility rates o Maternal death audit • National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health) *Current trends in midwifery and OBG nursing:* o Respectful maternity and newborn care (RMNC) o Midwifery-led care units (MLCU) o Women centered care, physiologic birthing and demedicalization of birth o Birthing centers, water birth, lotus birth o Essential competencies for midwifery practice (ICM) o Universal rights of child-bearing women o Sexual and reproductive health and rights o Women's expectations & choices about care *Legal provisions in midwifery practice in India:* • INC/MOH&FW regulations • ICM code of ethics • Ethical issues in maternal and neonatal care • Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers • Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community) • Scope of practice for midwives		
II	6 (T) 3 (L)	Review the anatomy and physiology of human reproductive system	**Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology)** *Review:* • Female organs of reproduction • Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations • Foetal skull – bones, sutures,	• Lecture • Discussion • Self-directed learning • Models • Videos & films	• Quiz • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			fontanelles, diameters, moulding • Fetopelvic relationship • Physiology of menstrual cycle, menstrual hygiene • Fertilization, conception and implantation • Embryological development • Placental development and function, placental barrier • Fetal growth and development • Fetal circulation & nutrition		
III	12 (T) 10 (L) 40 (C)	Provide preconception care to eligible couples Describe the physiology, assessment and management of normal pregnancy Demonstrate knowledge, attitude and skills of midwifery practice throughout 1st,2nd and 3rd	**Assessment and management of normal pregnancy (ante-natal):** **Pre-pregnancy Care** • Review of sexual development *(Self Learning)* • Socio-cultural aspects of human sexuality *(Self Learning)* • Preconception care • Pre-conception counseling (including awareness regarding normal birth) Genetic counseling *(Self Learning)* • Planned parenthood **Pregnancy assessment and antenatal care (I, II & III Trimesters)** **Normal pregnancy** • Physiological changes during pregnancy • Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests • Review of maternal nutrition & malnutrition • Building partnership with women following RMC protocol • Fathers' engagement in maternity care **Ante-natal care:** **1st Trimesters** • Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation • Identification and management of minor discomforts of pregnancy	• Lecture • Discussion • Demonstration • Self-Learning • Health talk • Role play • Counseling session • Case discussion/ presentation • Simulation • Supervised clinical practice • Refer SBA module & Safe motherhood	• Short answer • Objective type • Assessment of skills with check list • Case study evaluation • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		trimesters	• Antenatal care : as per GoI guidelines • Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) • Danger signs during pregnancy • Respectful care and compassionate communication • Recording and reporting: as per the GoI guidelines • Role of Doula/ASHAs **II Trimester** • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope • Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests. • Antenatal care • Women centered care • Respectful care and compassionate communication • Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc. • Education and management of physiological changes and discomforts of 2nd trimester • Rh negative and prophylactic anti D • Referral and collaboration, empowerment • Ongoing risk assessment • Maternal Mental Health **III Trimester** • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope • Education and management of physiological changes and discomforts of 3rd trimester • Third trimester tests and screening • Fetal engagement in late pregnancy • Childbirth preparation classes	booklet • Lab tests – performance and interpretation • Demonstration • Roleplay • Demonstration of antenatal assessment	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			• Birth preparedness and complication readiness including micro birth planning • Danger signs of pregnancy – recognition of ruptured membranes • Education on alternative birthing positions – women's preferred choices, birth companion • Ongoing risk assessment • Cultural needs • Women centered care • Respectful and compassionate communication • Health education on exclusive breastfeeding • Role of Doula/ASHA's	• Scenario based learning • Lecture • Simulation • Role play • Refer GoI Guidelines • Health talk • Counseling session • Demonstration of birthing positions • Workshop on alternative birthing positions	
IV	12 (T) 12 (L) 80 (C)	Apply the physiology of labour in promoting normal childbirth Describe the management and care during labour Discuss how to maintain a safe environment for labour Work effectively for pain management during labour	**Physiology, management and care during labour** • Normal labour and birth • Onset of birth/labour • Per vaginal examination (if necessary) • Stages of labour • Organization of labour room – Triage, preparation for birth • Positive birth environment • Respectful care and communication • Drugs used in labour as per GoI guidelines **Fist Stage** • Physiology of normal labour • Monitoring progress of labour using Partograph/labour care guide • Assessing and monitoring fetal well being • Evidence based care during 1st stage of labour • Pain management in labour (non-pharmacological) • Psychological support – Managing fear • Activity and ambulation during first stage of labour	• Lecture • Discussion • Demonstration • Bedside clinics • Case discussion/ presentation • Simulated practice • Supervised Clinical practice – Per vaginal examination, Conduction of normal childbirth • Refer SBA module • LaQshya guidelines • Dakshata guidelines	• Essay type • Short answer • Objective type • Case study evaluation • Assessment of skills with check list • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			• Nutrition during labour • Promote positive childbirth experience for women • Birth companion • Role of Doula/ASHA's **Second stage** • Physiology (Mechanism of labour) • Signs of imminent labour • Intrapartum monitoring • Birth position of choice • Vaginal examination • Psychological support • Non-directive coaching • Evidence based management of physiological birth/Conduction of normal childbirth • Essential newborn care (ENBC) • Immediate assessment and care of the newborn • Role of Doula/ASHA's **Third Stage** • Physiology – placental separation and expulsion, hemostasis • Physiological management of third stage of labour • Active management of third stage of labour (recommended) • Examination of placenta, membranes and vessels • Assess perineal, vaginal tear/ injuries and suture if required • Insertion of postpartum IUCD • Immediate perineal care • Initiation of breast feeding • Skin to skin contact • Newborn resuscitation **Fourth Stage** *Observation, Critical Analysis and Management of mother and newborn* • Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss • Documentation and Record of birth	• Refer ENBC, NSSK module • Demonstration • Group work • Scenario based learning • Simulation • Role play • Demonstration • Videos	
		Discuss how the midwife provides care and support for the women during birth to enhance physiological birthing and promote normal birth Assess and provide care of the newborn immediately following birth Discuss the impact of labour and birth as a transitional event in the woman's life			

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Ensure initiation of breast feeding and adequate latching	• Breastfeeding and latching • Managing uterine cramp • Alternative/complementary therapies • Role of Doula/ASHA's • Various childbirth practices • Safe environment for mother and newborn to promote bonding • Maintaining records and reports		
V	7 (T) 6 (L) 40 (C)	Describe the physiology, management and care of normal puerperium	**Postpartum care/Ongoing care of women** • Normal puerperium – Physiology, duration • Post-natal assessment and care – facility and home-based care • Perineal hygiene and care • Bladder and bowel function • Minor disorders of puerperium and its management • Physiology of lactation and lactation management • Postnatal counseling and psychological support • Normal postnatal baby blues and recognition of post-natal depression • Transition to parenthood • Care for the woman up to 6 weeks after childbirth • Cultural competence (Taboos related to postnatal diet and practices) • Diet during lactation-review • Post-partum family planning • Follow-up of postnatal mothers • Drugs used in the postnatal period • Records and reports	• Lecture • Discussion • Demonstration • Health talk • Simulated practice • Supervised clinical practice • Refer SBA module	• Essay type • Short answer • Objective type • Assessment of skills with checklist • OSCE
VI	7 (T) 7 (L) 40 (C)	Discuss the need for and provision of compassionate, family centered midwifery care of the newborn Describe the assessment and care of normal neonate	**Assessment and ongoing care of normal neonates** • Family centered care • Respectful newborn care and communication • Normal Neonate – Physiological adaptation • Newborn assessment – Screening for congenital anomalies • Care of newborn up to 6 weeks after	• Lecture • Discussion • Demonstration • Simulated practice session • Supervised clinical practice • Refer safe deliver app module – newborn	• Essay type • Short answer • Objective type • Assessment of skills with checklist • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			the childbirth (Routine care of newborn) • Skin to skin contact and thermoregulation • Infection prevention • Immunization • Minor disorders of newborn and its management	management • Partial completion of SBA module	
VII	8 (T) 2 (L) 40 (C)	Explain various methods of family planning and role of nurse/midwife in providing family planning services Describe youth friendly services and role of nurses/ midwives Recognize the role of nurses/midwives in gender based violence	**Family welfare services** • Impact of early/frequent childbearing • Comprehensive range of family planning methods o Temporary methods – Hormonal, non-hormonal and barrier methods o Permanent methods – Male sterilization and female sterilization • Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods • Emergency contraceptives • Recent trends and research in contraception • Family planning counseling using Balanced Counseling Strategy (BCS) • Legal and rights aspects of FP • Human rights aspects of FP adolescents • Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review) • Importance of follow up and recommended timing **Gender related issues in SRH** • Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife • Special courts for abused people • Gender sensitive health services including family planning	• Lecture • Supervised practice • Field visits • Scenario based learning • Discussion • GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization	• Essay type • Short answers • Objective type • Field visit reports • Vignettes

PRACTICUM

PLACEMENT: VI & VII SEMESTER

VI SEMESTER: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I

SKILL LAB & CLINICAL: Skill Lab – 1 Credit (40 hours); Clinical – 3 Credits (240 hours)

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

1. Counsel women and their families on pre-conception care
2. Demonstrate lab tests ex. urine pregnancy test
3. Perform antenatal assessment of pregnant women
4. Assess and care for normal antenatal mothers
5. Assist and perform specific investigations for antenatal mothers
6. Counsel mothers and their families on antenatal care and preparation for parenthood
7. Conduct childbirth education classes
8. Organize labour room
9. Prepare and provide respectful maternity care for mothers in labour
10. Perform per-vaginal examination for a woman in labour if indicated
11. Conduct normal childbirth with essential newborn care
12. Demonstrate skills in resuscitating the newborn
13. Assist women in the transition to motherhood
14. Perform postnatal and newborn assessment
15. Provide care for postnatal mothers and their newborn
16. Counsel mothers on postnatal and newborn care
17. Perform PPIUCD insertion and removal
18. Counsel women on family planning and participate in family welfare services
19. Provide youth friendly health services
20. Identify, assess, care and refer women affected with gender based violence

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

1. Urine pregnancy test
2. Calculation of EDD, Obstetrical score, gestational weeks
3. Antenatal assessment
4. Counseling antenatal mothers
5. Micro birth planning
6. PV examination
7. Monitoring during first stage of labour – Plotting and interpretation of partograph
8. Preparation for delivery – setting up labour room, articles, equipment
9. Mechanism of labour – normal
10. Conduction of normal childbirth with essential newborn care
11. Active management of third stage of labour
12. Placental examination
13. Newborn resuscitation
14. Monitoring during fourth stage of labour
15. Postnatal assessment

16. Newborn assessment
17. Kangaroo mother care
18. Family planning counseling
19. PPIUCD insertion and removal

CLINICAL POSTINGS (6 weeks × 40 hours per week = 240 hours)

Clinical Area	**Duration (weeks)**	**Clinical Learning Outcomes**	**Procedural Competencies/ Clinical Skills**	**Clinical Requirements**	**Assessment Methods**
Antenatal OPD and Antenatal ward	1 week	Perform antenatal assessment Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures Counsel antenatal women	• History collection • Physical examination • Obstetric examination • Pregnancy confirmation test • Urine testing • Blood testing for Hemoglobin, grouping & typing • Blood test for malaria • KICK chart • USG/NST • Antenatal counseling • Preparation for childbirth • Birth preparedness and complication readiness	• Antenatal palpation • Health talk • Case study	• OSCE • Case presentation
Labour room	3 weeks	Monitor labour using partograph Provide care to women during labour Conduct normal childbirth, provide care to mother and immediate care of newborn	• Assessment of woman in labour • Partograph • Per vaginal examination when indicated • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour	• Partograph recording • PV examination • Assisting/ Conduction of normal childbirth • Case study • Case presentation • Episiotomy and suturing if indicated • Newborn resuscitation	• Assignment • case study • Case presentation • OSCE
Post-partum clinic and Postnatal Ward including FP unit	2 weeks	Perform postnatal assessment Provide care to normal postnatal mothers and newborn	• Postnatal assessment • Care of postnatal mothers – normal • Care of normal newborn • Lactation management	• Postnatal assessment • Newborn assessment • Case study	• Assignment • Case study • Case presentation

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Provide postnatal counseling Provide family welfare services	• Postnatal counseling • Health teaching on postnatal and newborn care • Family welfare counseling	• Case presentation • PPIUCD insertion & removal	

Note: Partial Completion of SBA module during VI semester

VII SEMESTER

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - II

PRACTICUM

SKILL LAB & CLINICAL: Skill Lab – 1 Credit (40 hours); Clinical – 4 Credits (320 hours)

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

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

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

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

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

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD/ infertility clinics/ Reproductive medicine and antenatal ward	2 weeks	Perform/assist in selected advanced antenatal diagnostic procedures Provide antenatal care for women with complications of pregnancy Counsel antenatal mothers Provide post abortion care and postnatal counselling Provide counselling and support to infertile couples	• Kick chart, DFMC • Assist in NST/CTG/USG • Assisting in advanced diagnostic procedures • Care of antenatal women with complications in pregnancy • Antenatal counselling • Preparation for childbirth, Birth preparedness and complication readiness • Post abortion care • Post abortion counselling • Counselling infertile couples	• Antenatal palpation • Health talk • Case study	• Simulation • Case presentation • OSCE
Labour room	2 weeks	Conduction of normal chidlbirth Conduct/assist in abnormal deliveries Monitor labour using partograph Identify and manage complications during labour	• Assessment of woman in labour • Partograph • Pervaginal examination if indicated • Obstetric examination • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour • Identification, stabilization, referal and assisting in management of prolonged labour, cervical dystocia, CPD, contracted pelvis • Assist in the management of	• Partograph recording • Pain management during labour • Conduction of normal childbirth • Assisting in abnormal deliveries • Managing complication during labour • Case study • Case presentation	• Assignment • Case study • Case presentation • Simulation • OSCE

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia • Assist in cervical encerclage procedures, D&C, D&E • Identify, assist and manage trauma to the birth canal, retained placenta, post partum hemorrhage, uterine atony • Management of obstetric shock		
Postnatal Ward	1 week	Perform postnatal assessment and identify postnatal complications Provide postnatal care Provide family welfare services	• Postnatal history collection and physical examination • Identify postnatal complications • Care of postnatal mothers – abnormal deliveries, caesarean section • Care of normal newborn • Lactation management • Postnatal counselling • Health teaching on postnatal and newborn care • Family welfare counselling	• Health talk • Postnatal assessment • Newborn assessment • Case studies • Case presentation • PPIUCD insertion and removal	• Role play • Assignment • Case study • Case presentation • Simulation • Vignettes • OSCE
Neonatal Intensive Care Unit	1week	Perform assessment of newborn and identify complications/congenital anomalies Perform neonatal resuscitation Care of high risk newborn Provide care for newborns in ventilator, incubator etc Assist/perform special neonatal procedures	• Neonatal assessment – identification of complication, congenital anomalies. • Observation of newborn • Neonatal resuscitation • Phototherapy and management of jaundice in newborn • Assist in Exchange transfusion • Neonatal feeding – spoon and katori, paladai, NG tube • Care of baby in incubator, ventilator, warmer • Infection control in the nursery • Neonatal medications • Starting IV line for newborn, drug calculation	• Case study • Case presentation • Assignments • Simulated practice	• Case presentation • Care study • Care plan • Simulation, Vignettes • OSCE
Obstetric/ Gynae operation theatre & Gynecology	2weeks	Assist in gynecological and obstetric surgeries	• Observe/Assist in caesarean section • Management of retained placenta	• Assisting in obstetric and gynecological surgery • Tray set-up for	• Assignment • Tray set-up for obstetric and gynecological surgeries

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ward		Care for women with gynecological disorders	• Gynecological surgeries • Hysterectomy • Uterine rupture • Care of women with gynecological conditions • Health education	caesarean section • Care plan	• Case presentation • Simulation • Vignettes

Note: Completion of safe delivery App module during VII Semester

COMMUNITY HEALTH NURSING – II

PLACEMENT: VII SEMESTER

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

PRACTICUM: Clinical: 2 Credit (160 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
I	10 (T)	Explain nurses' role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid	**Management of common conditions and emergencies including first aid** • Standing orders: Definition, uses **Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System** o Abdominal pain o Nausea and vomiting o Diarrhea o Constipation o Jaundice o GI bleeding o Abdominal distension o Dysphagia and dyspepsia o Aphthous ulcers **Respiratory System** o Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis o Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma o Hemoptysis, Acute chest pain **Heart & Blood** o Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia o Blood anemia, blood cancers, bleeding disorders **Eye & ENT conditions** • Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors • ENT – Epistaxis, ASOM, sore throat, deafness **Urinary System** • Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children **First aid in common emergency conditions – Review** • High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with common conditions and provide referral	• Short answer • Essay • Field visit reports • OSCE assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
II	20 (T)	Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings	**Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)** • Present situation of reproductive, maternal and child health in India **Antenatal care** • Objectives, antenatal visits and examination, nutrition during pregnancy, counseling • Calcium and iron supplementation in pregnancy • Antenatal care at health centre level • Birth preparedness • High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis • Referral, follow up and maintenance of records and reports **Intra natal care** • Normal labour – process, onset, stages of labour • Monitoring and active management of different stages of labour • Care of women after labour • Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perennial tears, ruptured uterus • Care of newborn immediately after birth • Maintenance of records and reports • Use of Safe child birth check list • SBA module – Review • Organization of labour room **Postpartum care** • Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling • Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression • Postpartum visit by health care provider	• Lecture • Discussion • Demonstration • Role play • Suggested field visits and field practice • Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health	• Short answer • Essay • OSCE assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		Promote adolescent health and youth friendly services	**Newborn and child care** • *Review:* Essential newborn care • Management of common neonatal problems • Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral • *Review:* IMNCI Module • Under five clinics **Adolescent Health** • Common health problems and risk factors in adolescent girls and boys • Common Gynecological conditions – dysmenoorhea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse • Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme • Youth friendly services: o SRH Service needs o Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication • Counseling for parents and teenagers (BCS – balanced counseling strategy) **National Programs** • RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems • Universal Immunization Program (UIP) as per Government of India guidelines – Review • Rashtriya Bal Swasthya Karyakaram (RSBK) -children • Rashtriya Kishor Swasthya Karyakram (RKSK) – adolscents Any other new programs	• Screen, manage and refer adolescents • Counsel adolescents	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
III	4 (T)	Discuss the concepts and scope of demography	**Demography, Surveillance and Interpretation of Data** • *Demography and vital statistics* – demographic cycle, world population trends, vital statistics • Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications • *Sources of vital statistics* – Census, registration of vital events, sample registration system • *Morbidity and mortality indicators* – Definition, calculation and interpretation • Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India • Collection, analysis, interpretation, use of data • *Review:* Common sampling techniques – random and nonrandom techniques • Disaggregation of data	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answer • Essay
IV	6 (T)	Discuss population explosion and its impact on social and economic development of India Describe the various methods of population control	**Population and its Control** • Population Explosion and its impact on Social, Economic development of individual, society and country. • Population Control – Women Empowerment; Social, Economic and Educational Development • Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy) • Emergency Contraception • Counseling in reproductive, sexual health including problems of adolescents • Medical Termination of pregnancy and MTP Act • National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) • Family planning 2020 • National Family Welfare Program • Role of a nurse in Family Welfare Program	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answer • Essay • OSCE assessment • Counseling on family planning
V	5 (T)	Describe occupational health hazards, occupational diseases and the role of nurses in	**Occupational Health** • Occupational health hazards • Occupational diseases • ESI Act	• Lecture • Discussion • Demonstration • Role play	• Essay • Short answer • Clinical performance

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		occupational health programs	• National/ State Occupational Health Programs • Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems	• Suggested field visits • Field practice	evaluation
VI	6 (T)	Identify health problems of older adults and provide primary care, counseling and supportive health services	**Geriatric Health Care** • Health problems of older adults • Management of common geriatric ailments: counseling, supportive treatment of older adults • Organization of geriatric health services • National program for health care of elderly (NPHCE) • State level programs/Schemes for older adults • Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems	• Lecture • Discussion • Demonstration	• Visit report on elderly home • Essay • Short answer
VII	6 (T)	Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services	**Mental Health Disorders** • Screening, management, prevention and referral for mental health disorders • *Review:* o Depression, anxiety, acute psychosis, Schizophrenia o Dementia o Suicide o Alcohol and substance abuse o Drug deaddiction program o National Mental Health Program o National Mental Health Policy o National Mental Health Act • Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients	• Lecture • Discussion • Demonstration • Role play • Health counseling on promotion of mental health • Suggested field visits • Field practice	• Essay • Short answer • Counseling report
VIII	4 (T)	Discuss about effective management of health information in community diagnosis and intervention	**Health Management Information System (HMIS)** • Introduction to health management system: data elements, recording and reporting formats, data quality issues • *Review:* o Basic Demography and vital statistics o Sources of vital statistics o Common sampling techniques, frequency distribution	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Group project on community diagnosis – data	• Group project report • Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			○ Collection, analysis, interpretation of data • Analysis of data for community needs assessment and preparation of health action plan	management	
IX	12 (T)	Describe the system management of delivery of community health services in rural and urban areas	**Management of delivery of community health services:** • Planning, budgeting and material management of CHC, PHC, SC/HWC • **Manpower planning as per IPHS standards** • **Rural:** Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central • **Urban:** Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals • Defense services • Institutional services • Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services	• Lecture • Discussion • Visits to various health care delivery systems • Supervised field practice	• Essay • Short answer • Filed visit reports
X	15 (T)	Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)	**Leadership, Supervision and Monitoring** • Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHW (Female), Multipurpose health Worker (Male), AWWs and ASHA • Roles and responsibilities of Mid-Level Health Care Providers (MLHPs) • Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities • Health team management • *Review*: Leadership & supervision – concepts, principles & methods • Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics • Training, Supportive supervision and monitoring – concepts, principles and process e.g. performance of frontline health workers **Financial Management and Accounting & Computing at Health Centers (SC)** ○ Activities for which funds are received	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Report on interaction with MPHWs, HVs , ASHA, AWWs • Participation in training programs • Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			○ Accounting and book keeping requirements – accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting ○ Preparing a budget ○ Audit **Records & Reports:** • *Concepts of records and reports* – importance, legal implications, purposes, use of records, principles of record writing, filing of records • *Types of records* – community related records, registers, guidelines for maintaining • *Report writing* – purposes, documentation of activities, types of reports • *Medical Records Department* – functions, filing and retention of medical records • *Electronic Medical Records (EMR)* – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER • **Nurses' responsibility in record keeping and reporting**		
XI	6 (T)	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management	**Disaster Management** • Disaster types and magnitude • Disaster preparedness • Emergency preparedness • Common problems during disasters and methods to overcome • Basic disaster supplies kit • Disaster response including emergency relief measures and Life saving techniques Use disaster management module	• Lecture • Discussion • Demonstration • Role play • Suggested field visits, and field practice • Mock drills • Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies	
XII	3 (T)	Describe the importance of bio-medical waste management, its process and management	**Bio-Medical Waste Management** • Waste collection, segregation, transportation and management in the community • Waste management in health center/clinics • Bio-medical waste management guidelines – 2016, 2018 (Review)	• Lecture cum Discussion • Field visit to waste management site	• Field visit report
XIII	3 (T)	Explain the roles and functions of	**Health Agencies**	• Lecture	• Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		various national and international health agencies	• **International:** WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other • **National:** Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other • **Voluntary Health Association of India (VHA)**	• Discussion • Field visits	• Short answer

COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours)

CLINICAL POSTINGS (4 weeks × 40 hours per week)

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

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Provide family welfare services Screen, diagnose, manage and refer clients with occupational health problem Screen, assess and manage elderly with health problems and refer appropriately Screen, diagnose, manage and refer clients who are mentally unhealthy Participate in community diagnosis – data management Participate in health centre activities Organize and conduct clinics/health camps in the community Prepare for disaster preparedness and management Recognize the importance and observe the biomedical waste management process	• Screening, diagnosing, management and referral of clients with occupational health problems • Health assessment of elderly • Mental health screening • Participation in Community diagnosis – data management • Writing health center activity report • Organizing and conducting clinics/camp • Participation in disaster mock drills	1 • Family case study – 1 (Rural/Urban) • Screening, diagnosing, management and referral of clients with occupational health problems – 1 • Health assessment (Physical & nutritional) of elderly – 1 • Mental health screening survey – 1 • **Group project:** Community diagnosis – data management • Write report on health center activities – 1 • Organizing and conducting Antenatal/under-five clinic/Health camp – 1 • Participation in disaster mock drills • Field visit to bio-medical waste management site • Visit to AYUSH clinic	• Family Case study evaluation • Clinical performance evaluation • OSCE • Project evaluation

NURSING RESEARCH AND STATISTICS

PLACEMENT: VII SEMESTER

THEORY: 2 Credits (40 hours)

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

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

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

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

COURSE OUTLINE

T – Theory, P – Practicum

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6		Describe the concept of research, terms, need and areas of research in nursing Explain the steps of research process State the purposes and steps of Evidence Based Practice	**Research and Research Process** • Introduction and need for nursing research • Definition of Research & nursing research • Steps of scientific method • Characteristics of good research • Steps of Research process – overview • Evidence Based Practice – Concept, Meaning, Purposes, Steps of EBP Process and Barriers	• Lecture cum Discussion • Narrate steps of research process followed from examples of published studies • Identify research priorities on a given area/ specialty • List examples of Evidence Based Practice	• Short answer • Objective type
II	2	8	Identify and state the research problem and objectives	**Research Problem/Question** • Identification of problem area • Problem statement • Criteria of a good research problem • Writing objectives and hypotheses	• Lecture cum Discussion • Exercise on writing statement of problem and objectives	• Short answer • Objective type • Formulation of research questions/ objectives/ hypothesis

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
III	2	6	Review the related literature	**Review of Literature** • Location • Sources • On line search; CINHAL, COCHRANE etc. • Purposes • Method of review	• Lecture cum Discussion • Exercise on reviewing one research report/ article for a selected research problem • Prepare annotated Bibliography	• Short answer • Objective type • Assessment of review of literature on given topic presented
IV	4	1	Describe the Research approaches and designs	**Research Approaches and Designs** • Historical, survey and experimental • Qualitative and Quantitative designs	• Lecture cum Discussion • Identify types of research approaches used from examples of published and unpublished research • Studies with rationale	• Short answer • Objective type
V	6	6	Explain the Sampling process Describe the methods of data collection	**Sampling and data Collection** • Definition of Population, Sample • Sampling criteria, factors influencing sampling process, types of sampling techniques • Data – why, what, from whom, when and where to collect • Data collection methods and instruments o Methods of data collection o Questioning, interviewing o Observations, record analysis and measurement o Types of instruments, Validity & Reliability of the Instrument • Research ethics • Pilot study • Data collection procedure	• Lecture cum Discussion • Reading assignment on examples of data collection tools • Preparation of sample data collection tool • Conduct group research project	• Short answer • Objective type • Developing questionnaire/ Interview Schedule/ Checklist
VI	4	6	Analyze, Interpret and summarize the research data	**Analysis of data** • Compilation, Tabulation, classification, summarization, presentation, interpretation of data	• Lecture cum Discussion • Preparation of sample tables	• Short answer • Objective type • Analyze and interpret given data
VII	12	8	Explain the use of statistics, scales of measurement	**Introduction to Statistics** • Definition, use of statistics, scales of measurement.	• Lecture cum Discussion • Practice on	• Short answer • Objective type • Computation of

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			and graphical presentation of data Describe the measures of central tendency and variability and methods of Correlation	• Frequency distribution and graphical presentation of data • Mean, Median, Mode, Standard deviation • Normal Probability and tests of significance • Co-efficient of correlation • Statistical packages and its application	graphical presentations • Practice on computation of measures of central tendency, variability & correlation	descriptive statistics
VIII	4	5 40 Hrs (Clinical Project)	Communicate and utilize the research findings	**Communication and utilization of Research** • Communication of research findings • Verbal report • Writing research report • Writing scientific article/paper • Critical review of published research including publication ethics • Utilization of research findings • Conducting group research project	• Lecture cum Discussion • Read/ Presentations of a sample published/ unpublished research report • Plan, conduct and Write individual/group research project	• Short answer • Objective type • Oral Presentation • Development of research proposal • Assessment of research Project

MIDWIFERY/OBSTETRIC AND GYNECOLOGY NURSING - II
including Safe Delivery App Module

PLACEMENT: VII SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

1. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
2. Demonstrate competency in identifying deviation from normal pregnancy.
3. Describe the assessment, initial management, referral and nursing care of women with high risk labour.
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
6. Demonstrate competency in the initial management of complications during the postnatal period.
7. Demonstrate competency in providing care for high risk newborn.
8. Apply nursing process in caring for high risk women and their families.
9. Describe the assessment and management of women with gynecological disorders.

10. Demonstrate skills in performing and assisting in specific gynecological procedures.
11. Describe the drugs used in obstetrics and gynecology.
12. Counsel and care for couples with infertility.
13. Describe artificial reproductive technology.

COURSE OUTLINE

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

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 10 (L) 80 (C)	Describe the assessment, initial management, and referral of women with problems during pregnancy Support women with complicated pregnancy and facilitate safe and positive birthing outcome	**Recognition and Management of problems during Pregnancy** • Assessment of high-risk pregnancy **Problems/Complications of Pregnancy** • Hyper-emesis gravidarum, • Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole • Unintended or mistimed pregnancy • Post abortion care & counseling • Bleeding in late pregnancy placenta previa, abruption placenta, trauma • Medical conditions complicating pregnancy – Anemia, PIH/Pre-eclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility • Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy • Surgical conditions complicating pregnancy – appendicitis, acute abdomen • COVID-19 & pregnancy and children • Hydramnios • Multiple pregnancy • Abnormalities of placenta and cord • Intra uterine growth restriction • Intra uterine fetal death • Gynaecological conditions complicating pregnancy • Mental health issues during pregnancy • Adolescent pregnancy • Elderly primi, grand multiparity • Management and care of conditions as per the GoI protocol • Policy for the referral services	• Lecture • Discussion • Demonstration • Video & films • Scan reports • Case discussion • Case presentation • Drug presentation • Health talk • Simulation • Role play • Supervised Clinical practice • WHO midwifery toolkit • GoI guideline – screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM	• Essay • Short answer • Objective type • Assessment of skills with check list • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Drugs used in management of high-risk pregnancies • Maintenance of records and reports		
II	20 (T) 15 (L) 80 (C)	Identify, provide initial management and refer women with problems during labour within the scope of midwifery practice.	**Recognition and management of abnormal labour** • Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour) • Premature rupture of membranes • Malposition's and abnormal presentations (posterior position, breech, brow, face, shoulder) • Contracted Pelvis, Cephalo Pelvic Disproportion (CPD) • Disorders of uterine action – Prolonged labour, Precipitate labour, Dysfunctional labour • Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade) • Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism • Episiotomy and suturing • Obstetric procedures – Forceps delivery, Vacuum delivery, Version • Induction of labour – Medical & surgical • Caesarean section – indications and preparation • Nursing management of women undergoing • Obstetric operations and procedures • Drugs used in management of abnormal labour • Anesthesia and analgesia in obstetrics	• Lecture • Discussion • Demonstration • Case discussion/ presentation • Simulation • Role play • Drug presentation • Supervised clinical practice • WHO midwifery toolkit • GoI guidelines – use of uterotonics during labour, antenatal corticosteroids • GoI guidance note on prevention and management of PPH	• Essay • Short answer • Objective type • Assessment of skills with check list • OSCE
III	9 (T) 5 (L) 40 (C)	Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.	**Recognition and Management of postnatal problems** • Physical examination, identification of deviation from normal • Puerperal complications and its management o Puerperal pyrexia o Puerperal sepsis	• Lecture • Demonstration • Case discussion/ presentation • Drug presentation • Supervised clinical practice	• Quiz • Simulation • Short answer • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			○ Urinary complications ○ Secondary Postpartum hemorrhage ○ Vulval hematoma ○ Breast engorgement including mastitis/breast abscess, feeding problem ○ Thrombophlebitis ○ DVT ○ Uterine sub involution ○ Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF) ○ Postpartum depression/psychosis • Drugs used in abnormal puerperium • Policy about referral		
IV	7 (T) 5 (L) 40 (C)	Describe high risk neonates and their nursing management	**Assessment and management of High-risk newborn (Review)** • Models of newborn care in India – NBCC; SNCUs • Screening of high-risk newborn • Protocols, levels of neonatal care, infection control • Prematurity, Post-maturity • Low birth weight • Kangaroo Mother Care • Birth asphyxia/Hypoxic encephalopathy • Neonatal sepsis • Hypothermia • Respiratory distress • Jaundice • Neonatal infections • High fever • Convulsions • Neonatal tetanus • Congenital anomalies • Baby of HIV positive mothers • Baby of Rh negative mothers • Birth injuries • SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care • Calculation of fluid requirements, EBM/formula feeds/tube feeding • Home based newborn care program -	• Lecture • Discussion • Demonstration • Simulation • Case discussion/ presentation • Drug presentation • Supervised Clinical practice • Integrated Management of Neonatal Childhood Illnesses (IMNCI)	• Short answer • Objective type • Assessment of skills with check list • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			community facility integration in newborn care • Decision making about management and referral • Bereavement counseling • Drugs used for high risk newborns • Maintenance of records and reports		
V	12 (T) 5 (L) 80 (C)	Describe the assessment and management of women with gynecological disorders.	**Assessment and management of women with gynecological disorders** • Gynecological assessment – History and Physical assessment • Breast Self-Examination • Congenital abnormalities of female reproductive system • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with o Menstrual abnormalities o Abnormal uterine bleed o Pelvic inflammatory disease o Infections of the reproductive tract o Uterine displacement o Endometriosis o Uterine and cervical fibroids and polyps o Tumors – uterine, cervical, ovarian, vaginal, vulval o Cysts – ovarian, vulval o Cystocele, urethrocele, rectocele o Genitor-urinary fistulas o Breast disorders – infections, deformities, cysts, tumors o HPV vaccination o Disorders of Puberty and menopause o Hormonal replacement therapy • Assessment and management of couples with infertility o Infertility – definition, causes o Counseling the infertile couple o Investigations – male and female o Artificial reproductive technology o Surrogacy, sperm and ovum donation, cryopreservation	• Lecture • Discussion • Demonstration • Case discussion/ presentation • Drug presentation • Videos, films • Simulated practice • Supervised Clinical practice • Visit to infertility clinic and ART centers	• Essay • Short answer • Objective type • Assessment of skills with check list • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Adoption – counseling, procedures • Injuries and Trauma; Sexual violence • Drugs used in treatment of gynaecological disorders		

Note: Complete safe delivery app during VII Semester.

PRACTICUM

SKILL LAB & CLINICAL ARE GIVEN UNDER OBG NURSING – I

LIST OF APPENDICES

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

APPENDIX 1

INTERNAL ASSESSMENT: Distribution of marks

I SEMESTER

S.No.	Name of the Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Internal Marks
	Theory			
1	Communicative English	10	15	25
2	Applied Anatomy & Applied Physiology	10	15	25
3	Applied Sociology & Applied Psychology	10	15	25
4	Nursing Foundations I	10	15	25
	Practical			
5	Nursing Foundations I	10	15	25

II SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Marks
	Theory			
1	Applied Biochemistry and Applied Nutrition & Dietetics	10	15	25
2	Nursing Foundations II including First Aid I & II	10	15	25 I & II = 25+25 = 50/2
3	Health/Nursing Informatics & Technology	10	15	25
	Practical			
4	Nursing Foundations II I & II	10	15	25 I & II = 25+25 = 50

III SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Marks
	Theory			
1	Applied Microbiology and Infection Control including Safety	10	15	25
2	Pharmacology I and Pathology I	10	15	25
3	Adult Health Nursing I with integrated pathophysiology including BCLS module	10	15	25
	Practical			
4	Adult Health Nursing I	20	30	50

IV SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams/ Practical	Total Marks
	Theory			
1	Pharmacology II & Pathology II I & II	10	15	25 I & II = 25+25 = 50/2
2	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing	10	15	25
3	Professionalism, Professional values & Ethics including bioethics	10	15	25
	Practical			
4	Adult Health Nursing II	20	30	50

V SEMESTER

S.No.	Course	Continuous Assessment	Sessional Theory/ Practical Exams	Total Marks
	Theory			
1	Child Health Nursing I	10	15	25
2	Mental Health Nursing I	10	15	25
3	Community Health Nursing I	10	15	25
4	Educational Technology/ Nursing education	10	15	25
5	Introduction to Forensic Nursing and Indian Laws	10	15	25
	Practical			
6	Child Health Nursing I	10	15	25
7	Mental Health Nursing I	10	15	25
8	Community Health Nursing I	20	30	50

VI SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams/ Practical	Total Marks
	Theory			
1	Child Health Nursing II I & II	10	15	25 I & II = 25+25 = 50/2
2	Mental Health Nursing II I & II	10	15	25 I & II = 25+25 = 50/2
3	Nursing Management and Leadership	10	15	25
4	Midwifery/Obstetrics and Gynecology I	10	15	25
	Practical			
5	Child Health Nursing II I & II	10	15	25 I & II = 25+25 = 50
6	Mental Health Nursing II I & II	10	15	25 I & II = 25+25 = 50
7	Midwifery/Obstetrics and Gynecology (OBG) Nursing I	10	15	25

VII SEMESTER

S.No.	Course	Continuous assessment	Sessional Exams/ Practical	Total Marks
	Theory			
1	Community Health Nursing II	10	15	25
2	Nursing Research & Statistics	10	15	25
3	Midwifery/Obstetrics and Gynecology (OBG) Nursing II I & II	10	15	25 I & II = 25+25 = 50/2
	Practical			
4	Community Health Nursing II	20	30	50
5	Midwifery/Obstetrics and Gynecology (OBG) Nursing II I & II	10	15	25 I & II = 25+25 = 50

VIII SEMESTER (Internship)

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

APPENDIX 2

INTERNAL ASSESSMENT GUIDELINES

THEORY

I. CONTINUOUS ASSESSMENT: 10 marks

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

Total = 30/3 = 10

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

Total = 40/4 = 10 marks

II. SESSIONAL EXAMINATIONS: 15 marks

Two sessional exams per course

Exam pattern:

MCQ – 4×1 = 4

Essay – 1×10 = 10

Short – 2×5 = 10

Very Short – 3×2 = 6

30 marks × 2 = 60/4 = 15

PRACTICAL

I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
2. Clinical assignments – **10 marks**

   (Clinical presentation – 3, drug presentation & report – 2, case study report – 5)
3. Continuous evaluation of clinical performance – **10 marks**
4. End of posting OSCE – **5 marks**
5. Completion of procedures and clinical requirements – **3 marks**

Total = 30/3 = 10

II. SESSIONAL EXAMINATIONS: 15 marks

Exam pattern:

OSCE – 10 marks (2-3 hours)

DOP – 20 marks (4-5 hours)

{DOP – Directly observed practical in the clinical setting}

Total = 30/2 = 15

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

COMPETENCY ASSESSMENT: (VIII SEMESTER)

Internal assessment

Clinical performance evaluation – 10 × 5 specialty = 50 marks

OSCE = 10 × 5 specialty = 50 marks

Total = 5 specialty × 20 marks = 100

APPENDIX 3

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

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

a. **Applied Anatomy & Applied Physiology:** Applied Anatomy – Section A and Applied Physiology – Section B,

b. **Applied Sociology & Applied Psychology:** Applied Sociology – Section A and Applied Psychology – Section B

c. **Applied Microbiology & Infection Control including Safety:** Applied Microbiology – Section A and Infection Control including Safety – Section B

Section A (37 marks)

MCQ – 6 × 1 = 6

Essay – 1 × 10 = 10

Short – 3 × 5 = 15

Very Short – 3 × 2 = 6

Section B (38 marks)

MCQ – 7 × 1 = 7

Essay – 1 × 10 = 10

Short – 3 × 5 = 15

Very Short – 3 × 2 = 6

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

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

Section A (25 marks)

MCQ – 4 × 1 = 4

Short – 3 × 5 = 15

Very Short – 3 × 2 = 6

Section B (50 marks)

MCQ – 8 × 1 = 8

Essay/situation type – 1 × 10 = 10

Short – 4 × 5 = 20

Very Short – 6 × 2 = 12

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

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

Section A (38 marks)

MCQ – 7 × 1 = 7

Essay – 1 × 10 = 10

Short – 3 × 5 = 15

Very Short – 3 × 2 = 6

Section B (25 marks)

MCQ – 4 × 1 = 4

Short – 3 × 5 = 15

Very Short – 3 × 2 = 6

Section C (12 marks)

MCQ – 3 × 1 = 3

Short – 1 × 5 = 5

Very Short – 2 × 2 = 4

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

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

Section A (55 marks)

MCQ – 9 × 1 = 9

Essay/situation type – 2 × 15 = 30

Short – 2 × 5 = 10

Very Short – 3 × 2 = 6

Section B (20 marks)

MCQ – 4 × 1 = 4

Short – 2 × 5 = 10

Very Short – 3 × 2 = 6

5. Marks 75 (For all other university exams with 75 marks)

MCQ – 12 × 1 = 12

Essay/situation type – 2 × 15 = 30

Short – 5 × 5 = 25

Very Short – 4 × 2 = 8

6. College Exam (End of Semester) – 50 marks (50/2 = 25 marks)

MCQ – 8 × 1 = 8

Essay/situation type – 1 × 10 = 10

Short – 4 × 5 = 20

Very Short – 6 × 2 = 12

II. UNIVERSITY PRACTICAL EXAMINATION – 50 marks

OSCE – 15 marks

DOP – 35 marks

III. COMPETENCY ASSESSMENT – University Exam (VIII SEMESTER)

Integrated OSCE including all 5 specialties (Stations based on every specialty) = 5 specialty 5 × 20 = 100 marks

Total of 5 Examiners: external – 2 and internal – 3 (One from each specialty)

Internal examiners may be chosen from college faculty with required qualification or from hospital with required qualification.

Clinical Logbook for B.Sc. Nursing Program

(Procedural Competencies/Skills)

I & II SEMESTER

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
I SEMESTER						
I	**Communication and Documentation**					
1	Maintaining Communication and interpersonal relationship with patient and families					
2	Verbal Report					
3	Recording/Documentation of patient care (Written Report)					
II	**Monitoring Vital Signs**					
	Temperature					
4	Oral					
5	Axillary					
6	Rectal					
7	Tympanic					
	Pulse					
8	Radial					
9	Apical					
10	*Respiration*					
11	*Blood Pressure*					
III	**Hot & Cold Application**					
12	Cold Compress					
13	Hot Compress					
14	Ice Cap					
15	Tepid sponge					
IV	**Health Assessment (Basic – First year level)**					
16	Health History					
17	Physical Assessment – General & system wise					
18	Documentation of findings					
V	**Infection Control in Clinical Settings**					

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
19	Hand hygiene (Hand washing & Hand rub)					
20	Use of personal and protective equipment					
VI	**Comfort**					
21	Open Bed					
22	Occupied Bed					
23	Post-operative Bed					
24	Supine Position					
25	Fowler's Position					
26	Lateral Position					
27	Prone Position					
28	Semi Prone Position					
29	Trendelenburg Position					
30	Lithotomy Position					
31	Changing Position of helpless patient (Moving/Turning/ Logrolling)					
32	Cardiac table/Over-bed table					
33	Back Rest					
34	Bed Cradle					
35	Pain Assessment (Initial & Reassessment)					
VII	**Safety**					
36	Side rail					
37	Restraint (Physical)					
38	Fall risk assessment & post fall assessment					
VIII	**Admission & Discharge**					
39	Admission					
40	Discharge					
41	Transfer (within hospital)					
IX	**Mobility**					
42	Ambulation					
43	Transferring patient from & to					

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
	bed & wheelchair					
44	Transferring patient from & to bed & stretcher					
45	Range of Motion Exercises (ROM)					
X	**Patient Education**					
46	Individual Patient Teaching					
II SEMESTER						
XI	**Hygiene**					
47	Sponge bath/Bed bath					
48	Pressure Injury Assessment					
49	Skin care and care of pressure points					
50	Oral hygiene					
51	Hair wash					
52	Pediculosis treatment					
53	Perineal Care/Meatal care					
54	Urinary Catheter care					
XII	**Nursing Process-Basic level**					
55	Assessment and formulating nursing diagnosis					
56	Planning the nursing Care					
57	Implementation of Care					
58	Evaluation of Care (Reassessment & Modification)					
XIII	**Nutrition & Fluid Balance**					
59	24 Hours Dietary Recall					
60	Planning Well balanced diet					
61	Making fluid plan					
62	Preparation of nasogastric tube feed					
63	Nasogastric tube feeding					
64	Maintaining intake & output chart					
65	Intra Venous Infusion Plan					
XIV	**Elimination**					

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
66	Providing Bedpan					
67	Providing Urinal					
68	Enema					
69	Bowel Wash					
XV	**Diagnostic Tests-Specimen collection**					
70	Urine Specimen for Routine Analysis					
71	Urine Specimen for Culture					
72	Timed urine specimen collection					
73	Feces specimen for routine					
74	Sputum Culture					
	Urine Testing					
75	Ketone					
76	Albumin					
77	Reaction					
78	Specific Gravity					
XVI	**Oxygenation Needs/Promoting Respiration**					
79	Deep Breathing & Coughing Exercises					
80	Steam inhalation					
81	Oxygen administration using face mask					
82	Oxygen administration using nasal prongs					
XVII	**Medication Administration**					
83	Oral Medications					
84	Intramuscular					
85	Subcutaneous					
86	Rectal Suppositories					
XVIII	**Death and Dying**					
87	Death care/Last Office					
XIX	**First Aid and Emergencies**					
	Bandages & Binders					
88	Circular					

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
89	Spiral					
90	Reverse Spiral					
91	Recurrent					
92	Spica					
93	Figure of eight					
94	Eye					
95	Ear					
96	Caplin					
97	Jaw					
98	Arm Sling					
99	Abdominal Binder					
100	Basic CPR (first aid module)					

III & IV SEMESTER

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
III SEMESTER						
I	**MEDICAL**					
	Intravenous therapy					
1	IV cannulation					
2	IV maintenance & monitoring					
3	Administration of IV medication					
4	Care of patient with Central Line					
	Preparation, assisting, and after care of patients undergoing diagnostic procedures					
5	Thoracentesis					
6	Abdominal paracentesis					
	Respiratory therapies and monitoring					
7	Administration of oxygen using venturi mask					
8	Nebulization					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
9	Chest physiotherapy					
10	Postural drainage					
11	Oropharyngeal suctioning					
12	Care of patient with chest drainage					
	Planning therapeutic diet					
13	High protein diet					
14	Diabetic diet					
15	Performing and monitoring GRBS					
16	Insulin administration					
II	**SURGICAL**					
17	Pre-Operative care					
18	Immediate Post-operative care					
19	Post-operative exercise					
20	Pain assessment and management					
	Assisting diagnostic procedures and after care of patients undergoing					
21	Colonoscopy					
22	ERCP					
23	Endoscopy					
24	Liver Biopsy					
25	Nasogastric aspiration					
26	Gastrostomy/Jejunostomy feeds					
27	Ileostomy/Colostomy care					
28	Surgical dressing					
29	Suture removal					
30	Surgical soak					
31	Sitz bath					
32	Care of drain					
III	**CARDIOLOGY**					
33	Cardiac monitoring					
34	Recording and interpreting ECG					
35	Arterial blood gas analysis –					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	interpretation					
36	Administration of cardiac drugs					
37	Preparation and after care of patients undergoing cardiac Catheterization					
38	Performing BCLS					
	Collection of blood sample for					
39	Blood grouping/cross matching					
40	Blood sugar					
41	Serum electrolytes					
42	Assisting with blood transfusion					
43	Assisting for bone marrow aspiration					
44	Application of antiembolism stockings (TED hose)					
45	Application/maintenance of sequential Compression Device					
IV	**DERMATOLOGY**					
46	Application of topical medication					
47	Intradermal injection-Skin allergy testing					
48	Medicated bath					
V	**COMMUNICABLE**					
49	Intradermal injection-BCG and Tuberculin skin Test or Mantoux test					
50	Barrier nursing & Reverse barrier nursing					
51	Standard precautions-Hand hygiene, use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices					
VI	**MUSCULOSKELETAL**					
52	Preparation of patient with Myelogram/CT/MRI					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
53	Assisting with application & removal of POP/Cast					
54	Preparation, assisting and after care of patient with Skin traction/skeletal traction					
55	Care of orthotics					
56	Muscle strengthening exercises					
57	Crutch walking					
58	Rehabilitation					
VII	**OR**					
59	Position and draping					
60	Preparation of operation table					
61	Set up of trolley with instrument					
62	Assisting in major and minor operation					
63	Disinfection and sterilization of equipment					
64	Scrubbing procedures – Gowning, masking and gloving					
65	Intra operative monitoring					
	IV SEMESTER					
I	**ENT**					
1	History taking and examination of ear, nose & throat					
2	Application of bandages to Ear & Nose					
3	Tracheostomy care					
	Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures					
4	Auditory screening tests					
5	**Audiometric tests**					
6	Preparing and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing					
7	Preparation and after care of patients undergoing ENT surgical procedures					
8	Instillation of ear/nasal					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	medication					
II	**EYE**					
9	History taking and examination of eyes and interpretation					
	Assisting procedures					
10	Visual acuity					
11	Fundoscopy, retinoscopy, ophthalmoscopy, tonometry					
12	Refraction tests					
13	Pre and postoperative care of patient undergoing eye surgery					
14	Instillation of eye drops/medication					
15	Eye irrigation					
16	Application of eye bandage					
17	Assisting with foreign body removal					
III	**NEPHROLOGY & UROLOGY**					
18	Assessment of kidney and urinary system • History taking and physical examination • Testicular self-examination • Digital rectal exam					
	Preparation and assisting with diagnostic and therapeutic procedures					
19	Cystoscopy, Cystometrogram					
20	Contrast studies – IVP					
21	Peritoneal dialysis					
22	Hemodialysis					
23	Lithotripsy					
24	Renal/Prostate Biopsy					
25	Specific tests – Semen analysis, gonorrhea test					
26	Catheterization care					
27	Bladder irrigation					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
28	Intake and output recording and monitoring					
29	Ambulation and exercise					
IV	**BURNS & RECONSTRUCTIVE SURGERY**					
30	Assessment of burns wound – area/degree/percentage of wound using appropriate scales					
31	First aid of burns					
32	Fluid & electrolyte replacement therapy					
33	Skin care					
34	Care of Burn wounds o Bathing o Dressing					
35	Pre-operative and post-operative care of patient with burns					
36	Caring of skin graft and post cosmetic surgery					
37	Rehabilitation					
V	**NEUROLOGY**					
38	History taking, neurological Examination – Use of Glasgow coma scale					
39	Continuous monitoring the patients					
40	Preparation and assisting for various invasive and non-invasive diagnostic procedures					
41	Care of patient undergoing neurosurgery including rehabilitation					
VI	**IMMUNOLOGY**					
42	History taking and Physical examination					
43	Immunological status assessment and interpretation of specific test (e.g. HIV)					
44	Care of patient with low immunity					
VII	**ONCOLOGY**					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
45	History taking & physical examination of cancer patients					
46	Screening for common cancers – TNM classification					
	Preparation, assisting and after care patients undergoing diagnostic procedures					
47	Biopsies/FNAC					
48	Bone-marrow aspiration					
	Preparation of patients and assisting with various modalities of treatment					
49	Chemotherapy					
50	Radiotherapy					
51	Hormonal therapy/ Immunotherapy					
52	Gene therapy/any other					
53	Care of patients treated with nuclear medicine					
54	Rehabilitation					
VIII	**EMERGENCY**					
55	Practicing 'triage'					
56	Primary and secondary survey in emergency					
57	Examination, investigations & their interpretations, in emergency & disaster situations					
58	Emergency care of medical and traumatic injury patients					
59	Documentation, and assisting in legal procedures in emergency unit					
60	Managing crowd					
61	Counseling the patient and family in dealing with grieving & bereavement					
IX	**CRITICAL CARE**					
62	Assessment of critically ill patients					
63	Assisting with arterial puncture					
64	Assisting with ET tube intubation & extubation					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
65	ABG analysis and interpretation – respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis					
66	Setting up of ventilator modes and settings and care of patient on ventilator					
67	Setting up of trolley with instruments					
68	Monitoring and maintenance of Chest drainage system					
69	Bag and mask ventilation					
70	Assisting with starting and maintenance of Central and peripheral lines invasive					
71	Setting up of infusion pump, and defibrillator					
72	Administration of drugs via infusion, intracardiac, intrathecal, epidural					
73	Monitoring and maintenance of pacemaker					
74	ICU care bundle					
75	Management of the dying patient in the ICU					
X	**Geriatric**					
76	History taking and Assessment of Geriatric patient					
77	Geriatric counseling					
78	Comprehensive Health assessment (adult) after module completion					
V & VI SEMESTER – CHILD HEALTH NURSING I & II						
I	**PEDIATRIC MEDICAL & SURGICAL**					
	Health assessment – Taking history & Physical examination and nutritional assessment of					
1	Neonate					
2	Infant					
3	Toddler					
4	Preschooler					
5	Schooler					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
6	Adolescent					
	Administration of medication/fluids – Calculation, preparation and administration of medication					
7	Oral					
8	I/M					
9	I/V					
10	Intradermal					
11	Subcutaneous					
12	Calculation of fluid requirements					
13	Preparation of different strengths of I/V fluids					
14	Administration of IV fluids					
15	Application of restraints					
	Administration of O_2 inhalation by different methods					
16	Nasal Catheter/Nasal Prong					
17	Mask					
18	Oxygen hood					
19	Baby bath/sponge bath					
20	Feeding children by Katori & spoon/paladai, cup					
	Collection of specimens for common investigations					
21	Urine					
22	Stool					
23	Blood					
24	Assisting with common diagnostic procedures (Lumbar puncture, bone marrow aspiration)					
	Health education to mothers/parents – Topics					
25	Prevention and management of Malnutrition					
26	Prevention and management of diarrhea (Oral rehydration therapy)					
27	Feeding & Complementary feeding					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
28	Immunization schedule					
29	Play therapy					
30	Conduct individual and group play therapy sessions					
31	Prevention of accidents					
32	Bowel wash					
33	Administration of suppositories					
	Care for ostomies:					
34	Colostomy Irrigation					
35	Ureterostomy					
36	Gastrostomy					
37	Enterostomy					
38	Urinary catheterization & drainage					
	Feeding					
39	Naso-gastric					
40	Gastrostomy					
41	Jejunostomy					
	Care of surgical wounds					
42	Dressing					
43	Suture removal					
II	**PEDIATRIC OPD/IMMUNIZATION ROOM**					
	Growth and Developmental assessment of children					
44	Infant					
45	Toddler					
46	Preschooler					
47	Schooler					
48	Adolescent					
49	Administration of vaccination					
50	Health/Nutritional education					
III	**NICCU/PICU**					
51	Assessment of newborn					
52	Care of preterm/LBW newborn					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
53	Kangaroo care					
54	Neonatal resuscitation					
55	Assisting in neonatal diagnostic procedures					
56	Feeding of high risk newborn – EBM (spoon/paladai)					
57	Insertion/removal/feeding – Naso/oro-gastric tube					
58	Administration of medication – oral/parenteral					
59	Neonatal drug calculation					
60	Assisting in exchange transfusion					
61	Organizing different levels of neonatal care					
62	Care of a child on ventilator/ CPAP					
63	Endotracheal Suction					
64	Chest Physiotherapy					
65	Administration of fluids with infusion pumps					
66	Total Parenteral Nutrition					
67	Recording & reporting					
68	Cardiopulmonary Resuscitation – PLS					
V & VI SEMESTER – MENTAL HEALTH NURSING I & II						
	PSCHIATRY OPD					
1	History taking					
2	Mental status examination (MSE)					
3	Psychometric assessment (Observe/practice)					
4	Neurological examination					
5	Observing & assisting in therapies					
	Individual and group psycho education					
6	Mental hygiene practice education					
7	Family psycho-education					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	CHILD GUIDANCE CLINIC					
8	History Taking & mental status examination					
9	Psychometric assessment (Observe/practice)					
10	Observing and assisting in various therapies					
11	Parental teaching for child with mental deficiency					
	IN-PATIENT WARD					
12	History taking					
13	Mental status examination (MSE)					
14	Neurological examination					
15	Assisting in psychometric assessment					
16	Recording therapeutic communication					
17	Administration of medications					
18	Assisting in Electro-convulsive Therapy (ECT)					
19	Participation in all therapies					
20	Preparation of patients for Activities of Daily living (ADL)					
21	Conducting admission and discharge counseling					
22	Counseling and teaching patients and families					
	COMMUNITY PSYCHIATRY & DEADDICTION CENTRE					
23	Conducting home visit and case work					
24	Identification of individuals with mental health problems					
25	Assisting in organizations of Mental Health camp					
26	Conducting awareness meetings for mental health & mental illness					
27	Counseling and Teaching family members, patients and community					
28	Observation of deaddiction care					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
V SEMESTER – COMMUNITY HEALTH NURSING I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY						
1	Interviewing skills (using communication and interpersonal skills)					
2	Conducting community needs assessment/survey					
3	Observation skills					
4	Nutritional assessment skills					
5	Teaching individuals and families on nutrition-food hygiene and safety, healthy lifestyle and health promotion					
6	BCC (Behaviour change communication) skills					
7	Health assessment including nutritional assessment-different age groups • Children under five • Adolescent • Woman					
8	Investigating an epidemic – Community health survey					
9	Performing lab tests – Hemoglobin, blood sugar, blood smear for malaria, etc.					
10	Screening, diagnosis and primary management of common health problems in the community and referral of high-risk clients (Communicable & NCD)					
11	Documentation skills					
12	Home visit					
13	Participation in national health programs					
14	Participation in school health programs					
V SEMESTER – EDUCATIONAL TECHNOLOGY/NURSING EDUCATION						
1	Writing learning outcomes					
2	Preparation of lesson plan					
3	Practice Teaching/ Microteaching					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
4	Preparation of teaching aids/ media					
	Preparation of assessment tools					
5	Construction of MCQ tests					
6	Preparation of observation checklist					
VI SEMESTER – NURSING MANAGEMENT & LEADERSHIP						
	Hospital and Nursing Service Department					
1	Preparation of organogram (hospital/nursing department)					
2	Calculation of staffing requirements for a nursing unit/ward					
3	Formulation of Job description of nursing officer (staff nurse)					
4	Preparation of Patient assignment plan					
5	Preparation of duty roster for staff/students at different levels					
6	Preparation of logbook/MMF for specific equipment/ materials					
7	Participation in Inventory control and daily record keeping					
8	Preparation and maintenance of records & reports such as incident reports/adverse reports/audit reports					
9	Participation in performance appraisal/evaluation of nursing staff					
10	Participate in conducting in-service education for the staff					
	College & Hostel					
11	Preparation of organogram of college					
12	Formulation of job description for tutor					
13	Participation in performance appraisal of tutor					
14	Preparation of Master plan, time-table and clinical rotation					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
15	Preparation of student anecdotes					
16	Participation in clinical evaluation of students					
17	Participation in planning and conducting practical examination OSCE – end of posting					
VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II						
I	**ANTENATAL CARE**					
	Health assessment of antenatal woman					
1	History Taking including obstetrical score, Calculation of EDD, gestational age					
2	Physical examination: head to foot					
3	Obstetrical examination including Leopards maneuvers & auscultation of Fetal heart sound (fetoscope/stethoscope/ Doppler)					
	Diagnostic tests					
4	Urine pregnancy test/card test					
5	Estimation of hemoglobin using Sahle's hemoglobinometer					
6	Advice/assist in HIV/HBsAg/ VDRL testing					
7	Preparation of peripheral smear for malaria					
8	Urine testing for albumin and sugar					
9	Preparation of mother for USG					
10	Kick chart/DFMC (Daily Fetal and Maternal Chart)					
11	Preparation and recording of CTG/NST					
12	Antenatal counseling for each trimester including birth preparedness and complication readiness					
13	Childbirth preparation classes for couples/family					
14	Administration of Td/TT					
15	Prescription of iron & folic acid and calcium tablets					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
II	**INTRANATAL CARE**					
16	Identification and assessment of woman in labour					
17	Admission of woman in labour					
18	Performing/assisting CTG					
19	Vaginal examination during labour including Clinical pelvimetry					
20	Plotting and interpretation of partograph					
21	Preparation for birthing/delivery – physical and psychological					
22	Setting up of the birthing room/delivery unit and newborn corner/care area					
23	Pain management during labour-non-pharmacological					
24	Supporting normal births/conduct normal childbirth in upright positions/evidence based					
25	Essential newborn care					
26	Basic newborn resuscitation					
27	Management of third stage of labour – Physiologic management/active management (AMTSL)					
28	Examination of placenta					
29	Care during fourth stage of labour					
30	Initiation of breast feeding and lactation management					
31	Infection prevention during labour and newborn care					
III	**POSTNATAL CARE**					
32	Postnatal assessment and care					
33	Perineal/episiotomy care					
34	Breast care					
35	Postnatal counseling-diet, exercise & breast feeding					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
36	Preparation for discharge					
IV	**NEWBORN CARE**					
37	Assessment of newborn					
38	Weighing of newborn					
39	Administration of Vitamin K					
40	Neonatal immunization – Administration of BCG, Hepatitis B vaccine					
41	Identification of minor disorders of newborn and their management					
V	**CARE OF WOMEN WITH ANTENATAL, INTRANATAL & POSTNATAL COMPLICATIONS**					
42	High risk assessment – identification of antenatal complications such as pre-eclampsia, anemia, GDM, Antepartum hemorrhage etc.					
43	Post abortion care & counseling					
44	Glucose challenge test/Glucose Tolerance test					
45	Identification of fetal distress and its management					
46	Administration of MgSo4					
47	Administration of antenatal corticosteroids for preterm labour					
48	Assisting with Medical induction of labour					
49	Assist in Surgical induction – stripping and artificial rupture of membranes					
50	Episiotomy (only if required) and repair					
51	Preparation for emergency/ elective caesarean section					
52	Assisting in caesarean section					
53	Preparation of mother and assist in vacuum delivery					
54	Identification and assisting in management of malpresentation and malposition during labour					
55	Preparation and assisting in low					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	forceps operation					
56	Preparation and assisting in emergency obstetric surgeries					
57	Prescription/administration of fluids and electrolytes through intravenous route					
	Assisting in procedures					
58	Assisting in Manual removal of the placenta					
59	Assisting in Bimanual compression of uterus/Balloon tamponade for atonic uterus					
60	Assisting in Aortic compression for PPH					
61	Identification and first aid management of PPH & obstetric shock					
62	Assisting in management of obstetric shock					
63	Identification and assisting in management of puerperal sepsis and administration of antibiotics					
64	Management of breast engorgement and infections					
65	Management of thrombophlebitis					
	HIGH RISK NEWBORN (Some aspects of high risk newborn care are included in Child Health Nursing)					
66	Identification of high-risk newborn					
67	Care of neonate under radiant warmer					
68	Care of neonate on phototherapy					
69	Referral and transportation of high risk newborn					
70	Parental counselling – sick neonate and neonatal loss					
	FAMILY WELFARE					
71	Postpartum Family planning counseling					
72	Postpartum family planning – Insertion and removal of PPIUCD/PAIUCD					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
73	Counselling of the woman for Postpartum sterilization					
74	Preparation and assisting in tubectomy					
	OTHER PROCEDURES					
75	Preparation and assisting for D&C/D&E operations					
76	Observation/Assisting in Manual Vacuum Aspiration					
77	Assessment of women with gynaecological disorders					
78	Assisting/performing Pap smear					
79	Performing Visual inspection of cervix with acetic acid					
80	Assisting/observation of cervical punch biopsy/ Cystoscopy/Cryosurgery					
81	Assisting in gynecological surgeries					
82	Postoperative care of woman with gynecological surgeries					
83	Counsel on Breast self-examination					
84	Counseling couples with infertility					
85	Completion of safe delivery app with certification					
VII SEMESTER – COMMUNITY HEALTH NURSING II						
1	Screening, diagnosing, management and referral of clients with common conditions/emergencies					
2	Antenatal and postnatal care at home and health centre					
3	Conduction of normal childbirth & newborn care at health centre					
4	Tracking every pregnancy and filling up MCP card					
5	Maintenance of records/ registers/reports					
6	Adolescent counseling & participation in youth friendly					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	services					
7	Counseling for safe abortion services					
8	Family planning counseling					
9	Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives, Injectable MPA					
10	Insertion of interval IUCD					
11	Removal of IUCD					
12	Participation in conducting vasectomy/tubectomy camp					
13	Screening, diagnosis, primary management and referral of clients with occupational health problems					
14	Health assessment of elderly					
15	Mental Health screening					
16	Participation in community diagnosis – data management					
17	Writing health centre activity report					
18	Participation in organizing and conducting clinic/health camp					
19	Participation in disaster mock drills					
20	Co-ordinating with ASHAs and other community health workers					
VII SEMESTER – NURSING RESEARCH & STATISTICS						
	Research Process Exercise					
1	Statement of the problem					
2	Formulation of Objectives & Hypotheses					
3	Literature review of research report/article					
4	Annotated bibliography					
5	Preparation of sample research tool					
	Analysis & Interpretation of data – Descriptive statistics					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
6	Organization of data					
7	Tabulation of data					
8	Graphic representation of data					
9	Tabular presentation of data					
10	Research Project (Group/Individual) Title:					
VIII SEMESTER (INTERNSHIP)						

Note: Maximum of 30% of all skills/procedures can be performed by students in skill lab/simulation lab for all clinical nursing Courses except Community Health Nursing and Mental Health Nursing in which the percentage allowed is only 10%

* – When the student is found competent to perform the skill, it will be signed by the faculty/tutor.

Students: Students are expected to perform the listed skills/competencies many times until they reach level 3 competency, after which the preceptor signs against each competency.

Preceptors/faculty: Must ensure that the signature is given for each competency only after they reach level 3.

- Level 3 competency denotes that the NP student is able to perform that competency without supervision
- Level 2 Competency denotes that the student is able to perform each competency with supervision
- Level 1 competency denotes that the student is not able to perform that competency/skill even with supervision

Signature of the Faculty Coordinator **Signature of the HOD/Principal**

CLINICAL REQUIREMENTS

S.No.	Clinical Requirement	Date	Signature of the Faculty
I & II SEMESTER			
	NURSING FOUNDATION I & II		
1	History Taking – 2 1. 2.		
2	Physical Examination – 2 1. 2.		
3	Fall risk assessment – 2		

S.No.	Clinical Requirement	Date	Signature of the Faculty
	1. 2.		
4	Pressure Sore Assessment – 2 1. 2.		
5	Nursing Process – 2 1. 2.		
6	Completion of first aid module		
7	Completion of Health assessment module		
	III SEMESTER – ADULT HEALTH NURSING I		
	Medical		
1	Care Study – 1		
2	Health education – 1		
3	Clinical presentation/care note – 1		
	Surgical		
4	Care study – 1		
5	Health education – 1		
6	Clinical Presentation/Care note – 1		
	Cardiac		
7	Cardiac assessment – 1		
8	Drug presentation – 1		
	Communicable		
9	Clinical presentation/Care note – 1		
	Musculoskeletal		
10	Clinical presentation/Care note – 1		
	OR		
11	Assist as circulatory nurse – 5 i. ii. iii. iv. v.		
12	Assist as scrub nurse in minor surgeries – 5 i. ii.		

S.No.	Clinical Requirement	Date	Signature of the Faculty
	iii. iv. v.		
13	Positioning & draping – 5 i. ii. iii. iv. v.		
14	Assist as scrub nurse in major surgeries – 5 i. ii. iii. iv. v.		
15	Completion of BCLS module		
IV SEMESTER – ADULT HEALTH NURSING II			
	ENT		
1	ENT assessment of an adult – 2 i. ii.		
2	Observation and activity report of OPD		
3	Clinical presentation – 1		
4	Drug Book		
	EYE		
5	Eye assessment i. Adult – 1 ii. Geriatric – 1		
6	Patient-teaching – 1		
7	Clinical Presentation– 1		
	NEPHROLOGY & UROLOGY		
8	Assessment of adult – 1 Assessment of Geriatric – 1		
9	Drug presentation – 1		
10	Care study/Clinical presentation – 1		
	BURNS AND RECONSTRUCTIVE SURGERY		

S.No.	Clinical Requirement	Date	Signature of the Faculty
11	Burn wound assessment – 1		
12	Clinical presentation – 1		
13	Observation report of Burns unit		
14	Observe cosmetic/reconstructive procedures		
	NEUROLOGY		
15	Neuro-assessment –2 i ii.		
16	Unconscious patient – 1		
17	Care study/case presentation – 1		
18	Drug presentation – 1		
	IMMUNOLOGY		
19	Assessment of immune status		
20	Teaching of isolation to patient and family care givers		
21	Nutritional management		
22	Care Note – 1		
	ONCOLOGY		
23	Observation report of cancer unit		
24	Assessment of each system cancer patients – 2		
25	Care study/clinical presentation – 1		
26	Pre and post-operative care of patient with various modes of cancer treatment such as chemotherapy, radiation therapy, surgery, BMT, etc. –3(at least) i. ii. ii.		
27	Teaching on BSE to family members		
	EMERGENCY		
28	Primary assessment of adult– 1		
29	Immediate care (IV access establishment, assisting in intubation, suction, etc.)		
30	Use of emergency trolley		
	CRITICAL CARE		
31	Assessment of critically ill i. Adult ii. Geriatric		

S.No.	Clinical Requirement	Date	Signature of the Faculty
32	Care note/Clinical presentation – 1		
	GERIATRIC		
33	Geriatric assessment – 1		
34	Care note/clinical presentation – 1		
35	Fall risk assessment 1		
36	Functional status assessment – 1		
37	Completion of Fundamentals of Prescribing module		
38	Completion of Palliative care module		
V & VI SEMESTER – CHILD HEALTH NURSING I & II			
	Pediatric medical		
1	Nursing care plan – 1		
2	Case presentation – 1		
3	Health talk – 1		
	Surgical		
4	Nursing care plan – 1		
5	Case study/presentation – 1		
	OPD/Immunization Room		
6	Growth and Developmental study: i. Infant – 1 ii. Toddler – 1 iii. Preschooler – 1		
	NICCU/PICU		
7	Newborn assessment – 1		
8	Nursing Care Plan – 1		
9	Kangaroo mother care – 2		
10	Nursing care plan of high risk newborn – 1		
11	Completion of ENBC module		
12	Completion of FNBC module		
13	Completion of IMNCI module		
14	Completion of PLS module		
V & VI SEMESTER – MENTAL HEALTH NURSING I & II			
	Psychiatry OPD		
1	History taking and Mental status examination – 2 i.		

S.No.	Clinical Requirement	Date	Signature of the Faculty
	ii.		
2	Health education – 1		
3	Observation report of OPD		
	Child guidance clinic		
4	Case work – 1		
	Inpatient Ward		
5	Case study – 1		
6	Care plan – 2		
7	Clinical presentation1		
8	Process recording 2		
9	Maintain drug book		
	Community psychiatry & Deaddiction centre		
10	Case work – 1		
11	Observation report on field visits		
12	Visit to deaddiction centre		
	V SEMESTER – COMMUNITY HEALTH NURSING – I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY		
1	Community needs assessment/survey (Rural/Urban) – 1		
2	Visits to – SC/HWC – PHC – CHC		
3	Observation of nutritional programs Anganwadi		
4	**Observation visits**		
	i. Water purification site and Water quality tests		
	ii. Milk diary		
	iii. Slaughter-house		
	iv. Market		
	v. Sewage disposal site		
	vi. Rain water harvesting		
	vii. Slaughter-house		
5	Nutritional assessment – Adult 1		
6	Individual health teaching – Adult 1		

S.No.	Clinical Requirement	Date	Signature of the Faculty
7	Use of AV aids – flash cards/posters/flannel graphs/flip charts (Any Two) i. ii.		
8	Health assessment of i. Woman – 1 ii. Infant/under five child – 1 iii. Adolescent – 1 iv. Adult – 1		
9	Growth monitoring of children under five – 1		
10	Documentation i. Individual records – 1 ii. Family records – 1		
11	Investigation of an epidemic – 1		
12	Screening and primary management of i. Communicable diseases – 1 ii. NCD – 1		
13	Home visits – 2		
14	Participation in national health programs – 2		
15	Participation in school health program – 1		
V SEMESTER – EDUCATIONAL TECHNOLOGY/NURSING EDUCATION			
1	Microteaching – 2 i. Theory – 1 ii. Practical/lab – 1		
2	Field Visit to nursing educational institution – regional/national organization		
VI SEMESTER – NURSING MANAGEMENT & LEADERSHIP			
1	Field visit to Hospital – regional/national organization		
VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II			
1	Antenatal assessment and care – 20		
2	Postnatal assessment and care – 15		
3	Assessment of labour using partograph – 10		
4	Per vaginal examination – 10		
5	Observing normal childbirths/deliveries– 10		
6	Assisting in conduction of normal childbirth – 10		
7	Conduction of normal deliveries – 10		

S.No.	Clinical Requirement	Date	Signature of the Faculty
8	Assisting in abnormal/instrumental deliveries – 5		
9	Performing placental examination – 5		
10	Episiotomy and suturing (only if indicated)– 3		
11	Assist/observe Insertion of PPIUCD–2		
12	Newborn assessment – 10		
13	Newborn resuscitation – 5		
15	Kangaroo mother care – 2		
	Nursing Care Plan/Clinical presentation with Drug Study		
16	*Antenatal care* Normal (care plan) – 1 High risk (case study/Clinical presentation) – 1		
17	*Intrapartum care* High risk (Clinical presentation) – 1		
18	*Postnatal care* Normal (care plan) – 1 High risk (Clinical presentation) – 1		
19	*Newborn care* Normal (care plan) – 1		
20	Gynecological condition Care plan – 1		
21	Health talk – individual/group – 2		
22	Counseling mothers and family members		
23	Visit to • Peripheral health facility/Laqshya certified labour room • Infertility centre (Virtual/videos)		
24	Completion of SBA module		
25	Completion of safe delivery app		
	VII SEMESTER – COMMUNITY HEALTH NURSING II		
1	Screening and primary management of of i. Minor ailments – 2 ii. Emergencies – 1 iii. Dental problems – 1 iv. Eye – 1 v. ENT – 1		
2	Primary management and care based on protocols approved by MOH&FW (Home/health centre)		

S.No.	Clinical Requirement	Date	Signature of the Faculty
3	Screening and primary management of i. High risk pregnancy ii. High risk neonate		
4	Assessment of i. Antenatal – 1 ii. Intrapartum – 1 iii. Postnatal – 1 iv. Newborn – 1		
5	Conduction of normal childbirth and documentation – 2		
6	Immediate newborn care and documentation – 1		
7	Family planning counseling – 1		
8	Group health education (Rural/urban) – 1		
9	Adolescent counseling– 1		
10	Family case study (Rural/urban) – 1		
11	Screening, diagnosis, primary management and referral of clients with occupational health problems – 2 i. ii.		
12	Health assessment (physical & nutritional) of elderly – 1		
13	Mental health screening survey – 1		
14	**Group project –** Community diagnosis (data management)		
15	Writing report on health centre activity – 1		
16	Participation in organizing and conducting under five/antenatal clinic/health camp – 2 i. ii.		
17	Participation in disaster mock drills		
18	Field visits - Biomedical waste management site - AYUSH centre - Industry - Geriatric home		
19	Report on interaction with MPHW/HV/ASHA/AWWs (Any 2) 1. 2.		
VII SEMESTER – NURSING RESEARCH			
1	Research Project – Group/Individual Title:		

Signature of the Faculty coordinator **Signature of the HOD/Principal**

CLINICAL EXPERIENCE DETAILS

Name of ICU	Clinical Condition	Number of days care given	Signature of Faculty/Preceptor

Signature of the Faculty Coordinator **Signature of the HOD/Principal**

Dr. T. DILEEP KUMAR, President

[ADVT.-III/4/Exty./140/2021-22]

Uploaded by Dte. of Printing at Government of India Press, Ring Road, Mayapuri, New Delhi-110064
and Published by the Controller of Publications, Delhi-110054.

ALOK KUMAR Digitally signed by ALOK KUMAR Date: 2021.07.06 20:24:26 +05'30'

ROHILKHAND COLLEGE OF NURSING
BAREILLY INTERNATIONAL UNIVERSITY, BAREILLY
PROGRAM: POST BASIC B.Sc. NURSING
PROGRAM CODE: 1302

PROGRAMME OUTCOMES (POs):

On completion of the Post Basic B.Sc. Nursing program, the graduates will be able to:

PO1: Assess health status, identify nursing needs, plan, implementation and evaluate nursing care for patient/client that contribute to health on individual, families and communities.

PO2: Demonstrate competency in techniques of nursing based concepts and principles from selected areas of nursing physical, biological and behavioral sciences. Participate as members of health team in the promotive, preventive, curative and restorative health care delivery system of the country.

PO3: Demonstrate skill in communication, interpersonal relationship, leadership qualities and decision making abilities in various situations.

PO4: Participate in research activities and utilize research findings in improving nursing practice.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

The Learning abilities or skills that a student would have developed by the end of Two Years

Post Basic B. Sc. Nursing Program:

PSO1: Apply knowledge from physical, biological and behavioural sciences, medicine including alternative systems and nursing in providing nursing care to individuals, families and communities.

PSO2: Provide nursing care based on steps of nursing process in collaboration with the individuals and groups.

PSO3: Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.

PSO4: Practice within the framework of code of ethics and professional conduct.

Principal
Rohilkhand College of Nursing
Bareilly

COURSE OUTCOMES (COs)

I YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13072	**Nursing Foundation**	1. Identify professional aspects of nursing. 2. Explain and apply theories of nursing. 3. Identify and incorporate ethical values of nursing profession. 4. Explain current trends in health and nursing and utilize steps of nursing process. 5. Identify the role of the nurse in various levels of health services.
2.	13073	**Nutrition & Dietetics**	1. Explain the principles and practices of nutrition and dietetics. 2. Plan therapeutic diets in different settings. 3. Identify nutritional needs of different age groups and plan diet accordingly. 4. Prepare meals using different methods utilizing cookery rules.
3.	13074	**Biochemistry & biophysics**	1. Identify the basic principles of Biochemistry and Biophysics. 2. Synthesize the knowledge of these principles in various nursing situations.
4	13075	**Psychology**	1. Apply psychological principles in nursing. 2. Distinguish the psychological processes during health and sickness. 3. Analyze patients and own behavior patterns. 4. Identify the psychological needs of the patients for planning nursing care. 5. Participate in psychometric assessment of the client.
5	13076	**Microbiology**	1. Identify common disease causing micro-organisms. Explain the basic principles of microbiology and their significance in health and disease. 2. Demonstrate skill in handling specimens. 3. Explain various methods of disinfection and sterilization. 4. Identify the role of nurse in hospital infection control system.
6.	13077	**Maternal Nursing**	1. Describe the physiology of pregnancy, labour and puerperium. 2. Manage normal pregnancy, labour and puerperium.

Principal
Rohilkhand College of Nursing
Bareilly

			3. Explain the physiology of lactation and advice on management of breast feeding. 4. Attain skills in providing pre and post-operative nursing care in obstetric conditions. 5. Identify and manage high risk pregnancy, labor, puerperium and neonates including appropriate referrals.
7.	13078	**Child Health Nursing**	1. Explain the modern concepts of child care and the principles of child health nursing. 2. Describe and incorporate the normal growth and development of children at different ages while caring for children. 3. Manage sick as well as healthy neonates and children. 4. Identify various aspects of preventive paediatric nursing and apply them in providing nursing care to children in hospital and community.
8.	13079	**Medical-Surgical Nursing**	1. Correlate anatomy and physiology of various systems of the body with disease process. 2. Explain pathophysiology of various disorders. 3. Explain the actions, side effects and nursing implications in administering drugs for various disorders. 4. Discuss the recent advancement in the treatment and care of patients with medical surgical conditions. Develop skill in giving comprehensive care to patients following the steps of nursing process. 5. Assist the patients and their families in identifying and meeting their own health needs.
9.	13080	**English**	1. Ability to speak and write grammatically correct English. 2. Effective skill in reading and understanding the English language. 3. Skill in reporting and recording.

Principal
Rohilkhand College of Nursing
Bareilly

II YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13081	**Sociology**	**1.** Describe sociological concepts that are applicable to nursing. **2.** Determine role of sociology in nursing as related to social institutions in India. **3.** Develop positive attitudes towards individual, family and community. **4.** Determine the social factors affecting the health.
2.	13082	**Community Health Nursing**	**1.** Explain the concept of various factors contributing to health of individual, family and community. **2.** Identify the role of community health nurse. Describe national health care delivery system. **3.** Describe epidemiological methods and principles of prevention and control of illness in the community. **4.** Identify the staffing and role of personnel working in the community health set up. **5.** Plan the work of community health nurse and supervise and train health workers.
3.	13083	**Mental Health Nursing**	**1.** Identify and describe the philosophy and principles of mental health nursing. **2.** Describe the historical development of mental health and psychiatric nursing. Develop skill in history taking and performing mental status examination. **3.** Classify mental disorders. Manage the patients with various mental disorders. Communicate therapeutically with patients and their families. **4.** Describe etiological factors, psycho-pathology, clinical features, diagnostic criteria and treatment methods used for mental disorders. **5.** Identify role of the nurse in preventive psychiatry. Identify the legal aspects in practice of mental health and psychiatric nursing.
4.	13084	**Introduction To Nursing Education**	**1.** Describe the philosophy and principles of education. Explain the teaching – learning process and curriculum development. **2.** Develop the ability to teach, using various

Principal
Rohilkhand College of Nursing
Bareilly

			methods and media. 3. Describe the process of assessment. 4. Describe the administrative aspects of Nursing institutions. 5. Participate in planning and organizing an in-service education programme.
5.	13085	**Introduction To Nursing Service Administration**	1. Identify the principles of administration. 2. Describe the principles and techniques of supervision. 3. Explain the principles and methods of personnel management. 4. Explain the principles of budgeting. 5. Organize and manage a nursing unit effectively. Identify dynamics of organizational behavior, styles and functions of effective leadership.
6.	13086	**Introduction To Nursing Research And Statistics**	1. Define the terms and concepts of Nursing Research. Identify needs and scope of Nursing Research. 2. Identify and define a research problem. Locate and list sources of literature for a specific study. 3. Describe different research approaches, methods of data collection and sampling techniques with a special reference to survey method. 4. Develop tool for data collection. Enumerate steps of data analysis and present data summary in tabular form. 5. Use descriptive and inferential statistics in data analysis.

Principal
Rohilkhand College of Nursing
Bareilly

ROHILKHAND COLLEGE OF NURSING
BAREILLY INTERNATIONAL UNIVERSITY, BAREILLY
PROGRAM: M.Sc. Nursing in Community Health Nursing
PROGRAM CODE: 1316

PROGRAMME OUTCOMES (POs):

On completion of the M.Sc. Nursing program, the M.Sc. nursing postgraduates will be able to:

PO1: Explore research as evidence for enhancing and changing practice. Value the contribution of research in advancing practice in the provision of quality care.

PO2: Discuss the health strategies in promoting, maintaining and restoring health and well-being. Apply critical thinking skills and ethical decision making required for advancing practice.

PO3: Evaluate leadership and management skills for working in collaborative teams in the provision of quality outcome.

PO4: Recognize the need for the advancement of professional practice through contributions to education administration, health care policy and knowledge development.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

The Learning abilities or skills that a student would have developed by the end of Two Years

M. Sc. Nursing Program:

PSO1: Uses advanced assessment, diagnostic reasoning, evidenced based interventions and evaluation skills for improving client health outcomes.

PSO2: Applies research outcomes to improve practice outcomes within the practice settings. Supports quality, evidence based safe and cost-effective health care.

PSO3: Demonstrate leadership qualities and function effectively as nurse educator, nurse specialist and manager.

PSO4: Develop new roles to the changing needs of the societies (e.g.) in practice, education and research. Demonstrate expertise, advanced knowledge and mastery in an area of specialized nursing practice.

Principal
Rohilkhand College of Nursing
Bareilly

COURSE OUTCOMES (COs)

I YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13216	**Nursing Education**	**1.** Explain the aims of education, philosophies, trends in education and health: its impact on nursing education. **2.** Describe the teaching learning process. Prepare and utilize various instructional media and methods in teaching learning process. **3.** Critically analyze the existing nursing educational programs, their problems, issues and future trends. **4.** Describe the process of curriculum development, and the need and the methodology of curriculum changes, innovation and integration. **5.** Explain the development of standards and accreditation process in nursing education programs. Construct, administer and evaluate various tools for assessment of knowledge, skill and attitude.
2.	13214	**Advance Nursing Practice**	**1.** Appreciate and analyze the development of nursing as a profession. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice. **2.** Discuss concepts, principles, theories, models, approaches relevant to nursing and their application. **3.** Describe scope of nursing practice. Provide holistic and competent nursing care following nursing process approach. **4.** Identify latest trends in nursing and the basis of advance nursing practice. Perform extended and expanded role of nurse. **5.** Describe the concept of quality control in nursing. Use computer in patient care delivery system and nursing practice.
3.	13215	**Nursing Research and Statistics**	**1.** Define basic research terms and concepts & review literature utilizing various sources **2.** Describe research methodology, develop a research proposal, conduct a research study & analyze and interpret the research data **3.** Communicate & utilize research findings and critically evaluate nursing research studies **4.** Explain the basic concepts related to statistics. Describe the scope of statistics in health and nursing.

Principal
Rohilkhand College of Nursing
Bareilly

			5. Organize, tabulate and present data meaningfully. Use descriptive and inferential statistics to predict results and draw conclusions of the study and predict statistical significance of the results.
4.	13221	**Clinical Speciality – I** **Community Health Nursing-I**	1. Appreciate the history and development in the field of Community health and Community Health Nursing. Appreciate the role of individuals and families in promoting health of the Community. 2. Perform physical, developmental and nutritional assessment of individuals, families and groups. Apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the people. 3. Apply nursing process approach while providing care to individuals, families, groups and community. Integrate the concepts of family centered nursing approach while providing care to the community. 4. Recognize and participate in the management of emergencies, epidemics and disasters. Apply recent technologies and care modalities while delivering community health nursing care. 5. Participate in planning, implementation and evaluation of various national health and family welfare programmes at local, state and national level. Appreciate legal and ethical issues pertaining to community health nursing care.

Principal
Rohilkhand College of Nursing
Bareilly

II YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13222	**Nursing Management**	**1.** Describe the philosophy and objective of the health care institutions at various levels. Identify trends and issues in nursing. **2.** Discuss the public administration, health care administration vis a vis nursing administration. **3.** Describe the principles of administration applied to nursing. Explain the organization of health and nursing services at the various levels / institutions. **4.** Discuss the planning, supervision and management of nursing workforce for various health care settings. **5.** Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care. Describe the process of quality assurance in nursing services.
2.	13226	**Clinical Speciality – II** **Community Health Nursing-II**	**1.** Appreciate trends and issues related to community health nursing reproductive and child health, School health, Occupational Health, International health, rehabilitation, geriatric and mental health. **2.** Apply epidemiological concepts and principles in community health nursing practice. **3.** Perform community health assessment and plan health programmes. Describe the various components of Reproductive and child health programme. **4.** Demonstrate leadership abilities in organizing community health nursing services by using inter-sectoral and multi-disciplinary approach. **5.** 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.

Principal
Rohilkhand College of Nursing
Bareilly

ROHILKHAND COLLEGE OF NURSING
Rohilkhand Medical College Campus Pilibhit Bypass Road, Bareilly. (U.P.) 243006 INDIA
Phone : 0581-2526011, 2526012 (EPABX) Fax : 0581-2526054, 2303345
e-mail : info@rmcbareilly.com, www.rmcbareilly.com

ROHILKHAND COLLEGE OF NURSING
BAREILLY INTERNATIONAL UNIVERSITY, BAREILLY
PROGRAM: M.Sc. Nursing in Mental Health Nursing
PROGRAM CODE: 1315

PROGRAMME OUTCOMES (POs):

On completion of the M.Sc. Nursing program, the M.Sc. nursing postgraduates will be able to:

PO1: Explore research as evidence for enhancing and changing practice. Value the contribution of research in advancing practice in the provision of quality care.

PO2: Discuss the health strategies in promoting, maintaining and restoring health and well-being. Apply critical thinking skills and ethical decision making required for advancing practice.

PO3: Evaluate leadership and management skills for working in collaborative teams in the provision of quality outcome.

PO4: Recognize the need for the advancement of professional practice through contributions to education administration, health care policy and knowledge development.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

The Learning abilities or skills that a student would have developed by the end of Two Years

M. Sc. Nursing Program:

PSO1: Uses advanced assessment, diagnostic reasoning, evidenced based interventions and evaluation skills for improving client health outcomes.

PSO2: Applies research outcomes to improve practice outcomes within the practice settings. Supports quality, evidence based safe and cost-effective health care.

PSO3: Demonstrate leadership qualities and function effectively as nurse educator, nurse specialist and manager.

PSO4: Develop new roles to the changing needs of the societies (e.g.) in practice, education and research. Demonstrate expertise, advanced knowledge and mastery in an area of specialized nursing practice.

Principal
Rohilkhand College of Nursing
Bareilly

COURSE OUTCOMES (COs)

I YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13216	**Nursing Education**	**1.** Explain the aims of education, philosophies, trends in education and health: its impact on nursing education. **2.** Describe the teaching learning process. Prepare and utilize various instructional media and methods in teaching learning process. **3.** Critically analyze the existing nursing educational programs, their problems, issues and future trends. **4.** Describe the process of curriculum development, and the need and the methodology of curriculum changes, innovation and integration. **5.** Explain the development of standards and accreditation process in nursing education programs. Construct, administer and evaluate various tools for assessment of knowledge, skill and attitude.
2.	13214	**Advance Nursing Practice**	**1.** Appreciate and analyze the development of nursing as a profession. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice. **2.** Discuss concepts, principles, theories, models, approaches relevant to nursing and their application. **3.** Describe scope of nursing practice. Provide holistic and competent nursing care following nursing process approach. **4.** Identify latest trends in nursing and the basis of advance nursing practice. Perform extended and expanded role of nurse. **5.** Describe the concept of quality control in nursing. Use computer in patient care delivery system and nursing practice.
3.	13215	**Nursing Research and Statistics**	**1.** Define basic research terms and concepts & review literature utilizing various sources **2.** Describe research methodology, develop a research proposal, conduct a research study & analyze and interpret the research data **3.** Communicate & utilize research findings and critically evaluate nursing research studies **4.** Explain the basic concepts related to statistics. Describe the scope of statistics in health and nursing.

Principal
Rohilkhand College of Nursing
Bareilly

			5. Organize, tabulate and present data meaningfully. Use descriptive and inferential statistics to predict results and draw conclusions of the study and predict statistical significance of the results.
4.	13220	**Clinical Speciality – I** **Mental Health Nursing-I**	**1.** Appreciate the trends and issues in the field of psychiatric and psychiatric nursing. Explain the dynamics of personality development and human behaviour. **2.** Describe the concepts of psychobiology in mental disorders and its implications for psychiatric nursing **3.** Demonstrate therapeutic communications skills in all interactions. Apply the nursing process approach in caring for patients with mental disorders. **4.** Promotes self-esteem of clients, others and self. Describe the psychopharmacological agents, their effects and nurse's role **5.** Incorporate evidence based nursing practice and identify the areas of research in the field of psychiatric nursing

Principal
Rohilkhand College of Nursing
Bareilly

II YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13222	**Nursing Management**	**1.** Describe the philosophy and objective of the health care institutions at various levels. Identify trends and issues in nursing. **2.** Discuss the public administration, health care administration vis a vis nursing administration. **3.** Describe the principles of administration applied to nursing. Explain the organization of health and nursing services at the various levels / institutions. **4.** Discuss the planning, supervision and management of nursing workforce for various health care settings. **5.** Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care. Describe the process of quality assurance in nursing services.
2.	13225	**Clinical Speciality – II** **Mental Health Nursing-II**	**1.** Apply the nursing process in the care of mentally ill patients in hospital and community. Recognize and manage emergencies in children **2.** Demonstrate advanced skills/competence in nursing management of patients with mental illness. Providing nursing care to critically ill children. **3.** Utilize the recent technology and various treatment modalities in the management of high risk children. Identify and manage psychiatric emergencies. **4.** Demonstrate skills in carrying out crisis intervention. Appreciate the legal and ethical issues pertaining to psychiatric nursing. **5.** Identify areas of research in the field of psychiatric nursing. Teach psychiatric nursing to undergraduate students & in-service nurses.

Principal
Rohilkhand College of Nursing
Bareilly

ROHILKHAND COLLEGE OF NURSING
BAREILLY INTERNATIONAL UNIVERSITY, BAREILLY
PROGRAM: M.Sc. Nursing in Child Health Nursing
PROGRAM CODE: 1314

PROGRAMME OUTCOMES (POs):

On completion of the M.Sc. Nursing program, the M.Sc. nursing postgraduates will be able to:

PO1: Explore research as evidence for enhancing and changing practice. Value the contribution of research in advancing practice in the provision of quality care.

PO2: Discuss the health strategies in promoting, maintaining and restoring health and well-being. Apply critical thinking skills and ethical decision making required for advancing practice.

PO3: Evaluate leadership and management skills for working in collaborative teams in the provision of quality outcome.

PO4: Recognize the need for the advancement of professional practice through contributions to education administration, health care policy and knowledge development.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

The Learning abilities or skills that a student would have developed by the end of Two Years

M. Sc. Nursing Program:

PSO1: Uses advanced assessment, diagnostic reasoning, evidenced based interventions and evaluation skills for improving client health outcomes.

PSO2: Applies research outcomes to improve practice outcomes within the practice settings. Supports quality, evidence based safe and cost-effective health care.

PSO3: Demonstrate leadership qualities and function effectively as nurse educator, nurse specialist and manager.

PSO4: Develop new roles to the changing needs of the societies (e.g.) in practice, education and research. Demonstrate expertise, advanced knowledge and mastery in an area of specialized nursing practice.

Principal
Rohilkhand College of Nursing
Bareilly

COURSE OUTCOMES (COs)

I YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13216	**Nursing Education**	**1.** Explain the aims of education, philosophies, trends in education and health: its impact on nursing education. **2.** Describe the teaching learning process. Prepare and utilize various instructional media and methods in teaching learning process. **3.** Critically analyze the existing nursing educational programs, their problems, issues and future trends. **4.** Describe the process of curriculum development, and the need and the methodology of curriculum changes, innovation and integration. **5.** Explain the development of standards and accreditation process in nursing education programs. Construct, administer and evaluate various tools for assessment of knowledge, skill and attitude.
2.	13214	**Advance Nursing Practice**	**1.** Appreciate and analyze the development of nursing as a profession. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice. **2.** Discuss concepts, principles, theories, models, approaches relevant to nursing and their application. **3.** Describe scope of nursing practice. Provide holistic and competent nursing care following nursing process approach. **4.** Identify latest trends in nursing and the basis of advance nursing practice. Perform extended and expanded role of nurse. **5.** Describe the concept of quality control in nursing. Use computer in patient care delivery system and nursing practice.
3.	13215	**Nursing Research and Statistics**	**1.** Define basic research terms and concepts & review literature utilizing various sources **2.** Describe research methodology, develop a research proposal, conduct a research study & analyze and interpret the research data **3.** Communicate & utilize research findings and critically evaluate nursing research studies **4.** Explain the basic concepts related to statistics. Describe the scope of statistics in health and nursing.

Principal
Rohilkhand College of Nursing
Bareilly

			5. Organize, tabulate and present data meaningfully. Use descriptive and inferential statistics to predict results and draw conclusions of the study and predict statistical significance of the results.
4.	13219	**Clinical Speciality – I** **Child Health (Paediatric) Nursing-I**	**1.** Appreciate the history and developments in the field of pediatrics and pediatric nursing as a specialty. Apply the concepts of growth and development in providing care to the pediatric clients and their families. **2.** Appreciate the child as a holistic individual. Perform physical, developmental, and nutritional assessment of pediatric clients **3.** Apply nursing process in providing nursing care to neonates & children. Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness. **4.** Recognize and manage emergencies in neonates Describe various recent technologies and treatment modalities in the management of high risk neonates **5.** Appreciate the legal and ethical issues pertaining to pediatric and neonatal nursing. Incorporate evidence based nursing practice and identify the areas of research in the field of pediatric/neonatal nursing

Principal
Rohilkhand College of Nursing
Bareilly

II YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13222	**Nursing Management**	**1.** Describe the philosophy and objective of the health care institutions at various levels. Identify trends and issues in nursing. **2.** Discuss the public administration, health care administration vis a vis nursing administration. **3.** Describe the principles of administration applied to nursing. Explain the organization of health and nursing services at the various levels / institutions. **4.** Discuss the planning, supervision and management of nursing workforce for various health care settings. **5.** Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care. Describe the process of quality assurance in nursing services.
2.	13224	**Clinical Speciality – II** **Child Health Nursing-II**	**1.** Apply the nursing process in the care of ill infants to pre adolescents in hospital and community. **2.** Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems. **3.** Recognize and manage emergencies in children. Provide nursing care to critically ill children **4.** Utilize the recent technology and various treatment modalities in the management of high risk children. **5.** Prepare a design for layout and describe standards for management of pediatric units/hospitals. Identify areas of research in the field of pediatric nursing.

Principal
Rohilkhand College of Nursing
Bareilly

ROHILKHAND COLLEGE OF NURSING
BAREILLY INTERNATIONAL UNIVERSITY, BAREILLY
PROGRAM: M.Sc. Nursing in Obstetric & Gynaecological Nursing
PROGRAM CODE: 1313

PROGRAMME OUTCOMES (POs):

On completion of the M.Sc. Nursing program, the M.Sc. nursing postgraduates will be able to:

PO1: Explore research as evidence for enhancing and changing practice. Value the contribution of research in advancing practice in the provision of quality care.

PO2: Discuss the health strategies in promoting, maintaining and restoring health and well-being. Apply critical thinking skills and ethical decision making required for advancing practice.

PO3: Evaluate leadership and management skills for working in collaborative teams in the provision of quality outcome.

PO4: Recognize the need for the advancement of professional practice through contributions to education administration, health care policy and knowledge development.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

The Learning abilities or skills that a student would have developed by the end of Two Years

M. Sc. Nursing Program:

PSO1: Uses advanced assessment, diagnostic reasoning, evidenced based interventions and evaluation skills for improving client health outcomes.

PSO2: Applies research outcomes to improve practice outcomes within the practice settings. Supports quality, evidence based safe and cost-effective health care.

PSO3: Demonstrate leadership qualities and function effectively as nurse educator, nurse specialist and manager.

PSO4: Develop new roles to the changing needs of the societies (e.g.) in practice, education and research. Demonstrate expertise, advanced knowledge and mastery in an area of specialized nursing practice.

Principal
Rohilkhand College of Nursing
Bareilly

COURSE OUTCOMES (COs)

I YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13216	**Nursing Education**	**1.** Explain the aims of education, philosophies, trends in education and health: its impact on nursing education. **2.** Describe the teaching learning process. Prepare and utilize various instructional media and methods in teaching learning process. **3.** Critically analyze the existing nursing educational programs, their problems, issues and future trends. **4.** Describe the process of curriculum development, and the need and the methodology of curriculum changes, innovation and integration. **5.** Explain the development of standards and accreditation process in nursing education programs. Construct, administer and evaluate various tools for assessment of knowledge, skill and attitude.
2.	13214	**Advance Nursing Practice**	**1.** Appreciate and analyze the development of nursing as a profession. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice. **2.** Discuss concepts, principles, theories, models, approaches relevant to nursing and their application. **3.** Describe scope of nursing practice. Provide holistic and competent nursing care following nursing process approach. **4.** Identify latest trends in nursing and the basis of advance nursing practice. Perform extended and expanded role of nurse. **5.** Describe the concept of quality control in nursing. Use computer in patient care delivery system and nursing practice.
3.	13215	**Nursing Research and Statistics**	**1.** Define basic research terms and concepts & review literature utilizing various sources **2.** Describe research methodology, develop a research proposal, conduct a research study & analyze and interpret the research data **3.** Communicate & utilize research findings and critically evaluate nursing research studies **4.** Explain the basic concepts related to statistics. Describe the scope of statistics in health and nursing.

Principal
Rohilkhand College of Nursing
Bareilly

			5. Organize, tabulate and present data meaningfully. Use descriptive and inferential statistics to predict results and draw conclusions of the study and predict statistical significance of the results.
4.	13218	**Clinical Speciality – I** **Obsteric and Gynaecological Nursing- I**	1. Appreciate the trends in the field of midwifery, obstetrics and gynaecology as a specialty. Describe the population dynamics and indicators of maternal and child health 2. Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labor and puerperium. 3. Provide comprehensive nursing care to women during reproductive period. Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynecological nursing. 4. Identify and analyze the deviations from normal birth process and refer appropriately. Describe the pharmacological agents, their effects during pregnancy, child birth, puerperium, lactation and the role of nurse. 5. Describe the recent advancement in contraceptive technology and birth control measures. Appreciate the legal and ethical issues pertaining to obstetric and gynaecological nursing.

Principal
Rohilkhand College of Nursing
Bareilly

II YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13222	**Nursing Management**	**1.** Describe the philosophy and objective of the health care institutions at various levels. Identify trends and issues in nursing. **2.** Discuss the public administration, health care administration vis a vis nursing administration. **3.** Describe the principles of administration applied to nursing. Explain the organization of health and nursing services at the various levels / institutions. **4.** Discuss the planning, supervision and management of nursing workforce for various health care settings. **5.** Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care. Describe the process of quality assurance in nursing services.
2.	13223	**Clinical Speciality – II** **Obstetric and Gynaecological Nursing-II**	**1.** Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of women with obstetric and gynecological conditions **2.** Demonstrate competence in caring for women with obstetrical and gynecological conditions & high risk newborn. **3.** Utilize recent technology and various diagnostic, therapeutic modalities in the management of obstetrical, gynecological and neonatal care. **4.** Demonstrate skill in handling various equipments / gadgets used for obstetrical, gynecological and neonatal care. Teach and supervise nurses and allied health workers **5.** Incorporate evidence based nursing practice and identity the areas of research in the field of obstetrical and gynecological nursing. Function as independent midwifery nurse practitioner

Principal
Rohilkhand College of Nursing
Bareilly

ROHILKHAND COLLEGE OF NURSING
BAREILLY INTERNATIONAL UNIVERSITY, BAREILLY
PROGRAM: M.Sc. Nursing in Medical Surgical Nursing
PROGRAM CODE: 1312

PROGRAMME OUTCOMES (POs):

On completion of the M.Sc. Nursing program, the M.Sc. nursing postgraduates will be able to:

PO1: Explore research as evidence for enhancing and changing practice. Value the contribution of research in advancing practice in the provision of quality care.

PO2: Discuss the health strategies in promoting, maintaining and restoring health and well-being. Apply critical thinking skills and ethical decision making required for advancing practice.

PO3: Evaluate leadership and management skills for working in collaborative teams in the provision of quality outcome.

PO4: Recognize the need for the advancement of professional practice through contributions to education administration, health care policy and knowledge development.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

The Learning abilities or skills that a student would have developed by the end of Two Years

M. Sc. Nursing Program:

PSO1: Uses advanced assessment, diagnostic reasoning, evidenced based interventions and evaluation skills for improving client health outcomes.

PSO2: Applies research outcomes to improve practice outcomes within the practice settings. Supports quality, evidence based safe and cost-effective health care.

PSO3: Demonstrate leadership qualities and function effectively as nurse educator, nurse specialist and manager.

PSO4: Develop new roles to the changing needs of the societies (e.g.) in practice, education and research. Demonstrate expertise, advanced knowledge and mastery in an area of specialized nursing practice.

Principal
Rohilkhand College of Nursing
Bareilly

COURSE OUTCOMES (COs)

I YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13216	**Nursing Education**	**1.** Explain the aims of education, philosophies, trends in education and health: its impact on nursing education. **2.** Describe the teaching learning process. Prepare and utilize various instructional media and methods in teaching learning process. **3.** Critically analyze the existing nursing educational programs, their problems, issues and future trends. **4.** Describe the process of curriculum development, and the need and the methodology of curriculum changes, innovation and integration. **5.** Explain the development of standards and accreditation process in nursing education programs. Construct, administer and evaluate various tools for assessment of knowledge, skill and attitude.
2.	13214	**Advance Nursing Practice**	**1.** Appreciate and analyze the development of nursing as a profession. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice. **2.** Discuss concepts, principles, theories, models, approaches relevant to nursing and their application. **3.** Describe scope of nursing practice. Provide holistic and competent nursing care following nursing process approach. **4.** Identify latest trends in nursing and the basis of advance nursing practice. Perform extended and expanded role of nurse. **5.** Describe the concept of quality control in nursing. Use computer in patient care delivery system and nursing practice.
3.	13215	**Nursing Research and Statistics**	**1.** Define basic research terms and concepts & review literature utilizing various sources **2.** Describe research methodology, develop a research proposal, conduct a research study & analyze and interpret the research data **3.** Communicate & utilize research findings and critically evaluate nursing research studies **4.** Explain the basic concepts related to statistics. Describe the scope of statistics in health and nursing.

Principal
Rohilkhand College of Nursing
Bareilly

			5. Organize, tabulate and present data meaningfully. Use descriptive and inferential statistics to predict results and draw conclusions of the study and predict statistical significance of the results.
4.	13217	**Clinical Speciality – I** **Medical Surgical Nursing – I**	**1.** Appreciate trends and issues in the field of Medical Surgical Nursing as a speciality. Apply concepts and theories related to health promotion. **2.** Appreciate the client as a holistic individual. Perform physical, psychosocial assessment of Medical Surgical patients. Apply Nursing process in providing care to patients. **3.** Integrate the concept of family centered nursing care with associated disorder such as genetic, congenital and long-term illness. Appreciate the legal and ethical issues relevant to Medical Surgical Nursing. **4.** Recognize and manage emergencies with Medical Surgical patients. Describe various recent technologies and treatment modalities in the management of critically ill patients. **5.** Incorporate evidence based Nursing practice and identity 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 teams.

Principal
Rohilkhand College of Nursing
Bareilly

II YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13222	**Nursing Management**	**1.** Describe the philosophy and objective of the health care institutions at various levels. Identify trends and issues in nursing. **2.** Discuss the public administration, health care administration vis a vis nursing administration. **3.** Describe the principles of administration applied to nursing. Explain the organization of health and nursing services at the various levels / institutions. **4.** Discuss the planning, supervision and management of nursing workforce for various health care settings. **5.** Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care. Describe the process of quality assurance in nursing services.
2.	13227	**Clinical Speciality – II** **Medical Surgical Nursing** **Sub Speciality – Critical Care Nursing**	**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. Perform physical, psychosocial & spiritual assessment. **4.** 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. **5.** Incorporate evidence based nursing practice and identify the areas of research in the field of critical care nursing. Teach and supervise nurses and allied health workers.

Principal
Rohilkhand College of Nursing
Bareilly

ROHILKHAND COLLEGE OF NURSING
BAREILLY INTERNATIONAL UNIVERSITY, BAREILLY
PROGRAM: NURSE PRACTITIONER IN CRITICAL CARE (NPCC)
PROGRAM CODE: 1311

PROGRAMME OUTCOMES (POs):

On completion of the NPCC program, the Nurse Practitioner (NP) will be able to:

PO1: Assume responsibility and accountability to provide competent care to critically ill patients and appropriate family care in tertiary care centres

PO2: Demonstrate clinical competence / expertise in providing critical care which includes diagnostic reasoning, complex monitoring and therapies

PROGRAMME SPECIFIC OUTCOMES (PSOs):

The Learning abilities or skills that a student would have developed by the end of Two Years

NPCC Program:

PSO1: Apply theoretical, patho-physiological and pharmacological principles and evidence base in implementing therapies / interventions in critical care

PSO2: Identify the critical conditions using differential diagnosis and carry out treatment/interventions to stabilize and restore patient's health and minimize or manage complications independently or collaboratively as a part of critical care team

PSO3: Collaborate with other health care professionals in the critical care team, across the continuum of critical care

Principal
Rohilkhand College of Nursing
Bareilly

COURSE OUTCOMES (COs)

I YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13205	**Theoretical Basis for Advanced Practice Nursing**	1. Analyses the global healthcare trends and challenges Analyses the impact of Healthcare and Education policies in India on nursing consulting the documents available. 2. Develops in depth understanding of the healthcare delivery system in India, and its challenges 3. Manages and transforms health information to effect health outcomes such as cost, quality and satisfaction 4. Accepts the accountability and responsibility in practicing the Nurse practitioner's roles and competencies 5. Predicts future challenges of nurse practitioner's roles in variety of healthcare settings particularly in India
2.	13201	**Research Application and Evidence Based Practice in Critical Care**	1. Applies sound research knowledge and skills in conducting independent research in critical care setting Participates in collaborative research to improve patient care quality 2. Interprets and uses research findings in advanced practice to produce EBP 3. Tests / Evaluates current practice to develop best practices and health outcomes and quality care in advanced practice 4. Analyzes the evidence for nursing interventions carried out in critical care nursing practice to promote safety and effectiveness of care 5. Develops skill in writing scientific research reports
3.	13202	**Advanced skills in Leadership, Management and Teaching**	1. Applies principles of leadership and management in critical care units 2. Manages stress and conflicts effectively in a critical care setting using sound knowledge of principles 3. Applies problem solving and decision making skills effectively 4. Uses critical thinking and communication

Principal
Rohilkhand College of Nursing
Bareilly

			skills in providing leadership and managing patient care in ICU Builds teams and motivates others in ICU setting 5. Develops unit budget, manages supplies and staffing effectively
4.	13203	**Advanced Pathophysiology Applied to Critical Care Nursing**	1. Integrates the knowledge of pathopysiological process in critical conditions in developing diagnosis and plan of care 2. Applies the pathophysiogical principles in symptom management and secondary prevention of critical illnesses 3. Analyzes the pathophysiological changes relevant to each critical illness recognizing the value of diagnosis, treatment, care and prognosis
5.	13203	**Advanced Pharmacology relevant to Critical Care Nursing**	1. Applies the pharmacological principles in providing care to critically ill patients and families 2. Analyzes pharmaco-therapeutics and pharmacodynamics relevant to drugs used in the treatment of critical care conditions 3. Performs safe drug administration based on principles and institutional protocols 4. Documents accurately and provides follow up care Applies sound knowledge of drug interactions in administration of drugs to critically ill patients in the critical care settings and guiding their families in self care management
6.	13204	**Advanced Health/Physical Assessment in Critical Care Nursing**	1. Applies the physical assessment principles in developing appropriate system wise examination skills Uses advanced health assessment skills to differentiate between variations of normal and abnormal findings 2. Orders screening and diagnostic tests based on the examination findings 3. Analyzes the results of various investigations and works collaboratively for development of diagnoses 4. Documents assessment, diagnosis, and management and monitors follow up care in partnership with health care team members, patients, and families

Principal
Rohilkhand College of Nursing
Bareilly

II YEAR

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13207	**Foundations of Critical Care Nursing Practice**	1. Demonstrates competency in providing holistic care to critically ill patients. 2. Demonstrates skill in performing appropriate invasive and non-invasive procedures required for critically ill patients. 3. Describes the legal and ethical issues related to critical care. 4. Explains continuous quality improvement strategies relevant to critical care.
2.	13208	**Critical Care Nursing - I**	1. Develops skill in assessment of critically ill patients with cardiac, pulmonary, neurology, nephrology, endocrine and gastrointestinal disorders. Demonstrates competency in providing comprehensive care to critically ill patients with alterations in cardiac, pulmonary and nephrology systems. 2. Demonstrates competency in providing comprehensive care to critically ill patients with alterations in neurology, endocrine and gastrointestinal systems
3.	13209	**Critical Care Nursing - II**	1. Develops skill in assessment of critically ill children, obstetric and geriatric patients. 2. Demonstrates competency in providing comprehensive care to critically ill adult patients with alterations in haematological system, skin, multisystem organs and infectious diseases. 3. Demonstrates competency in providing comprehensive care to critically ill children, obstetric and geriatric patients 4. Establishes safe therapeutic environment during perianesthetic period using risk management and quality improvement strategies.

Principal
Rohilkhand College of Nursing
Bareilly

ROHILKHAND COLLEGE OF NURSING
BAREILLY INTERNATIONAL UNIVERSITY, BAREILLY
PROGRAM: B.Sc. NURSING
PROGRAM CODE: 1301

PROGRAMME OUTCOMES (POs):

On completion of the B.Sc. Nursing program, the B.Sc. nursing graduates will be able to:

PO1: Apply critical thinking skills who are caring, motivated, assertive and well-disciplined responding to the changing needs of profession, healthcare delivery system and society and professional decision making required for basic and advance practice.

PO2: Assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative healthcare services in any healthcare setting.

PO3: Make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidence based practice.

PO4: Assume role of practitioner, teacher, supervisor and manager in all healthcare settings

PROGRAMME SPECIFIC OUTCOMES (PSOs):

The Learning abilities or skills that a student would have developed by the end of Four Years

B. Sc. Nursing Program:

PSO1: Provide promotive, preventive and restorative health services in line with national health policies and programs.

PSO2: Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing and respect the dignity, worth and uniqueness of self and others.

PSO3: Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.

PSO4: Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.

Principal
Rohilkhand College of Nursing
Bareilly

COURSE OUTCOMES (COs)

I SEMESTER

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13037	Communicative English	1. Identify the significance of Communicative English for healthcare professionals 2. Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence. 3. Demonstrate attentive listening in different hypothetical situations. 4. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.
2.	13035	Applied Anatomy & Applied Physiology	1. Explain the general and microscopic structure of each system of the body and develop understanding of the normal functioning of various organ systems of the body. 2. Identify relative positions & contribution of the major body organs towards maintenance of homeostasis as well as their general anatomic locations. 3. Explore the effect of alterations in structure. 4. Apply knowledge of anatomic structures & physiological basis to analyze clinical situations and therapeutic applications.
4.	13036	Applied Sociology & Applied Psychology	1. Identify the scope and significance of sociology in nursing and importance of psychology in individual and professional life. 2. Apply the knowledge of social structure in a society and self-empowerment in workplace, society and personal life. 3. Identify the impact of culture on health and illness and role of nurse in promoting mental health and dealing with altered personality. 4. Identify the Develop understanding of the biological and psychological basis of human behaviour. 5. Integrate the knowledge of clinical sociology and its uses in crisis intervention.
5.	13039	Nursing Foundation - I	1. Develop understanding about the concept of health, illness and scope of nursing within health care services. Apply values, code of ethics and professional conduct in professional life. 2. Apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members. Develop skill in recording and

Principal
Rohilkhand College of Nursing
Bareilly

			reporting. 3. Demonstrate competency in monitoring and documenting vital signs. 4. Describe the fundamental principles and techniques of infection control and biomedical waste management. 5. Identify the educational needs of patients and demonstrate basic skills of patient education and meet the comfort needs of the patients.

II SEMESTER

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13038	Applied Biochemistry and Applied Nutrition and Dietetics	1. Describe the metabolism of carbohydrates, lipids & proteins and its alterations. 2. Explain clinical enzymology in various disease conditions & acid base balance, imbalance and its clinical significance. 3. Explain different function tests and interpret the findings. 4. Identify the importance of nutrition in health & wellness and nutritional needs of different age groups and plan a balanced diet for them. 5. Plan therapeutic diet for patients suffering from various disease conditions and prepare meals using different methods and cookery rules.
2.	13039	Nursing Foundation - II	1. Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings 2. Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings 3. Identify and meet the hygienic and elimination needs of patients and interpret findings of specimen testing applying the knowledge of normal values 4. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication 5. Integrate the knowledge of culture and cultural differences in meeting the spiritual needs
3.	13720	Nursing Foundation – I & II (Practical)	1. Perform health assessment of each body system Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach 2. Identify and meet the Nutritional needs of patients Implement basic nursing techniques in meeting hygienic needs of patients 3. Develop skills in instructing and collecting

Principal
Rohilkhand College of Nursing
Bareilly

			samples for investigation and perform simple lab tests and analyze & interpret common diagnostic values 4. Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation 5. Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness
4.	13040	Health/Nursing Informatics and Technology	1. Develop a basic understanding of computer application in patient care and nursing practice and update and utilize evidence-based practices in nursing education, administration, and practice. 2. Apply the knowledge of computer and information technology in patient care and nursing education, practice, administration and research. 3. Describe the principles of health informatics and its use in developing efficient healthcare. 4. Demonstrate the use of information system in healthcare for patient care and utilization of nursing data. 5. Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinical practice and skills of using data in management of health care.

III SEMESTER

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13041	Applied Microbiology and Infection Control Including Safety	1. Identify the ubiquity and diversity of microorganisms in the human body and the environment & classify and explain the morphology and growth of microbes. 2. Identify various types of microorganisms and explore mechanisms by which microorganisms cause disease. 3. Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms. Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention. 4. Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions. 5. Demonstrate and practice steps in Hand

Principal
Rohilkhand College of Nursing
Bareilly

			washing and appropriate use of different types of PPE. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.
2.	13043	Pharmacology – I & Pathology - I	1. Describe pharmacodynamics and pharmacokinetics. Review the principles of drug calculation and administration. 2. Describe the pharmacology of drugs acting on the GI system & respiratory system 3. Explain the drugs used in the treatment of endocrine system disorders cardiovascular and blood disorders. 4. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology. 5. Rationalize the various laboratory investigations in diagnosing pathological disorders .& specific diagnostic tests in the detection of genetic abnormalities.
3.	13042	Adult Health Nursing - I	1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders. 2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection. 3. Identify nursing diagnoses, list them according to priority and formulate nursing care plan. 4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients. 5. Plan and give relevant individual and group education on significant medical surgical topics and integrate evidence-based information while giving nursing care to patients.
4.	13721	Adult Health Nursing – I (Practical)	1. Utilize the nursing process in providing care to the sick adults in the hospital. 2. Provide comfort and safety to adult patients in the hospital. Provide pre, intra and post-operative care to patients undergoing surgery. 3. Explain nursing actions appropriately to the patients and family members. Integrate evidence-based information while giving nursing care to patients. 4. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients. 5. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing various medical and surgical disorders.

Principal
Rohilkhand College of Nursing
Bareilly

IV SEMESTER

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13043	Pharmacology – II & Pathology - II and Genetics	1. Explain the drugs used in the treatment of urinary system disorders and ear, nose, throat and eye disorders. 2. Describe the drugs used in the treatment of nervous system disorders. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period. 3. Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology. 4. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology Rationalize the various laboratory investigations in diagnosing pathological disorders 5. Apply the knowledge of genetics in understanding the various pathological disorders. Appreciate the various manifestations in patients with diagnosed genetic abnormalities
2.	13044	Adult Health Nursing - II	1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders. 2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection. 3. Identify diagnoses, list them according to priority and formulate nursing care plan. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients. 4. Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders. 5. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
3.	13722	Adult Health Nursing – II (Practical)	1. Utilize the nursing process in providing care to the sick adults in the hospital. 2. Provide comfort and safety to adult patients in the hospital. Provide pre, intra and post-

Principal
Rohilkhand College of Nursing
Bareilly

			operative care to patients undergoing surgery. 3. Explain nursing actions appropriately to the patients and family members. Integrate evidence-based information while giving nursing care to patients. 4. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients. 5. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing various medical and surgical disorders.
4.	13045	Professionalism, Professional Values & Ethics Including Bioethics	1. Describe profession and professionalism. Identify the challenges of professionalism. Maintain respectful communication and relationship with other health team members, patients and society. 2. Demonstrate professional conduct. Describe various regulatory bodies and professional organizations related to nursing. 3. Discuss the importance of professional values in patient care. Explain the professional values and demonstrate appropriate professional values in nursing practice. 4. Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members. 5. Advocate for patients wellbeing, professional growth and advancing the profession. Apply knowledge of ethics and bioethics in ethical decision making along with health team members.

V SEMESTER

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13049	Child Health Nursing - I	1. Develop understanding of the history and modern concepts of child health and child-care. 2. Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017. 3. Describe the role of preventive pediatrics and perform preventive measures towards accidents. Participate in national immunization programs/Universal Immunization Program (UIP). 4. Identify the developmental needs of children and provide parental guidance. Describe the principles of child health nursing and perform child health nursing procedures. 5. Demonstrate competencies in newborn assessment, planning and implementation of

Principal
Rohilkhand College of Nursing
Bareilly

			care to normal and high-risk newborn including neonatal resuscitation.
2.	13724	Child Health Nursing – I (Practical)	1. Perform assessment of children: health, developmental & anthropometric and immunization as per NIS. 2. Provide nursing care to children with various medical disorders. 3. Provide pre & postoperative care to children with common pediatric surgical conditions/ malformation. 4. Provide nursing care to critically ill children. 5. Give health education/nutritional education to parents. Counsel parents according to identified counseling needs.
3.	13050	Mental Health Nursing - I	1. Trace the historical development of mental health nursing and discuss its scope. Identify the classification of the mental disorders. 2. Develop basic understanding of the principles and concepts of mental health nursing. Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings. 3. Conduct mental health assessment. Identify and maintain therapeutic communication and nurse patient relationship. 4. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders. 5. Apply nursing process in delivering care to patients with mental disorders. Provide nursing care to patients with schizophrenia, mood disorders, neurotic and other psychotic disorders based on assessment findings and treatment/therapies used.
4.	13725	Mental Health Nursing – I (Practical)	1. Assess patients with mental health problems/disorders. Observe and assist in various treatment modalities or therapies 2. Counsel and educate patients and families 3. Perform individual and group psychoeducation 4. Provide nursing care to patients with mental health problems/disorders 5. Observe the assessment and care of patients with substance abuse disorders in deaddiction centre
5.	13046	Community Health Nursing - I	1. Explore the evolution of public health in India and community health nursing and explain the concepts and determinants of health 2. Identify the levels of prevention and health problems of India. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels

Principal
Rohilkhand College of Nursing
Bareilly

			3. Discuss health care policies and regulations in India. Demonstrate understanding about an overview of environmental science, environmental health and sanitation 4. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings 5. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)
6.	13047	Educational Technology/ Nursing Education	1. Develop basic understanding of theoretical foundations and principles of teaching and learning. Identify the latest approaches to education and learning 2. Demonstrate understanding of various teaching styles that can be used, based on the learners readiness and generational needs 3. Develop understanding of basics of curriculum planning, and organizing. Analyze and use different teaching methods effectively that are relevant to student population and settings 4. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students. 5. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
7.	13048	Introduction to Forensic Nursing and Indian Laws	1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice 2. Explore the history and scope of forensic nursing practice 3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence 4. Develop basic understanding of the Indian judicial system and legal procedures
8.	13723	Community Health Nursing – I (Practical)	1. Build and maintain rapport 2. Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community 3. Educate individuals/ family/community on Nutrition, Hygiene, Food hygiene, Healthy lifestyle, Health promotion.

Principal
Rohilkhand College of Nursing
Bareilly

			4. Perform health assessment for clients of various age groups 5. Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols

VI SEMESTER

S. No.	Course Code	Course	Course Outcomes *At the end of the course, the students will be:*
1.	13049	Child Health Nursing - II	1. Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourinary, nervous system disorders, orthopedic disorders, eye, ear and skin disorders and communicable diseases 2. Provide care to children with common behavioural, social and psychiatric problems 3. Manage challenged children 4. Identify the social and welfare services for challenged children
2.	13050	Mental Health Nursing - II	1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders. 2. Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence. 3. Apply nursing process in providing care to patients with organic brain disorders. 4. Identify and respond to psychiatric emergencies. Carry out crisis interventions during emergencies under supervision. 5. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.
3.	13051	Nursing Management and Leadership	1. Analyze the health care trends influencing development of nursing services and education in India. Describe the principles, functions and process of management applied to nursing. 2. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital. 3. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.

Principal
Rohilkhand College of Nursing
Bareilly

			4. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities. 5. Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.
4.	13054	Midwifery/Obstetrics and Gynecology (OBG) Nursing - I	1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice. 2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes 3. Recognize the trends and issues in midwifery and obstetrical nursing. Review and describe the anatomy and physiology of human reproductive system and conception. 4. Describe and apply physiology in the management of normal pregnancy, birth and puerperium. 5. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.
5.	13727	Midwifery/Obstetrics and Gynecology (OBG) Nursing – I (Practical)	1. Perform antenatal assessment. Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures Counsel antenatal women. 2. Monitor labour using partograph. Provide care to women during labour. 3. Conduct normal childbirth, provide care to mother and immediate care of newborn. 4. Perform postnatal assessment. Provide care to normal postnatal mothers and newborn. 5. Counsel women on family planning and participate in family welfare services. Identify, assess, care and refer women affected with gender based violence

Principal
Rohilkhand College of Nursing
Bareilly

VII SEMESTER

1.	13052	Community Health Nursing - II	1. Understanding the concepts, theories, principles of community health Nursing and National health programmes and policy. 2. Applying the theories and principles in preventing and promoting health by family centered nursing approach in providing care to individuals, families, and community. 3. Demonstrating skills in health assessment and nursing care procedures of individuals, families and community as community nursing nurse at different levels of health care delivery system. 4. Analyzing the health needs and scope of development in providing comprehensive care in rural and urban health sector. 5. Evaluating professional competency in survey projects and evidence based nursing practice in community setting.
2.	13053	Nursing Research & Statistics	1. Understanding the concepts of terminology, nursing research process and steps of Scientific methods. 2. Applying the concepts in identifying the nursing research problems and carrying out the nursing research. 3. Demonstrating the steps of review of literature, research methodology and data collection. 4. Analyzing the health needs and problems in nursing profession, hospital or community. 5. Evaluating the principles applied in research process for assigning research project to students.

Principal
Rohilkhand College of Nursing
Bareilly

3.	13054	Midwifery/Obstetrics and Gynecology (OBG) Nursing - II	1. Understanding the concept and principles of Midwifery and Obstetric Nursing. 2. Applying knowledge and skills in providing nursing care to normal and high risk pregnant women during antenatal, natal, and post-natal period in hospital and community setting 3. Demonstrating the skills in assessing normal and high risk obstetrics and providing basic emergency obstetric and neonatal care. 4. Analyzing the health needs and providing maternal, neonatal, family planning and other reproductive health services in the hospital and community. 5. Evaluating professional competency in handling normal and high risk conditions of women in pregnancy ,labour, postnatal and use of various equipment's in Obstetrics.
4.	13726	Community Health Nursing – II (Practical)	1. To screen, diagnose, manage and refer clients with common conditions/ emergencies & occupational health problem. 2. Assess and provide antenatal, intrapartum, postnatal and new- born care 3. Screen, assess and manage elderly with health problems and refer appropriately & Screen, diagnose, manage and refer clients who are mentally unhealthy. 4. Participate in community diagnosis & health centre activities 5. Organize and conduct clinics/health camps in the community & prepare for disaster preparedness and management

Principal
Rohilkhand College of Nursing
Bareilly

ROHILKHAND COLLEGE OF NURSING, BAREILLY

Rohilkhand Medical College Campus Pilibhit by Pass Road, Bareilly. (U.P) 243006 INDIA
Phone : 0581-2526011,2526012 (EPABX) Fax : 2526054,2303345
e-mail: info@rmcbareilly.com, www.rmcbareilly.com

Ref. No.: NUR/1627/2024

Date: 31/05/2024

NOTICE FOR BOARD OF STUDY (BOS-I) MEETING

Board of Study Committee meeting will be held on 15 June 2024 from 02:00 pm onwards in Nursing Education Study Center (NESC-Room) to discuss the below mentioned agenda points for the Academic Year 2024-2025.

1. Curriculum updation / Syllabus updation.
2. Examination ordinance /Scheme updation / Revision.
3. Admission Ordinance.
4. Result Analysis.
5. Implementation of NEP-2020.
6. Approval of Internal and External Examiners.
7. Approval of Academic Calendar 2024-2025.
8. Research/ innovation Status.
9. Faculty Development Programme, Research Publication/ Book Publish.
10. Academic Events status/ Calendar / Extra Activities.
11. Programme Expansion/ Starting new programmes.
12. Collaboration (National/ International).
13. Academic Audit.
14. Expenditure Budget.
15. Best practices for Academic enrichment.
16. Any other if required with permission of chairperson.

31/05/2024

Principal

Principal
Rohilkhand College of Nursing
Bareilly

Copy to:-

- Dr. Anitha P., Professor Cum Vice- Principal- BOF Chairperson, RCN.
- Dr. Mehev Khanam, Professor - Member/Convener.
- Mr. Parashram, Professor - External Expert-BOS.
- Dr. Sanjiv Kumar Maheshwari- Coordinator, IQAC.
- All the members- Board of Study.

Scanned with OKEN Scanner

ROHILKHAND COLLEGE OF NURSING, BAREILLY

BOARD OF STUDY MEMBERS

Following Members will be Present:

S. No.	Name of the Member	Designation	Role of Member	Signature
1.	Dr. Anitha P.	Professor Cum Vice-Principal (Department of Child Health Nursing)	Chairperson	31/5/24
2.	Mr. Velladurai Narayanan	Professor (Department of Mental Health Nursing)	Member	31/5/24
3.	Dr. Mehev Khanam	Professor (Department of Community Health Nursing)	Member/ Convener	31/5/24
4.	Mrs. Sanasam Birjeni Devi	Associate Professor (Department of Obstetrics and Gynaecology Nursing)	Member	31/05/24
5.	Dr. Sanabam Linthoingambi Devi	Associate Professor – (Department of Community Health Nursing)	Member	31/5/24
6.	Mrs. Renuka Polly Dass	Associate Professor – (Department of Mental Health Nursing)	Member	31/5/24
7.	Mrs. Akanksha Emmanuel	Assistant Professor (Department of Child Health Nursing)	Member	31/05/2024
8.	Mrs. Preeti Bahuguna	Assistant Professor (Department of Obstetrics and Gynaecology Nursing)	Member	31/5/24
9.	Mr. Tarun Dhyani	Assistant Professor (Department of Community Health Nursing)	Member	31/5/24
10.	Mr. Shailendra Verma	Assistant Professor (Department of Medical Surgical Nursing)	Member	31/5/24
11.	Dr. Sanjiv Kumar Maheshwari	Coordinator, IQAC	Invited IQAC Member	Sanjiv Kr
12.	Mr. Parashram	Professor (Department of Community Health Nursing)	External Expert	

Scanned with OKEN Scanner

ROHILKHAND COLLEGE OF NURSING, BAREILLY

Rohilkhand Medical College Campus Pilibhit by Pass Road, Bareilly. (U.P) 243006 INDIA
Phone : 0581-2526011,2526012 (EPABX) Fax : 2526054,2303345
e-mail: info@rmcbareilly.com, www.rmcbareilly.com

Ref. No.: NUR/1638/2024

Date: 05/06/2024

NOTICE FOR BOARD OF FACULTY (BOF-I) MEETING

Board of Faculty Committee meeting will be held on 20 June 2024 from 11:30 am onwards in Nursing Education Study Center (NESC-Room) to discuss the below mentioned agenda points for the Academic Year 2024-2025.

1. Curriculum updation / Syllabus updation.
2. Examination ordinance /Scheme updation / Revision.
3. Admission Ordinance.
4. Result Analysis.
5. Implementation of NEP-2020.
6. Approval of Internal and External Examiners.
7. Approval of Academic Calendar 2024-2025.
8. Research/ innovation Status.
9. Faculty Development Programme, Research Publication/ Book Publish.
10. Academic Events status/ Calendar / Extra Activities.
11. Programme Expansion/ Starting new programmes.
12. Collaboration (National/ International.
13. Academic Audit.
14. Expenditure Budget.
15. Best practices for Academic enrichment.
16. Any other matter with permission of chairperson.

05/06/2024

Principal

Principal
Rohilkhand College of Nursing
Bareilly

Copy to:-

- *Dr. Priyanka A Masih , Professor Cum Principal-BOS Chairperson, RCN.*
- *Dr. Anitha P., Professor Cum Vice- Principal- Member/Convener.*
- *Dr. Rajendra Kumar Sharma, Professor cum Principal- External Expert-BOF.*
- *Dr. Sanjiv Kumar Maheshwari- Coordinator, IQAC.*
- *All the members- Board of Faculty.*

Scanned with OKEN Scanner

ROHILKHAND COLLEGE OF NURSING, BAREILLY

BOARD OF FACULTY MEMBERS

Following Members will be Present:

S. No.	Name of the Member	Designation	Role of Member	Signature
1.	Dr. Priyanka A Masih	Professor cum Principal (Department of Obstetrics and Gynaecology Nursing)	Chairperson	05/06/2024
2.	Dr. Anitha P.	Professor Cum Vice-Principal (Department of Child Health Nursing)	Member/Convener	5/6/24
3.	Mr. Velladurai Narayanan	Professor (Department of Mental Health Nursing)	Member	5/6/24
4.	Dr. Mehev Khanam	Professor (Department of Community Health Nursing)	Member	5/6/24
5.	Dr. Sanasam Birjeni Devi	Associate Professor (Department of Obstetrics and Gynaecology Nursing)	Member	05/06/24
6.	Dr. Sanabam Linthoingambi Devi	Associate Professor – (Department of Community Health Nursing)	Member	5/6/24
7.	Mrs. Renuka Polly Dass	Associate Professor – (Department of Mental Health Nursing)	Member	5/6/24
8.	Mrs. Akanksha Emmanuel	Assistant Professor (Department of Child Health Nursing)	Member	05/06/2024
9.	Mrs. Preeti Bahuguna	Assistant Professor (Department of Obstetrics and Gynaecology Nursing)	Member	5/6/24
10.	Mr. Tarun Dhyani	Assistant Professor (Department of Community Health Nursing)	Member	5/6/24
11.	Mr. Shailendra Verma	Assistant Professor (Department of Medical Surgical Nursing)	Member	5/6/24
12.	Dr. Sanjiv Kumar Maheshwari	Coordinator, IQAC	Invited IQAC Member	
13.	Dr. Rajendra Kumar Sharma	Professor cum Principal (Department of Community Health Nursing)	External Expert-BOF	

Scanned with OKEN Scanner

ROHILKHAND COLLEGE OF NURSING, BAREILLY

Rohilkhand Medical College Campus Pilibhit by Pass Road, Bareilly. (U.P) 243006 INDIA
Phone : 0581-2526011,2526012 (EPABX) Fax : 2526054,2303345
e-mail: info@rmcbareilly.com, www.rmcbareilly.com

Ref. No.: NUR/1682/2024

Date: 18/06/2024

To,

The Registrar
Bareilly International University
Bareilly

Subject: - Board of Study Meeting.

Respected Sir,

Board of study (BOS-I) Meeting was held on 15/06/2024 at Rohilkhand College of Nursing. Copy of minutes is being sent here with for your record and needful. Study board had made few recommendations in following matter.

1. Result Analysis.
2. Implementation of NEP-2020.
3. Approval of Internal and External Examiners.
4. Approval of Academic Calendar 2024-2025.
5. Research/ innovation Status.
6. Faculty Development Programme, Research Publication/ Book Publish.
7. Academic Events status/ Calendar / Extra Activities.
8. Programme Expansion/ Starting new programmes.
9. Collaboration (National/ International.
10. Academic Audit.
11. Expenditure Budget.
12. Best practices for Academic enrichment.
13. Any other matter with permission of chairperson.

18/6/24

Convener

Enclosure:-

- Minutes of meeting (Copy)
- Result Analysis.
- Approval of Internal and External Examiners.
- Approval of Academic Calendar 2024-2025.
- Research/ innovation Status.
- Faculty Development Programme, Research Publication/ Book Publish.
- Academic Events status/ Calendar / Extra Activities.
- Programme Expansion/ Starting new programmes.
- Collaboration (National/ International.
- Academic Audit.
- Expenditure Budget.
- Best practices for Academic enrichment.

Scanned with OKEN Scanner

Date: - June 18, 2024

To,

All Members

Subject: Board of Study (BOS-I) Meeting

It is to inform you all that the Board of Study meeting will be held as per following;

Date: June 15, 2024

Time: 02:00 pm

Venue: Nursing Education Study Center (NESC-Room), Rohilkhand College of Nursing, Bareilly.

Agenda for the Meeting is as under:

1. Curriculum updation / Syllabus updation.
2. Examination ordinance /Scheme updation / Revision.
3. Admission Ordinance.
4. Result Analysis.
5. Implementation of NEP-2020.
6. Approval of Internal and External Examiners.
7. Approval of Academic Calendar 2024-2025.
8. Research/ innovation Status.
9. Faculty Development Programme, Research Publication/ Book Publish.
10. Academic Events status/ Calendar / Extra Activities.
11. Programme Expansion/ Starting new programmes.
12. Collaboration (National/ International.
13. Academic Audit.
14. Expenditure Budget.
15. Best practices for Academic enrichment.
16. Any other matter with permission of chairperson.

All members are requested to make it convenient to reach by 02:00 pm.

This has got approval of chairperson.

18/6/24

Convener

Scanned with OKEN Scanner

MINUTES OF MEETING

Date: June 15, 2024

Time: 02:00 pm

Venue: Nursing Education Study Center (NESC-Room), Rohilkhand College of Nursing, Bareilly,

A meeting of Board of Study (BOS-I) was held on June 15, 2024 at Nursing Education Study Center (NESC-Room), Rohilkhand College of Nursing, Bareilly.

Following Members were Present:

S. No.	Name of the Member	Designation	Role of Member	Signature
1.	Dr. Anitha P.	Professor Cum Vice-Principal (Department of Child Health Nursing)	Chairperson	15/6/24
2.	Mr. Velladurai Narayanan	Professor (Department of Mental Health Nursing)	Member	15/6/24
3.	Dr. Mehev Khanam	Professor (Department of Community Health Nursing)	Member/ Convener	15/6/24
4.	Dr. Sanasam Birjeni Devi	Associate Professor (Department of Obstetrics and Gynaecology Nursing)	Member	15/06/24
5.	Dr. Sanabam Linthoingambi Devi	Associate Professor – (Department of Community Health Nursing)	Member	15/6/24
6.	Mrs. Renuka Polly Dass	Associate Professor – (Department of Mental Health Nursing)	Member	15/6/24
7.	Mrs. Akanksha Emmanuel	Assistant Professor (Department of Child Health Nursing)	Member	15/06/2024

Scanned with OKEN Scanner

8.	Mrs. Preeti Bahuguna	Assistant Professor (Department of Obstetrics and Gynaecology Nursing)	Member	
9.	Mr. Tarun Dhyani	Assistant Professor (Department of Community Health Nursing)	Member	
10.	Mr. Shailendra Verma	Assistant Professor (Department of Medical Surgical Nursing)	Member	
11.	Dr. Sanjiv Kumar Maheshwari	Coordinator, IQAC	Invited IQAC Member	
12.	Mr. Parashram	Professor (Department of Community Health Nursing)	External Expert	

Minutes of the meeting are as under:

1. Meeting was presided by Vice Principal, Rohilkhand College of Nursing, Bareilly.
2. All the points listed in the agenda were taken up in the meeting.

Agenda Point – 1: Curriculum updation / Syllabus updation.- As per the Indian Nursing Council (INC), the curriculum of all programs were reviewed by the BOS members and proposed that there are no changes in the existing curriculum.

Agenda Point – 2: Examination ordinance /Scheme updation / Revision- The examination ordinance was reviewed by the BOS members and recommended that no any modifications required in the current ordinance.

Agenda Point – 3: Admission Ordinance- The existing admission ordinance was reviewed by the BOS members and proposed that no changes in the existing ordinance.

Agenda Point – 4: Result Analysis- The result analysis of the Diploma, Undergraduate & Postgraduate students for the academic year 2023-24 has been discussed with BOS members.

Agenda Point – 5: Implementation of NEP-2020- The BOS members discussed the key point of NEP 2020 and agreed to implement the policy from 2024-25 academic year onwards as per the University norms.

Agenda Point – 6: Approval of Internal and External Examiners- Panel of experts Examiners for M.Sc. Nursing, NPCC, Post Basic B.Sc. Nursing & B.Sc. Nursing

Scanned with OKEN Scanner

(Semester Wise) Theory & Practical were formulated and sent for the BOF review. The Board of Study members had verified that the criteria for examiners as per INC norms has been followed.

Agenda point- 7: Approval of Academic Calendar 2024-2025- As per the INC Curriculum, the academic activities calendar for the session 2024-2025 has been approved after discussing with the chairperson and members of BOS. The final copy of academic calendar has been sent for the BOF review.

Agenda point- 8: Research/ innovation Status- The members of BOS discussed the research policy for the development of competitive and innovative research culture among faculties and students in the institute. The recommendation was made to BOF for the final approval. **(ANNEXURE-04)**

Agenda point- 9: Faculty Development Programme, Research Publication/ Book Publish- The members of BOS discussed and recommended to organize FDP for other institute, encourage the faculties to attend extramural FDP, encourage and reward faculties for research publication in scopus/UGC indexed journal, book publication and patent registration for the upcoming academic year 2024-25.

Agenda point- 10: Academic Events status/ Calendar / Extra Activities- All the academic events & extra activities for 2024-25 academic year has been discussed with the members and all the members were agreed to include these activities in the academic calendar. The recommendation was made to BOF for the final approval.

Agenda point- 11: Programme Expansion/ Starting new programmes- After the approval from Bareilly International University (BIU), the application form for seat enhancement of B.Sc. Nursing & GNM programme from 60 to 100 has been submitted online and offline to the U.P. State Medical Faculty, Lucknow. The surprise inspection is scheduled from 22/07/2024 to 31/08/2024 which will be conducted by Quality Council of India (QCI) and U.P. State Medical Faculty.

Agenda point- 12: Collaboration (National/ International- The MOU was signed on 05/10/2023 between M/s. Ebek Med Edventures Private Limited and Rohilkhand College of Nursing for a period of three years to develop English language skills among our students to work across globally. The Memorandum of Association (MOA) was signed between Uttar Pradesh State Medical Faculty (UPSMF) and Rohilkhand College of Nursing (Mentor Institute) for supportive supervision programme wherein the Mentor Institute will assist in quality improvement of Mentee Institutes for a period of five years from 02/12/2022 to 01/12/2027.

Agenda point- 13: Academic Audit- The chairperson discussed about the Course completion status of each courses running under the college for the academic year 2023-2024. The members of the committee reviewed all the relevant academic documents and no any discrepancies found.

Scanned with OKEN Scanner

Agenda point- 14: Expenditure Budget- The proposed budget for the academic year 2024-2025 was discussed with the experts and the members of BOS and the budget was sent to Board of Faculty Members for review.

Agenda point- 15: Best practices for Academic enrichment- The chairperson discussed the best practices followed in Rohilkhand College of Nursing such as orientation programme for newly enrolled students, simulation based learning, clinical orientation classes, OSCE based evaluation, peer learning, peer evaluation & observational field visit. Under Mission Niramaya, our institute have been selected as a Mentor Institute and currently we are supporting 10 mentee institutes to improve their quality in nursing education and practice. For academic year 2024-25 the new value added course on basic surgical Nursing skills is proposed for first year students of any Nursing programme. The members were agreed to start the new value added course on the approval of BOF. and the experts appreciated the best practices followed by the institute.

Agenda point- 16: Any other matter with permission of chairperson-

No other issues/points were raised in the meeting and the proceeding of the meeting was closed.

Convener

Scanned with OKEN Scanner

ROHILKHAND COLLEGE OF NURSING, BAREILLY

Rohilkhand Medical College Campus Pilibhit by Pass Road, Bareilly. (U.P) 243006 INDIA
Phone : 0581-2526011,2526012 (EPABX) Fax : 2526054,2303345
e-mail: info@rmcbareilly.com, www.rmcbareilly.com

Ref. No.: NUR/1697/2024

Date: 22/06/2024

To,

The Registrar
Bareilly International University
Bareilly

Subject: - Board of Faculty Meeting.

Respected Sir,

Board of Faculty (BOF-I) Meeting was held on 20/06/2024 at Rohilkhand College of Nursing. Copy of minutes is being sent here with for your record and needful. Faculty board had made few recommendations in following matter.

1. Result Analysis.
2. Implementation of NEP-2020.
3. Approval of Internal and External Examiners.
4. Approval of Academic Calendar 2024-2025.
5. Research/ innovation Status.
6. Faculty Development Programme, Research Publication/ Book Publish.
7. Academic Events status/ Calendar / Extra Activities.
8. Programme Expansion/ Starting new programmes.
9. Collaboration (National/ International.
10. Academic Audit.
11. Expenditure Budget.
12. Best practices for Academic enrichment.
13. Any other matter with permission of chairperson.

Convener

Enclosure:-

- Minutes of meeting (Copy)
- Result Analysis.
- Approval of Internal and External Examiners.
- Approval of Academic Calendar 2024-2025.
- Research/ innovation Status.
- Faculty Development Programme, Research Publication/ Book Publish.
- Academic Events status/ Calendar / Extra Activities.
- Programme Expansion/ Starting new programmes.
- Collaboration (National/ International.
- Academic Audit.
- Expenditure Budget.
- Best practices for Academic enrichment.

Scanned with OKEN Scanner

Date: - June 22, 2024

To,

All Members

Subject: Board of Faculty (BOF-I) Meeting

It is to inform you all that the Board of Faculty meeting will be held as per following;

Date: June 20, 2024

Time: 11:30 am

Venue: Nursing Education Study Center (NESC-Room), Rohilkhand College of Nursing, Bareilly.

Agenda for the Meeting is as under:

1. Curriculum updation / Syllabus updation.
2. Examination ordinance /Scheme updation / Revision.
3. Admission Ordinance.
4. Result Analysis.
5. Implementation of NEP-2020.
6. Approval of Internal and External Examiners.
7. Approval of Academic Calendar 2024-2025.
8. Research/ innovation Status.
9. Faculty Development Programme, Research Publication/ Book Publish.
10. Academic Events status/ Calendar / Extra Activities.
11. Programme Expansion/ Starting new programmes.
12. Collaboration (National/ International.
13. Academic Audit.
14. Expenditure Budget.
15. Best practices for Academic enrichment.
16. Any other matter with permission of chairperson.

All members are requested to make it convenient to reach by 11:30 am.

This has got approval of chairperson.

22-6-24.

Convener

Scanned with OKEN Scanner

MINUTES OF MEETING

Date: June 20, 2024

Time: 11:30 am

Venue: Nursing Education Study Center (NESC-Room), Rohilkhand College of Nursing, Bareilly.

A meeting of Board of Faculty (BOF-I) was held on June 20, 2024 at Nursing Education Study Center (NESC-Room), Rohilkhand College of Nursing, Bareilly.

Following Members were Present:

S. No.	Name of the Member	Designation	Role of Member	Signature
1.	Dr. Priyanka A Masih	Professor cum Principal (Department of Obstetrics and Gynaecology Nursing)	Chairperson	20/06/2024
2.	Dr. Anitha P.	Professor Cum Vice-Principal (Department of Child Health Nursing)	Member/ Convener	20/6/24
3.	Mr. Velladurai Narayanan	Professor (Department of Mental Health Nursing)	Member	20/6/24
4.	Dr. Mehev Khanam	Professor (Department of Community Health Nursing)	Member	20/6/24
5.	Dr. Sanasam Birjeni Devi	Associate Professor (Department of Obstetrics and Gynaecology Nursing)	Member	20/06/24
6.	Dr. Sanabam Linthoingambi Devi	Associate Professor – (Department of Community Health Nursing)	Member	20/6/24
7.	Mrs. Renuka Polly Dass	Associate Professor – (Department of Mental Health Nursing)	Member	20/6/24
8.	Mrs. Akanksha Emmanuel	Assistant Professor (Department of Child Health Nursing)	Member	20/6/2024

Scanned with OKEN Scanner

9.	Mrs. Preeti Bahuguna	Assistant Professor (Department of Obstetrics and Gynaecology Nursing)	Member	
10.	Mr. Tarun Dhyani	Assistant Professor (Department of Community Health Nursing)	Member	
11.	Mr. Shailendra Verma	Assistant Professor (Department of Medical Surgical Nursing)	Member	
12.	Dr. Sanjiv Kumar Maheshwari	Coordinator, IQAC	Invited IQAC Member	
13.	Dr. Rajendra Kumar Sharma	Professor cum Principal (Department of Community Health Nursing)	External Expert-BOF	

Minutes of the meeting are as under:

1. Meeting was presided by Principal, Rohilkhand College of Nursing, Bareilly.
2. All the points listed in the agenda were taken up in the meeting.

Agenda Point – 1: Curriculum updation / Syllabus updation.- As per the Indian Nursing Council (INC), the curriculum of all programs were reviewed by the members and proposed that there are no changes in the existing curriculum.

Agenda Point – 2: Examination ordinance /Scheme updation / Revision- The examination ordinance was reviewed by the members and recommended that to start the process of taking feedback from the examiners in Theory and Practical from 2024-2025 Academic Year onwards and other there is no changes in the existing ordinance.

Agenda Point – 3: Admission Ordinance- The existing admission ordinance was analyzed by the members and proposed that no changes in the existing ordinance.

Agenda Point – 4: Result Analysis- The result analysis of the Diploma, Undergraduate & Postgraduate students for the academic year 2023-24 has been discussed with members. The pass percentage was appreciated by the external expert. **(ANNEXURE-01)**

Agenda Point – 5: Implementation of NEP-2020- The members discussed the key point of NEP 2020 and agreed to implement the policy from 2024-25 academic year onwards as per the University norms.

Agenda Point – 6: Approval of Internal and External Examiners- Panel of experts Examiners for M.Sc. Nursing, NPCC, Post Basic B.Sc. Nursing & B.Sc. Nursing (Semester Wise) Theory & Practical were formulated and sent for the Bareilly International University (BIU) review. The Board of Faculty members had verified that the criteria for examiners as per INC norms has been followed. **(ANNEXURE-02)**

Scanned with OKEN Scanner

Agenda point- 7: Approval of Academic Calendar 2024-2025- As per the INC Curriculum, the academic activities calendar for the session 2024-2025 has been approved after discussing with the chairperson and members of BOF. The final copy of academic calendar has been sent for the BIU review. **(ANNEXURE-03)**

Agenda point- 8: Research/ innovation Status- The members of BOF discussed the research policy for the development of competitive and innovative research culture among faculties and students in the institute. The experts have recommended to University to provide incentives to faculties to conduct research within and outside the country. **(ANNEXURE-04)**

Agenda point- 9: Faculty Development Programme, Research Publication/ Book Publish- The members of BOF discussed and recommended to organize FDP for other institute, encourage the faculties to attend extramural FDP, encourage and reward faculties for research publication in scopus/UGC indexed journal, book publication and patent registration for the upcoming academic year 2024-25. **(ANNEXURE- 05-A, 05 -B & 05-C)**

Agenda point- 10: Academic Events status/ Calendar / Extra Activities- All the academic events & extra activities for 2024-25 academic year has been discussed with the members and all the members were agreed to conduct these events for the 2024-2025 Academic Year. The recommendation was made to University for the final approval. **(ANNEXURE-06)**

Agenda point- 11: Programme Expansion/ Starting new programmes- After the approval from Bareilly International University (BIU), the application form for seat enhancement of B.Sc. Nursing & GNM programme from 60 to 100 has been submitted online and offline to the U.P. State Medical Faculty, Lucknow. The surprise inspection is scheduled from 22/07/2024 to 31/08/2024 which will be conducted by Quality Council of India (QCI) and U.P. State Medical Faculty. **(ANNEXURE-07)**

Agenda point- 12: Collaboration (National/ International- The MOU was signed on 05/10/2023 between M/s. Ebek Med Edventures Private Limited and Rohilkhand College of Nursing for a period of three years to develop English language skills among our students to work across globally. The Memorandum of Association (MOA) was signed between Uttar Pradesh State Medical Faculty (UPSMF) and Rohilkhand College of Nursing (Mentor Institute) for supportive supervision programme wherein the Mentor Institute will assist in quality improvement of Mentee Institutes for a period of five years from 02/12/2022 to 01/12/2027. **(ANNEXURE-08-A & 08-B)**

Agenda point- 13: Academic Audit- The chairperson discussed about the Course completion status of each courses running under the college for the academic year 2023-2024. The members of the committee reviewed all the relevant academic documents and no any discrepancies found. For upcoming academic year 2024-2025 the members discussed the academic activities.

Scanned with OKEN Scanner

Agenda point- 14: Expenditure Budget- The proposed budget for the academic year 2024-2025 was discussed with the experts and the members of BOF and the proposed budget will be forwarded to Account department of BIU for the final approval.

Agenda point- 15: Best practices for Academic enrichment- The chairperson discussed the best practices followed in Rohilkhand College of Nursing such as orientation programme for newly enrolled students, simulation based learning, clinical orientation classes, OSCE based evaluation, peer learning, peer evaluation & observational field visit. Under Mission Niramaya, our institute has been selected as a Mentor Institute and the MOU was signed with the mentee institutes to improve their quality in nursing education and practice. College constitutes of Alumni & Placement cell which also conducts regular Alumni meet and Placement Drives. For academic year 2024-25 the new value added course on basic surgical Nursing skills is proposed for first year students of any Nursing programme. The members were agreed to start the new value added course and recommended to start value added course in each Semester. The experts appreciated the best practices followed by the institute and suggested to utilize flipped classroom approach and the best teacher award in the upcoming academic calendar. **(ANNEXURE-09-A, 09-B, 09-C & 09-D)**

Agenda point- 16: Any other matter with permission of chairperson-

No other issues/points were raised in the meeting and the proceeding of the meeting was closed.

20/6/24

Convener

Scanned with OKEN Scanner