



## **Programme Structure**

***SHARDA SCHOOL OF NURSING SCIENCE AND RESEARCH***

**Bachelor of Science Nursing**

**Programme Code: SNS0101**

**Batch: 2023-2027**



**SHARDA SCHOOL OF NURSING SCIENCE AND RESEARCH, SHARDA UNIVERSITY**  
**B. SC NURSING**  
**Batch: 2023-2027, I SEMESTER**

S. No.	PaperID	SubjectCode	Subjects	L-D-P			Credits	Core/Elective Pre- Requisite/ Co Requisite	Type of Course 1. CC 2. AECC 3. SEC 4. DSE
				L	D	P			
<b>THEORY SUBJECTS</b>									
1.	123501	BSNS 101	Communicative English	40	-	-	2	-	CC,AECC, DSE
2.	12502	BSNS 102	Applied anatomy and applied Physiology	120	-	-	6	-	CC,AECC,SEC, DSE
3.	12503	BSNS 103	Applied sociology and applied psychology	120	-	-	6	-	CC,AECC,SEC, DSE
4.	12505	BSNS202	Nursing foundation 1	120	80		8	-	CC,AECC,SEC, DSE
<b>PRACTICAL COURSES</b>									
5.	12505	BSNS202	Nursing foundation 1	-	-	160	2	-	CC,AECC,SEC, DSE
<b>TOTAL CREDIT</b>							<b>24</b>		

CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses



**SHARDA SCHOOL OF NURSING SCIENCE AND RESEARCH, SHARDA UNIVERSITY**  
**B. SC NURSING**  
**Batch: 2023-2027, II SEMESTER**

S.N	Paper ID	Subject Code	Subjects	L-D-P			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course 1. CC 2. AECC 3. SEC 4. DSE
				L	D	P			
<b>THEORY SUBJECTS</b>									
1.	12504	BSNS 201	Applied Biochemistry and Applied Nutrition & Dietetics	100	-	-	5	-	CC,AECC,SEC,DSE
2.	12505	BSNS 202	Nursing foundation II	120	120	-	9	-	CC,AECC,SEC,DSE
3.	12506	BSNS 203	Health/ Nursing Informatics & Technology	40	40	-	3	-	CC,AECC,SEC,DSE
<b>PRACTICAL COURSES</b>									
4.	12507	BSNS 251	Nursing foundation II	-	-	320	4	-	CC,AECC,SEC,DSE
<b>TOTAL CREDITS</b>							<b>21</b>		

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**SHARDA SCHOOL OF NURSING SCIENCE AND RESEARCH, SHARDA UNIVERSITY**  
**B. SC NURSING**  
**Batch: 2023-2027, III SEMESTER**

S. No.	PaperID	Subject Code	Subjects	L-D-P			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course 1. CC 2. AECC 3. SEC 4. DSE
				L	D	P			
<b>THEORY SUBJECTS</b>									
1.	12508	BSNS 301	Applied Microbiology and infection control including safety	40	40	-	3	-	CC,AECC,SEC,DSE
2.	12512	BSNS 401	Pharmacology I & Pathology I	40		-	2	-	CC,AECC,SEC,DSE
3.	12510	BSNS 3023	Adult health nursing I	140	40	-	8	-	CC,AECC,SEC,DSE
<b>PRACTICAL COURSES</b>									
4.	12511	BSNS 351	Adult health nursing I	-	-	480	6	-	CC,AECC,SEC,DSE
<b>TOTAL CREDITS</b>							<b>19</b>		

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**SHARDA SCHOOL OF NURSING SCIENCE AND RESEARCH, SHARDA UNIVERSITY**  
**B. SC NURSING**  
**Batch: 2023-2027, IV SEMESTER**

S. No.	Paper ID	Subject Code	Subjects	L-D-P			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course 1. CC 2. AECC 3. SEC 4. DSE
				L	D	P			
<b>THEORY SUBJECTS</b>									
1.	12512	BSNS 401	Pharmacology (I&II) & Pathology & genetics	80	-	-	4	-	CC,AECC,SEC,DSE
2	12513	BSNS 402	Adult health nursing II	140	40	-	8	-	CC,AECC,SEC,DSE
3	12514	BSNS 403	Professional, ethics and professional values	20	-	-	1	-	CC,AECC,SEC,DSE
<b>PRACTICAL COURSES</b>									
5.	12515	BSNS 451	Adult health nursing II	-	-	480	6	-	CC,AECC,SEC,DSE
<b>TOTAL CREDITS</b>							<b>19</b>		

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**SHARDA SCHOOL OF NURSING SCIENCE AND RESEARCH, SHARDA UNIVERSITY**  
**B. SC NURSING**

**Batch: 2023-2027, V SEMESTER**

S.N	PaperID	Subject Code	Subjects	L-D-P			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course 1. CC 2. AECC 3. SEC 4. DSE
				L	D	P			
<b>THEORY SUBJECTS</b>									
1.	NA	NA	Child Health Nursing I including essential newborn care (ENBC), FBNC, IMNCI & PLS Modules	60	40	-	4	-	CC,AECC,SEC,DSE
2.	NA	NA	Mental health nursing I	60	-	-	3	-	CC,AECC,SEC,DSE
3.	NA	NA	Community health nursing- I including environmental science and epidemiology	100	-	-	5	-	CC,AECC,SEC,DSE
4.	NA	NA	Educational technology/ nursing education	40	40	-	3	-	CC,AECC,SEC,DSE
5.	NA	NA	Introduction to forensic nursing and Indian law	20	-	-	1	-	CC,AECC,SEC,DSE
<b>PRACTICAL COURSES</b>									
6.	NA	NA	Child health nursing -I	-	-	160	2	-	CC,AECC,SEC,DSE
7.	NA	NA	Mental health nursing –I	-	-	80	1	-	CC,AECC,SEC,DSE
8.	NA	NA	Community health nursing - I	-	-	160	2	-	CC,AECC,SEC,DSE
<b>TOTAL CREDITS</b>							<b>21</b>		

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**SHARDA SCHOOL OF NURSING SCIENCE AND RESEARCH, SHARDA UNIVERSITY**  
**B. SC NURSING**  
**Batch: 2023-2027, VI SEMESTER**

S.N	Paper ID	Subject Code	Subjects	L-D-P			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course 1. CC 2. AECC 3. SEC 4. DSE
				L	D	P			
<b>THEORY SUBJECTS</b>									
1.	NA	NA	Child Health Nursing-II	40	-	-	2	-	CC,AECC,SEC, DSE
2.	NA	NA	Mental Health Nursing-II	40	-	-	2	-	CC,AECC,SEC, DSE
3.	NA	NA	Nursing management and leadership	60	-	-	3	-	CC,AECC,SEC, DSE
4.	NA	NA	Midwifery/Obstetrical and gynecology Nursing I	60	40	-	4	-	CC,AECC,SEC, DSE
<b>PRACTICAL COURSES</b>									
5.	NA	NA	Child Health Nursing-II	-	-	80	1	-	CC,AECC,SEC, DSE
6.	NA	NA	Mental Health Nursing-II	-	-	160	2	-	CC,AECC,SEC, DSE
7.	NA	NA	Nursing management and leadership	-	-	80	1	-	CC,AECC,SEC, DSE
8.	NA	NA	Midwifery/Obstetrical and gynecology Nursing I	-	-	240	3	-	CC,AECC,SEC, DSE
<b>TOTAL CREDITS</b>							<b>18</b>		

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**SHARDA SCHOOL OF NURSING SCIENCE AND RESEARCH, SHARDA UNIVERSITY**

**B. SC NURSING**

**Batch: 2023-2027, VII SEMESTER**

S.N	Paper ID	Subject Code	Subjects	L-D-P			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course 1. CC 2. AECC 3. SEC 4. DSE
				L	D	P			
<b>THEORY SUBJECTS</b>									
1.	NA	NA	Community Health Nursing – II	100	-	-	5	-	CC,AECC,SEC,DSE
2.	NA	NA	Nursing Research and statistics	40	80 (PROJECT - 40)	-	4	-	CC,AECC,SEC,DSE
3.	NA	NA	Midwifery/Obstetrical and gynecology Nursing II	60	40	-	4	-	CC,AECC,SEC,DSE
<b>PRACTICAL COURSES</b>									
4.	NA	NA	Community Health Nursing – II	-	-	160	2	-	CC,AECC,SEC,DSE
5.	NA	NA	Midwifery/Obstetrical and gynecology Nursing II	-	-	320	4	-	CC,AECC,SEC,DSE
<b>TOTAL CREDITS</b>							<b>19</b>		

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**SHARDA SCHOOL OF NURSING SCIENCE AND RESEARCH, SHARDA UNIVERSITY**  
**B. SC NURSING**  
**Batch: 2023-2027, VIII SEMESTER (INTERNSHIP)**

S.N	Paper ID	Subject Code	Subjects	L-D-P			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course 1. CC 2. AECC 3. SEC 4. DSE
				L	D	P			
<b>PRACTICAL COURSES</b>									
1.	NA	NA	Community health nursing (4weeks)	-	-	1056 hrs.	12	-	CC,AECC,SEC,DSE
2.	NA	NA	Adult health nursing (6 weeks)	-	-			-	CC,AECC,SEC,DSE
3.	NA	NA	Child health nursing (4 weeks)	-	-			-	CC,AECC,SEC,DSE
4.	NA	NA	Mental health nursing (4 weeks)	-	-			-	CC,AECC,SEC,DSE
5.	NA	NA	Midwifery (4 weeks)	-	-			-	CC,AECC,SEC,DSE

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# **B.SC. NURSING I SEMESTER**



<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>I Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS101</b>
<b>2</b>	<b>Course Title</b>	<b>Communicative English</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	40
<b>4</b>	<b>Course Status</b>	<b>CC,AECC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts
<b>6</b>	<b>Course Outcome</b>	CO1- Speak and write grammatically correct English CO2- Develop skill in listening comprehension and communicate effectively. CO3- Develop ability to read, understand and express meaningfully. CO4- Develop writing skills CO5- Develop skill in spoken English CO6- Apply LSRW (learning, speaking, reading, and writing) skills in combination to teach educate and share information, ideas and results in nursing field.
<b>7</b>	<b>Course Description</b>	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.

### 8. Outline Syllabus: BSNS101 (COMMUNICATIVE ENGLISH)

Unit	Time (Hr)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	3 (T)	Identify the significance of communicative English	<p><b>Communication</b> What is communication?</p> <ul style="list-style-type: none"> <li>• What are communication roles of listeners, speakers, readers and writers as healthcare professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions with examples, illustrations and explanations</li> <li>• Identifying competencies/ communicative strategies in LSRW</li> <li>• Reading excerpts on the above and interpreting them through tasks</li> </ul>	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	<p><b>Introduction to LSRGW L – Listening:</b> <b>Different types of listening</b></p> <ul style="list-style-type: none"> <li>• S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation</li> <li>R – Reading: Medical vocabulary</li> <li>• Gr – Grammar: Understanding tenses, linkers</li> <li>W – Writing simple sentences and short paragraphs – emphasis on correct grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises on listening to news, announcements, telephone conversations and instructions from others</li> <li>• Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts</li> <li>• Reading a medical dictionary/ glossary of medical terms with matching exercises</li> <li>• Information on tenses and basic concepts of correct grammar</li> </ul>	Through check your understanding‘ exercises

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
				through fill in the blanks, true/false questions	
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	<b>Attentive Listening</b> <ul style="list-style-type: none"> <li>Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations</li> <li>Reproducing Verbatim</li> <li>Listening to academic talks/ lectures</li> <li>Listening to presentation</li> </ul>	<ul style="list-style-type: none"> <li>Listening to announcements, news, documentaries with tasks based on listening</li> <li>With multiple choice, Yes/No and fill in the blank activities</li> </ul>	Checking individually against correct answers Listening for specific information Listening for overall meaning and instructions Listening to attitudes and opinions
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	<b>Speaking – Effective Conversation</b> Conversation situations – informal, formal and neutral <ul style="list-style-type: none"> <li>Factors influencing way of speaking – setting, topic, social relationship, attitude and language</li> <li>Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations</li> <li>Asking for information, giving instructions and directions Agreeing and disagreeing, giving opinions Describing people, places, events and things, narrating, reporting &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Different types of speaking activities related to the content</li> <li>Guided with prompts and free discussions</li> <li>Presentation techniques</li> <li>Talking to peers and other adults. Talking to patients and Patient attenders</li> <li>Talking to other healthcare professionals</li> <li>Classroom conversation</li> <li>Scenario based</li> <li>learning tasks</li> </ul>	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/

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			reaching conclusions Evaluating and comparing <ul style="list-style-type: none"> <li>• Complaints and suggestions</li> <li>• Telephone conversations</li> <li>• Delivering presentations</li> </ul>		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	<b>Reading</b> <ul style="list-style-type: none"> <li>• Reading strategies, reading notes and messages Reading relevant articles and news items</li> <li>• Vocabulary for everyday activities, abbreviations and medical vocabulary</li> <li>• Understanding visuals, graphs, figures and notes on instructions</li> <li>• Reading reports and interpreting them</li> <li>• Using idioms and phrases, spotting errors, vocabulary for presentations</li> <li>• Remedial Grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed tasks and exercises on reading for information, inference and evaluation</li> <li>• Vocabulary games and puzzles for medical lexis</li> <li>• Grammar activities</li> </ul>	Reading/summarizing/justifying answers orally Patient document Doctor's prescription of care Journal/news
VI	5 (T)	Enhance expressions through writing skills	<b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Writing patient history</li> <li>• Note taking</li> <li>• Summarizing</li> <li>• Anecdotal records</li> <li>• Letter writing</li> <li>• Diary/Journal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar</li> <li>• Guided and free tasks</li> <li>• Different kinds of letter</li> </ul>	Paper based assessment by the teacher/ trainer against set band descriptors Presentation of situation Documentation Report writing



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>Report writing</li> <li>Paper writing skill</li> </ul>	writing tasks	Paper writing skills Verbatim reproducing Letter writing
VII	8 (T)	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	<b>LSRW Skills</b> 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

Course BSNS 101	1. COMMUNICATIVE ENGLISH						
CO1		1	1	1	2	1	1
CO2		1	1	1	3	1	1
CO3		1	1	1	2	1	1
CO4		1	1	1	2	1	1
CO5		1	1	1	2	1	1
CO6		2	1	1	2	1	1
<b>AVERAGE, BSNS 101</b>		<b>1.17</b>	<b>1</b>	<b>1</b>	<b>2.17</b>	<b>1</b>	<b>1</b>



<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>I Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS102</b>
<b>2</b>	<b>Course Title</b>	<b>Applied Anatomy &amp; Applied Physiology</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>120</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts
<b>6</b>	<b>Course Outcome</b>	CO1- Describe the Anatomical terms and organization of Human Body Systems CO2- Discuss the basic Physiological concepts of Human Body system. CO3- Demonstration of mechanism of human body systems. CO4- Classify the types of structures of human body system. CO5- Assess the alternation in human body system in disease conditions. CO6- Integrate the nursing care for the client with application and Implication of course.
<b>7</b>	<b>Course Description</b>	<b>Applied Anatomy-</b> 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. <b>Applied Physiology-</b> 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.



**Outline Syllabus: BSNS102 (Applied Anatomy & Applied Physiology)**  
**APPLIED ANATOMY**

Unit	Time (Hrs)	Learning Objectives	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	<b>Introduction to anatomical terms and organization of the human body</b> <ul style="list-style-type: none"> <li>• Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar</li> <li>• Anatomical planes (axial/transverse/horizontal, sagittal/vertical plane and coronal/frontal/oblique plane)</li> <li>• Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction)</li> <li>• Cell structure, Cell division</li> <li>• Tissue – definition, types, characteristics, classification, location</li> <li>• Membrane, glands – classification and structure</li> <li>• Identify major surface and bony landmarks in each body region, Organization of</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Use of models</li> <li>• Video demonstration</li> <li>• Use of microscopic slides</li> <li>• Lecture cum Discussion</li> <li>• Video/Slides</li> <li>• Anatomical Torso</li> </ul>	Quiz MCQ Short answer

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			human body <ul style="list-style-type: none"> <li>• Hyaline, fibro cartilage, elastic cartilage</li> <li>• Features of skeletal, smooth and cardiac muscle</li> <li>• Application and implication in nursing</li> </ul>		
II	6 (T)	Describe the structure of respiratory system Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<b>The Respiratory system</b> <ul style="list-style-type: none"> <li>• Structure of the organs of respiration</li> <li>• Muscles of respiration</li> <li>• Application and implication in nursing</li> </ul>	Lecture cum Discussion Models Video/Slides	Short answer Objective type
III	6 (T)	Describe the structure of digestive system	<b>The Digestive system</b> Structure of alimentary canal and accessory organs of digestion Application and implications in nursing•	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Video/Slides</li> <li>• Anatomical Torso</li> </ul>	Short answer Objective type
IV	6 (T)	Describe the structure of circulatory and lymphatic system.	<b>The Circulatory and Lymphatic system</b> <ul style="list-style-type: none"> <li>• Structure of blood components, blood vessels – Arterial and Venous system</li> <li>• Position of heart relative to the associated structures</li> <li>• Chambers of heart, layers of heart</li> <li>• Heart valves, coronary arteries</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Models</li> <li>• Video/Slides</li> </ul>	Short answer MCQ

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>Nerve and blood supply to heart</li> <li>Lymphatic tissue</li> <li>Veins used for IV injections</li> <li>Application and implication in nursing</li> </ul>		
V	4 (T)	Identify the major endocrine glands and describe the structure of endocrine Glands	<b>The Endocrine system</b> <ul style="list-style-type: none"> <li>Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Models/charts</li> </ul>	Short answer Objective type
VI	4 (T)	Describe the structure of various sensory organs	<b>The Sensory organs</b> <ul style="list-style-type: none"> <li>Structure of skin, eye, ear, nose and tongue</li> <li>Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Explain with Video/ models/charts</li> </ul>	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	<b>The Musculoskeletal system</b> <ul style="list-style-type: none"> <li>The Skeletal system</li> <li>Anatomical positions</li> <li>Bones – types, structure, growth and ossification</li> <li>Axial and appendicular skeleton</li> <li>Joints – classification, major joints and structure</li> <li>Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Review – discussion Lecture Discussions</li> <li>Explain using charts, skeleton and loose bones and torso</li> <li>Identifying muscles involved in nursing procedures in lab</li> </ul>	Short answer Objective type

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		the structure of muscle			
		Apply the knowledge in performing nursing procedures/skills	<b>The Muscular system</b> <ul style="list-style-type: none"> <li>Types and structure of muscles</li> <li>Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs</li> <li>Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vas-t us lateral- is</li> <li>Major muscles involved in nursing procedures</li> </ul>		
VIII	5 (T)	Describe the structure of renal system	<b>The Renal system</b> <ul style="list-style-type: none"> <li>Structure of kidney, ureters, bladder, urethra</li> </ul> Application and implication in nursing	Lecture Models/charts	MCQ Short answer
IX	5 (T)	Describe the structure of reproductive system	<b>The Reproductive system</b> 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	<b>The Nervous system</b> Review Structure of neurons CNS, ANS and PNS (Central, autonomic and peripheral) Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves,	Lecture Explain with models Video slides	MCQ Short answer

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		plexuses Describe the ventricular system	functional areas of cerebral cortex Ventricular system – formation, circulation, and drainage Application and implication in nursing		

### APPLIED PHYSIOLOGY

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	4 (T)	Describe the physiology of cell, tissues, membranes and glands	<b>General Physiology</b> -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	<b>Respiratory system Functions of respiratory organs</b> 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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
III	8 (T)	Describe the functions of digestive system	<p><b>Digestive system</b></p> <p>Functions of the organs of digestive tract</p> <p>Saliva – composition, regulation of secretion and functions of saliva</p> <p>Composition and function of gastric juice, mechanism and regulation of gastric secretion</p> <p>Composition of pancreatic juice, function, regulation of pancreatic secretion</p> <p>Functions of liver, gall bladder and pancreas</p> <p>Composition of bile and function</p> <p>Secretion and function of small and large intestine</p> <p>Movements of alimentary tract</p> <p>Digestion in mouth, stomach, small intestine, large intestine, absorption of food</p> <p>Application and implications in nursing</p>	Lecture Video slides	Essay Short answer MCQ
IV	6 (T)	Explain the functions of the heart, and physiology of circulation	<p><b>Circulatory and Lymphatic system</b></p> <p>Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output, Blood pressure and Pulse</p> <p>Circulation – principles, factors influencing blood pressure, pulse Coronary circulation, Pulmonary and systemic circulation</p> <p>Heart rate – regulation of heart rate Normal value and variations</p> <p>Cardiovascular homeostasis in exercise and posture</p>	Lecture Discussion Video slides	Essay Short answer MCQ

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			Application and implication in nursing		
V	5 (T)	Describe the composition and functions of blood	<b>Blood</b> 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 reticular-endothelial system, immunity Application in nursing	Lecture Discussion Video slides	Essay Short answer MCQ
VI	5 (T)	Identify the major endocrine glands and describe their functions	<b>The Endocrine system</b> 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	<b>The Sensory Organs</b> 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	<b>Musculoskeletal system</b>	Lecture	Structured essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		functions of 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	<b>The Reproductive system</b> 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	<b>Nervous system</b> Overview of nervous system Review of types, structure and functions of neurons Nerve impulse Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum	Lecture cum Discussion Video slides	Brief structured essays Short answer MCQ Critical reflection







<b>School- SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>BSc. Nursing</b>
<b>Semester</b>		<b>I Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS 103</b>
<b>2</b>	<b>Course Title</b>	<b>APPLIED SOCIOLOGY</b>
<b>3</b>	<b>Contact Hours: L-D-P</b>	<b>60</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	Upon completion of the course, the students will be able to -  Identify the scope and significance of sociology in nursing. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients. Identify the impact of culture on health and illness. Develop understanding about types of family, marriage and its legislation. Identify different types of caste, class, social change and its influence on health and health practices. Develop understanding about social organization and disorganization and social problems in India. Integrate the knowledge of clinical sociology and its uses in crisis intervention.
<b>6</b>	<b>Course Outcome</b>	<b>CO1-</b> Describe the significance of sociology in nursing and Identify various social groups, class, caste system and their interactions.  <b>CO2-</b> Discover the influence of culture on health and disease.  <b>CO3-</b> Describe the interrelationship of individual in society and community and explain family, marriage and legislation related to marriage.

		<p><b>CO4-</b> Categorize the different caste, class and communities in context with their practices and impact on health.</p> <p><b>CO5-</b> Explain social organization and disorganization in relation with social problems and the role of nurse in reducing them with the help of Social Welfare Programs in India</p> <p><b>CO6-</b> Explain clinical sociology and its application in the hospital and in the community.</p>
7	<b>Course Description</b>	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.

### Outline Syllabus; Applied Sociology

Units	Times (Hr)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I.	1	Describe the scope and significance of sociology in nursing	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Definition, nature and scope of sociology</li> <li>• Significance of sociology in nursing</li> </ul>	Lecture Discussion	Essay Short Notes
II.	15	Describe the individualization, Groups, processes of Socialization, social change and its importance	<p><b>Social structure</b></p> <p>Basic concept of society, community, association and institution</p> <p>Individual and society</p> <p>Personal disorganization</p> <p>Social group – meaning, characteristics, and classification.</p> <p>Social processes – definition and forms, Cooperation competition, conflict, accommodation, assimilation, isolation</p>	Lecture Discussion	Essay Short Notes Objective Types

			<p>Socialization – characteristics, process, agencies of socialization</p> <p>Social change – nature, process, and role of nurse</p> <p>Structure and characteristics of urban, rural and tribal community.</p> <p>Major health problems in urban, rural and tribal communities</p> <p>Importance of social structure in nursing profession</p>		
<b>III.</b>	<b>8</b>	Describe culture and its impact on health and disease	<p><b>Culture</b></p> <p>Nature, characteristic and evolution of culture</p> <ul style="list-style-type: none"> <li>• Diversity and uniformity of culture</li> </ul> <p>Difference between culture and civilization</p> <ul style="list-style-type: none"> <li>• Culture and socialization, Transcultural society</li> <li>• Culture, Modernization and its impact on health and disease</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Panel discussion</li> </ul>	<p>Essay Short Notes</p>
<b>IV.</b>	<b>8</b>	Describe the scope and significance of sociology in nursing	<p><b>Family and Marriage</b></p> <ul style="list-style-type: none"> <li>• Family – characteristics, basic need, types and functions of family</li> <li>• Marriage – forms of marriage, social custom relating to marriage and importance of marriage</li> <li>• Legislation on Indian marriage and family.</li> <li>• Influence of marriage and family on health and health practices</li> </ul>	Lecture	<p>Essay Short Notes</p> <p>Case study report</p>

Units	Times (Hr)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
V.	8	Explain different types of caste and classes in society and its influence on health	<b>Social stratification</b> <ul style="list-style-type: none"> <li>• Introduction – Characteristics &amp; forms of stratification</li> <li>• Function of stratification</li> <li>• Indian caste system – origin and characteristics • Positive and negative impact of caste in society. • Class system and status</li> <li>• Social mobility-meaning and types</li> <li>• Race – concept, criteria of racial classification</li> <li>• Influence of class, caste and race system on health.</li> </ul>	Lecture Panel discussion	Essay Short Notes Objective Types
VI.	15	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	<b>Social organization and disorganization</b> <ul style="list-style-type: none"> <li>• Social organization – meaning, elements and types, Voluntary associations</li> <li>• Social system – definition, types, role and status as structural element of social system.</li> <li>• Interrelationship of institutions</li> <li>• Social control – meaning, aims and process of social control, Social norms, moral and values</li> <li>• Social disorganization – definition, causes, Control and planning</li> <li>• Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labor, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 • Vulnerable group – elderly,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Panel discussion</li> <li>Observational visit</li> </ul>	Essay Short Notes Visit Report





<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>I Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS103</b>
<b>2</b>	<b>Course Title</b>	<b>Applied Psychology</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>60</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	<b>In respective sub-parts</b>
<b>6</b>	<b>Course Outcome</b>	CO1- Identify the importance of psychology in individual professional life. CO2-. Develop understanding of the biological and psychological basis of human behavior. CO3-Identify the role of nurse in promoting mental health and dealing with altered personality. CO4- Perform the role of nurses applicable to the psychology of different age group. CO5- Identify the cognitive and affective needs of clients. CO6- Demonstrate basic understanding pf psychological assessment and nurses role in caring for emotionally sick client.
<b>7</b>	<b>Course Description</b>	This course is designed to enable the students to develop understanding about basic concept of psychology and its applications in personal and community life, health, illness and nursing. It further provides students opportunity to recognize the significance and application of soft skill and empowerment in the practice of nursing.

### 8. Outline Syllabus: BSNS103 (APPLIED PSYCHOLOGY)

Unit	Time (Hrs)	Learning Objectives	Content	Assessment methods
I	2 (T)	Describe scope, branches and significance of psychology in nursing	<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>• Meaning of Psychology</li> <li>• Development of psychology - Scope, branches and methods of psychology</li> <li>• Relationship with other subjects</li> <li>• Significance of psychology in nursing</li> <li>• Applied psychology to solve everyday Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type question</li> </ul>
II	3 (T)	Describe biology of human behavior	<p><b><u>Biological basis of behavior- Introduction</u></b></p> <ul style="list-style-type: none"> <li>• Body mind relationship</li> <li>• Genetics and behavior</li> <li>• Inheritance of behavior</li> <li>• Brain and behavior.</li> <li>• Psychology and sensation- sensory process -normal and abnormal</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type question</li> <li>• Short type question</li> </ul>
III	5(T)	Explain mentally healthy person and defense mechanism	<p><b><u>Mental health and mental hygiene</u></b></p> <ul style="list-style-type: none"> <li>• Concept of mental health and mental hygiene</li> <li>• Characteristic of mentally healthy Person</li> <li>• Warning signs of poor mental health</li> <li>• Promotive and preventive mental</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>



			<p>health strategies and services</p> <ul style="list-style-type: none"> <li>• Defense mechanism and its implication</li> <li>• Frustration and conflict- types of conflicts and measurements to overcome.</li> </ul>	
IV	5(T)	Describe psychology of people in different age groups and role of nurse	<p><b><u>Developmental psychology</u></b></p> <ul style="list-style-type: none"> <li>• Psychological needs of various groups in health and sickness- Infancy, childhood, adolescence, adulthood and old age</li> <li>• Introduction to child psychology and role of nurse in meeting the psychological needs of children</li> <li>• Psychology of vulnerable individuals- challenged, women, sick etc.</li> <li>• Role of nurse with vulnerable group</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> </ul>
V	4(T)	Explain personality and role of nurse in identification and improvement in altered personality	<p><b><u>Personality</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, definition of personality</li> <li>• Classification of personality</li> <li>• Measurement and evaluation of Personality-Introduction</li> <li>• Alteration in personality</li> <li>• Role of nurse in Identification of Individual personality and Improvement in altered personality</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> </ul>
VI	14(T)	Explain cognitive process and their applications	<p><b><u>Cognitive process</u></b></p> <ul style="list-style-type: none"> <li>• Attention- definition, types, determinants, duration, degree and alteration in attention</li> <li>• Perception - Meaning of Perception, principles, factor affecting perception,</li> <li>• Intelligence - Meaning of intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer Type</li> </ul>

			<p>- Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests - Mental deficiencies</p> <ul style="list-style-type: none"> <li>• Learning -Definition of learning, types of learning, Factors influencing learning - Learning process, Habit Formation</li> </ul> <p>Memory-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting</p>	
VII	6(T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client.	<p><b><u>Motivation and emotional processes</u></b></p> <ul style="list-style-type: none"> <li>• Motivation- meaning, concept, types, theories of motivation, motivation cycle, biological and special motives</li> <li>• Emotions - Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness - handling emotions in self and other</li> <li>• Stress and adaptation- stress, stressor, cycle, effect, adaptation and coping</li> <li>• Attitudes - Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness</li> <li>• Psychometric assessment of emotions and Attitude-Introduction</li> <li>• Role of nurse in caring for emotional client</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>Short answer Type</li> </ul>
VIII	4 (T)	Explain psychological assessment and tests and role of nurse	<p><b><u>Psychological assessment and tests -</u></b></p>	<ul style="list-style-type: none"> <li>• Short</li> </ul>



			<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>• Types, development, characteristics, principles, uses, interpretation</li> <li>• Role of nurse in Psychological Assessment</li> </ul>	<p>answer type</p> <ul style="list-style-type: none"> <li>• Assessment of practice answer type</li> </ul>
IX	12(T)	Explain concept of soft skill and its application in work place and society	<p><b><u>Application of soft skill</u></b></p> <p>Concept of soft skill</p> <ul style="list-style-type: none"> <li>• Types of soft skill – visual, aural and communication skill</li> <li>• The way of communication, Building relationship with client and society</li> <li>• Interpersonal Relationships (IPR): Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers</li> <li>• Survival strategies- managing time, coping stress, resilience, work- life Balance</li> </ul> <p>Applying soft skill to workplace and society</p> <ul style="list-style-type: none"> <li>• Use of soft skill in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Essay and Short answers</li> </ul>
X	5(T)	Explain self-empowerment	SELF EMPOWERMENT	Short answers

Course BSNS 103							
CO1	APPLIED PSYCHOLOGY	2	1	2	1	1	1
CO2		3	1	1	1	1	1
CO3		2	2	1	1	1	1
CO4		2	2	2	2	1	2
CO5		1	1	1	3	2	1
CO6		2	2	2	2	2	2
<b>AVERAGE, BSNS103</b>		<b>2.00</b>	<b>1.50</b>	<b>1.50</b>	<b>1.67</b>	<b>1.33</b>	<b>1.33</b>



<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>I Semester</b>
<b>1</b>	<b>Course Code-</b>	<b>BSNS202</b>
<b>2</b>	<b>Course Title</b>	<b>Nursing Foundation-I</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>360 hours</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	
<b>6</b>	<b>Course Outcome</b>	<p>CO1- Describe the concept of Health and illness and health care delivery system in India. Apply the principle of first aid during emergencies.</p> <p>CO2- Explain the history, concept, scope and ethical professional conduct for nurses in India</p> <p>CO3- Explain the importance of professional communication and significance of recording and reporting in nursing. Follow the principles of patient education.</p> <p>CO4- Describe the techniques of monitoring vital signs while following the principles of infection control to promote patient safety in health care environment.</p> <p>CO5- Describe inventory management in the hospital to promote comfort, rest, sleep and explain the role of nurse in pain management</p> <p>CO6- Explain the procedure of admission and discharge in hospital and demonstrate nursing process approach in caring for patients with immobility..</p>
<b>7</b>	<b>Course Description</b>	<p>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.</p>

### 8. Outline Syllabus: Nursing Foundation: I

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	5 (T)	Describe the concept of health and illness	<b>Introduction to health and illness</b> Concept of Health – Definitions (WHO) <ul style="list-style-type: none"> <li>• Dimensions Maslow ‘s hierarchy of needs</li> <li>• Health – Illness continuum</li> <li>• Factors influencing health</li> <li>• Causes and risk factors for developing</li> <li>• illnesses Illness – Types, illness behavior</li> <li>• Impact of illness on patient and family</li> </ul>	Lecture Discussion	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
II	5 (T)	Describe the levels of illness prevention and care, health care services	<b>Health Care Delivery Systems</b> Introduction of Basic Concepts & Meanings Levels of Illness Prevention – Primary <ul style="list-style-type: none"> <li>• (Health Promotion), Secondary and Tertiary Levels of Care – Primary, Secondary and Tertiary</li> </ul> Types of health care agencies/ services – <ul style="list-style-type: none"> <li>• Hospitals, clinics, Hospice, rehabilitation centers, extended care facilities Hospitals – Types, Organization and Functions</li> </ul> Health care teams in hospitals – member and their role	Lecture Discussion	Essay <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
III	12 T	Trace the history of Nursing Explain the concept, nature and scope of nursing	<b>History of Nursing and Nursing as profession</b> 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,	Lecture Discussion Case discussion Role plays	Essay Short answers Objective type

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		Describe values, code of ethics and professional conduct for nurses in India	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		
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	<b>Communication and Nurse patient relationship</b> Communication: Levels, Elements and Process, Types, Modes, Factors influencing communication Methods of effective communication/ Therapeutic Communication Techniques Barriers to effective communication / Nontherapeutic 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 Case discussion Role plays	Essay Short answers Objective type
V	4 T 2 L	Describe the purposes, types and techniques of recording and reporting	<b>Documentation and Reporting</b> Documentation: Purposes of Reports and records Confidentiality Types of Client records/ Common Record-keeping forms	Lecture Discussion Demonstration	Essay Short Answers Objective type

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		Maintain records and reports accurately	Methods/ Systems of documentation / Recording 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	<b>Vital signs</b> Guidelines for taking vital signs <i>Body temperature:</i> Definition, Physiology, Regulation, Factors affecting body temperature Assessment of body temperature: sites, equipment and technique Temperature alterations: Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia Fever/ Pyrexia- Definition, Causes, Stages, Types, Nursing Management Hot and Cold applications <i>Pulse:</i> Definition, Physiology and Regulation, Characteristics, Factors affecting pulse Assessment of pulse: sites, equipment and technique Alterations in pulse <i>Respiration:</i> Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration Assessment of respirations: technique Arterial Oxygen saturation Alterations in respiration <i>Blood pressure:</i> Definition, Physiology and Regulation,	Lecture Discussion Demonstration and Re-demonstration	Essay Short answers Objective type Document the given values of temperature, pulse, and respiration in the graphic sheet

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			Characteristics, Factors affecting BP Assessment of BP: sites, equipment and technique, Common Errors in BP Assessment Alterations in Blood Pressure Documenting Vital Signs		
VII	3 T	Maintain equipment and linen	<b>Equipment and Linen</b> Types: Disposables and reusable Linen, rubber goods, glassware, metal, plastics, furniture Introduction: Indent, maintenance, Inventory		
VIII	10 T 3SL	Describe the basic principles and techniques of infection control and biomedical waste management	<b>Introduction to Infection control in Clinical Setting Infection</b> 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) <b>Introductory concept of Asepsis: Medical &amp; Surgical asepsis Precautions</b> Hand Hygiene (Hand washing and use of hand Rub) Use of Personal Protective Equipment (PPE) Standard precautions <b>Biomedical Waste management</b> - Types of hospital waste, waste segregation and hazards	Lecture Discussion Demonstration Observation of autoclaving and other sterilization techniques Visit to Infection Control Department	Essay Short answers Objective type
IX	15 T 15S L	Identify and meet the comfort needs	<b>Comfort, Rest &amp; Sleep and Pain</b> Comfort – Factors Influencing Comfort	Lecture Discussion Demonstration	Essay Short answers Objective type



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		of the patients	Types of beds & bed making Therapeutic positions Comfort devices Sleep and Rest - Physiology of sleep Factors affecting sleep Promoting Rest and sleep Disorders of sleep Pain (Discomfort) Physiology Common cause of pain Types Assessment Pharmacological and Non- pharmacological pain relieving measures Invasive techniques of pain management CAM (Complementary & Alternative healing Modalities)	and re demonstration	
X	5 (T) 3 (SL)	Describe the concept of patient environment	<b>Promoting Safety in Health Care Environment</b> 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 o Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints Skill and Practice guidelines o Other Safety Devices – Side rails, Grab bars, AMBUalarms, non-skid slippers	Lecture Discussion Demonstration	Essay Short answer Objective type
XI	6 T 2 SL	Explain and	<b>Hospital Admission and discharge</b>	Lecture Discussion	Essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		perform admission, transfer, and discharge of a patient	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	Demonstration	Short answers Objective type
XII	8 T 10S L	Demonstrate skill in caring for patients with restricted mobility	<b>Mobility and Immobility</b> Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement 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 Range of motion exercises Muscle strengthening exercises Maintaining body alignment: positions Moving Lifting Transferring	Lecture Discussion Demonstration & Re-demonstration	Essay Short answers Objective type

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			Walking Assisting clients with ambulation Care of patients with Immobility using Nursing process approach Care of patients with casts and splints		
XIII	4 T 2S L	Describe the principles and practice of patient education	<b>Patient education</b> Patient Teaching: Importance, Purposes, Process Integrating nursing process in patient teaching	Discussion Role plays	Essay Short answers Objective type
XIV	20 (T) 20 (SL)	Explain and apply principles of First Aid during emergencies	<b>First Aid</b> Definition, Basic Principles, Scope & Rules First Aid Management, Wounds, Hemorrhage & Shock, 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, Burns & Scalds o Poisoning, Bites & Sting 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



<b>Course BSNS 202</b>	<b>Nursing Foundation-I</b>					
<b>CO1</b>		3	2	2	2	2
<b>CO2</b>		1	2	3	1	1
<b>CO3</b>		1	2	2	3	1
<b>CO4</b>		2	3	2	1	2
<b>CO5</b>		2	2	2	1	1
<b>CO6</b>		1	3	2	2	1
<b>AVERAGE, BSNS 202</b>	<b>2.00</b>	<b>1.50</b>	<b>1.50</b>	<b>1.67</b>	<b>1.33</b>	<b>1.33</b>

# **B.SC. NURSING II SEMESTER**



## B.SC NURSING 2<sup>ND</sup> SEMESTER

<b>School- SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>BSc. Nursing</b>
<b>Semester</b>		<b>II Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS201</b>
<b>2</b>	<b>Course Title</b>	<b>Applied biochemistry</b>
<b>3</b>	<b>Course Hours L-D-P</b>	40 hours
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	<p>On completion of the course, the students will be able to</p> <ol style="list-style-type: none"><li>1. Describe the metabolism of carbohydrates and its alterations.</li><li>2. Explain the metabolism of lipids and its alterations.</li><li>3. Explain the metabolism of proteins and amino acids and its alterations.</li><li>4. Explain clinical enzymology in various disease conditions.</li><li>5. Explain acid base balance, imbalance and its clinical significance.</li><li>6. Describe the metabolism of hemoglobin and its clinical significance.</li><li>7. Explain different function tests and interpret the findings.</li><li>8. Illustrate the immunochemistry.</li></ol>

6	<b>Course Outcome</b>	<p><b>CO1</b>-Describe and explain the metabolism of carbohydrates, lipids, amino-acids and proteins.</p> <p><b>CO2</b>-Explain the clinical enzymology in various diseases conditions.</p> <p><b>CO3</b>-Explain the acid base balance, metabolism of hemoglobin and its clinical significance.</p> <p><b>CO4</b>-Describe the different function tests and interpretation of their findings.</p> <p><b>CO5</b>-Illustrate the immunochemistry and describe the structure and functions of immunoglobulin.</p> <p><b>CO6</b>-Identify and explain the alterations in diseases conditions.</p>
7	<b>Course Description</b>	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.

### Course Outline: Applied biochemistry

Unit	Times (Hr)	Learning objectives	Content	Teaching learning activities	Assessment Tool
I	8 (T)	Describe the metabolism of carbohydrates and its alterations	<p>Digestion, absorption and metabolism of carbohydrates and related disorders</p> <ul style="list-style-type: none"> <li>• Regulation of blood glucose</li> <li>• Diabetes Mellitus – type 1 and type 2, symptoms, complications &amp; management in brief</li> <li>• Investigations of Diabetes Mellitus               <ul style="list-style-type: none"> <li>o OGTT – Indications, Procedure, Interpretation and types of GTT curve</li> <li>o Mini GTT, extended GTT, GCT, IV GTT</li> <li>o HbA1c (Only definition)</li> </ul> </li> <li>• Hypoglycemia – Definition &amp; causes</li> </ul>	<p>Lecture cum Discussion</p> <p>Explain using charts and slides</p> <p>Demonstration of laboratory tests</p>	<p>Short answer Very short answer</p>
II	8(T)	Explain the metabolism of lipids and its alterations	<p><b>Lipids</b></p> <ul style="list-style-type: none"> <li>• Fatty acids – Definition, classification</li> <li>• Definition &amp; Clinical significance of MUFA &amp; PUFA, Essential fatty acids, Trans fatty acids</li> <li>• Digestion, absorption &amp; metabolism of lipids &amp; related disorders</li> <li>• Compounds formed from cholesterol</li> <li>• Ketone bodies (name, types &amp; significance only)</li> <li>• Lipoproteins – types &amp; functions (metabolism not required)</li> </ul>	<p>Lecture cum Discussion</p> <p>Explain using charts and slides</p> <ul style="list-style-type: none"> <li>• Demonstration of laboratory tests</li> </ul>	<p>Essay</p> <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>



			<ul style="list-style-type: none"> <li>• Lipid profile</li> <li>• Atherosclerosis (in brief)</li> </ul>		
III	9(T)	<p>Explain the metabolism of amino acids and proteins Identify alterations in disease condition</p>	<p><b>Proteins</b></p> <ul style="list-style-type: none"> <li>• Classification of amino acids based on nutrition, metabolic rate with examples</li> <li>• Digestion, absorption &amp; metabolism of protein &amp; related disorders Biologically important compounds synthesized from various amino acids (only names)</li> <li>• In born errors of amino acid metabolism – only aromatic amino acids (in brief)</li> <li>• Plasma protein – types, function &amp; normal values</li> <li>• Causes of proteinuria, hyperproteinemia, hyper-gamma</li> <li>• Principle of electrophoresis, normal &amp; abnormal electrophoretic patterns (in brief)</li> </ul>	<p>Lecture cum Discussion Explain using charts and slides</p> <ul style="list-style-type: none"> <li>• Demonstration of laboratory tests</li> </ul>	<p>Essay</p> <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>
IV	4(T)	<p>Explain clinical enzymology in various disease conditions</p>	<p><b>Clinical Enzymology</b></p> <ul style="list-style-type: none"> <li>• Is enzymes – Definition &amp; properties</li> <li>• Enzymes of diagnostic importance in</li> <li>• Liver Diseases – ALT, AST, ALP, GGT</li> <li>• Myocardial infarction – CK, cardiac troponins, AST, LDH</li> <li>• Muscle diseases – CK, Aldolase</li> <li>• Bone diseases – ALP</li> <li>• Prostate cancer – PSA, ACP</li> </ul>	<p>Lecture cum Discussion Explain using charts and slides</p>	<p>Essay</p> <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>

V	3(T)	Explain acid base balance, imbalance and its clinical significance	<b>Acid base maintenance</b> <ul style="list-style-type: none"> <li>• pH – definition, normal value</li> <li>• Regulation of blood pH – blood buffer, respiratory &amp; renal, ABG – normal values</li> <li>• Acid base disorders – types, definition &amp; causes</li> </ul>	Lecture cum Discussion Explain using charts and slides	<ul style="list-style-type: none"> <li>•Short answer</li> <li>•Very short answer</li> </ul>
VI	2(T)	Describe the metabolism of hemoglobin and its clinical significance	<b>Heme catabolism</b> <ul style="list-style-type: none"> <li>• Heme degradation pathway</li> </ul> Jaundice – type, causes, urine & blood investigations (van den berg test)	Lecture cum Discussion Explain using charts and slides	<ul style="list-style-type: none"> <li>•Short answer</li> <li>•Very short answer</li> </ul>
VII	3(T)	Explain different function tests and interpret the findings	<b>Organ function tests (biochemical parameters &amp; normal values only)</b> <ul style="list-style-type: none"> <li>• Renal</li> <li>• Liver</li> <li>• Thyroid</li> </ul>	Lecture cum Discussion Visit to Lab Explain using charts and slides	Short answer Very short answer
VIII	3(T)	Illustrate the immunochemistry	<b>Immunochemistry</b> <ul style="list-style-type: none"> <li>• Structure &amp; functions of immunoglobulin</li> <li>• Investigations &amp; interpretation – ELISA</li> </ul>	Explain using charts and slides Demonstration of laboratory tests	<ul style="list-style-type: none"> <li>•Short answer</li> <li>•Very short answer</li> </ul>

<b>Course BSNS 201</b>	<b>Applied biochemistry</b>						
<b>CO1</b>		2	1	1	1	1	1
<b>CO2</b>		2	2	1	1	1	1
<b>CO3</b>		1	1	1	1	1	1
<b>CO4</b>		1	1	1	1	1	1
<b>CO5</b>		1	1	1	1	1	1
<b>CO6</b>		2	2	1	2	1	2
<b>AVERAGE, BSNS 201</b>		<b>1.50</b>	<b>1.33</b>	<b>1.00</b>	<b>1.17</b>	<b>1.00</b>	<b>1.17</b>



<b>School- SSNSR</b>		<b>Batch- 2023-2027</b>
<b>PROGRAMME</b>		<b>BSc. Nursing</b>
<b>Semester</b>		<b>II Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS201</b>
<b>2</b>	<b>Course Title</b>	<b>Applied Nutrition and Dietetics</b>
<b>3</b>	<b>Course Hours L-D-P</b>	<b>60</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	Upon completion of the course, the students will be able to - Identify the importance of nutrition in health and a wellness. Apply nutrient and dietary modifications in caring for patients. Explain the principles and practices of Nutrition and Dietetics. Identify the nutritional needs of different age groups and plan a balanced diet for them. Identify the dietary principles for different diseases. Plan a therapeutic diet for patients suffering from various disease conditions. Prepare meals using different methods and cookery rules.
<b>6</b>	<b>Course Outcome</b>	<b>CO1-</b> Describe the relationship between nutrition and human health. <b>CO2-</b> Discuss the classification, functions, sources and recommended daily allowances of nutrients. <b>CO3-</b> Prepare balanced diet for different categories of people and explain the methods of nutritional assessment. <b>CO4-</b> Explain the cookery rules and preservation of nutrients. <b>CO5-</b> Classify common nutritional deficiency disorders. Prepare and serve therapeutic diet by following the rules of food safety. <b>CO6-</b> Organize national programmes related to nutrition with collaboration with various agencies.
<b>7</b>	<b>Course Description</b>	<b>Applied Nutrition and Dietetics-</b> 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.

## Course Outline: Applied Nutrition and Dietetics



Units	Times (Hr)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	L				
<b>I.</b>	2		Define nutrition and its relationship to Health	<b>Introduction to Nutrition Concepts</b> 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
<b>II.</b>	3		Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates Explain BMR and factors affecting BMR	<b>Carbohydrates</b> 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

<b>III.</b>	3		Describe the classification, Functions, sources and RDA of proteins	<b>Proteins</b> Composition Eight essential amino acids Functions Dietary sources Protein requirements – RDA	Lecture cum Discussion Charts/Slides Models Display of food items	Essay Short answer Very short answer
<b>IV.</b>	2		Describe the classification, Functions, sources and RDA of fats	<b>Fats</b> 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
<b>V.</b>	3		Describe the classification, functions, sources and RDA of vitamins	<b>Vitamins</b> 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
<b>VI.</b>	3		Describe the classification, functions, sources and RDA of minerals	<b>Minerals</b> 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	Very short answer Short answer
<b>VII.</b>	7	8	Describe and plan balanced diet for different age groups, pregnancy, and lactation	<b>Balanced diet</b> Definition, principles, steps Food guides – Basic Four Food Groups RDA – Definition, limitations, uses Food Exchange System Calculation of nutritive value of foods	Lecture cum Discussion Meal planning Lab session on Preparation of	Essay Short answer Very short answer

				<p>Dietary fiber 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 – Children, adolescents and elderly  Diet in pregnancy – nutritional requirements and balanced diet plan  Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron &amp; folic acid supplementation and counseling  Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning</p>	<p>balanced diet for different categories   Low cost nutritious dishes</p>	
<b>VIII.</b>	<b>6</b>	4	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	<p><b>Nutritional deficiency disorders</b>  Protein energy malnutrition – magnitude of the problem, causes, classification, signs &amp; symptoms, Severe acute malnutrition (SAM), management &amp; prevention and nurses' role  Childhood obesity – signs &amp; symptoms, assessment, management &amp; prevention and nurses' role  Vitamin deficiency disorders – vitamin A, B, C &amp; D deficiency disorders – causes, signs &amp; symptoms, management &amp; prevention and nurses' role  Mineral deficiency diseases – iron, iodine and calcium deficiencies – causes, signs &amp; symptoms, management &amp; prevention and nurses' role</p>	<p>Lecture cum Discussion  Charts/Slides  Models</p>	<p>Essay  Short answer  Very short answer</p>
<b>IX.</b>	<b>3</b>		Principles of diets in various diseases	<p><b>Therapeutic diets</b>  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</p>	<p>Lecture cum Discussion   Meal planning   Lab session on preparation of therapeutic diets</p>	<p>Essay   Short answer   Very short answer</p>

X.	3		Describe the rules and preservation of nutrients	<b>Cookery rules and preservation of nutrients</b> 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 Evaluation of Nutritional assessment report
XI.	4		Explain the methods of nutritional assessment and nutrition education	<b>Nutrition assessment and nutrition education</b>  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  Very short answer
XII.	3		Describe nutritional problems in India and nutritional programs	<b>National Nutritional Programs and role of nurse</b> Nutritional problems in India National nutritional policy National nutritional programs – Vitamin A Supplementation, Anemia Mu k t Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme(MDMS), National Iodine Deficiency Disorders Control Programs(NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced Role of nurse in every program	Lecture cum Discussion	Quiz Short answer
XIII.	2		Discuss the importance of food hygiene and food safety Explain the Acts related to food safety	<b>Food safety</b> Definition, Food safety considerations & measures Food safety regulatory measures in India – Relevant Acts Five keys to safer food Food storage, food handling and cooking	Guided reading on related	



			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		
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<b>Course BSNS 201</b>	<b>Applied Nutrition and dietetics</b>						
<b>CO1</b>		2	2	1	1	1	1
<b>CO2</b>		1	1	1	1	1	1
<b>CO3</b>		1	1	1	1	1	1
<b>CO4</b>		3	2	1	1	1	1
<b>CO5</b>		2	2	2	1	1	1
<b>CO6</b>		3	2	1	1	1	2
<b>AVERAGE, BSNS 201</b>	<b>2.00</b>	<b>1.67</b>	<b>1.17</b>	<b>1.00</b>	<b>1.00</b>	<b>1.17</b>	





<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>II Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS 202</b>
<b>2</b>	<b>Course Title</b>	<b>Nursing Foundation II</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>560</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	
<b>6</b>	<b>Course Outcome</b>	CO1 Perform health assessment, plan, and implement the care for meeting basic physiological and psychosocial needs of client. CO2 Identify nutritional, elimination, hygienic, oxygenation and sensory needs of the patient and provide need-based nursing care using nursing process approach. CO3 Explain various types of specimen collection methods and concept of fluid electrolyte imbalance. CO4 Explain the principle, routes and conversions of dosage while administering different types of medication. CO5 Identify medico-legal cases and provide nursing care for terminally ill, death and dying patients. CO6 Explain the significance of nursing theories and their implementation in nursing practice
<b>7</b>	<b>Course Description</b>	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.

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.	<b>Health Assessment</b> Interview techniques Observation techniques Purposes of health assessment Process of Health assessment ○ Health history 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 <b>*Health Assessment Module</b> 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 approaches.	<b>The Nursing Process</b> Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing <b>Nursing Process Overview Assessment</b> Collection of Data: Types, Sources, Methods Organizing Data Validating Data Documenting Data <b>Nursing Diagnosis</b> Identification of client problems, risks and strengths Nursing diagnosis statement – parts,	Lecture Discussion Demonstration Supervised Clinical Practice	Essay Short answer Objective type Evaluation of care plan

			<p>Types, Formulating, Guidelines for formulating nursing Diagnosis          NAND Approved diagnoses          Difference between medical and nursing diagnosis  <b>Planning</b>          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  <b>Implementation</b>              Process of Implementing the plan of care          Types of care–          Direct and Indirect  <b>Evaluation</b>              Evaluation Process, Documentation and Reporting</p>		
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<p>III</p>	<p>5(T) 5(SL)</p>	<p>Identify and meet the Nutritional needs of patients</p>	<p><b>Nutritional needs</b> Importance Factors affecting nutritional needs Assessment of nutritional status <i>Review: special diets–Solid, Liquid, Soft</i> <i>Review on therapeutic diets</i> Care of patient with Dysphagia,</p>	<p>Lecture Discussion Demonstration Exercise Supervised Clinical practice</p>	<p>Essay Short answer Objective type Evaluation of nutritional assessment &amp; diet planning</p>
			<p>Anorexia, Nausea, Vomiting Meeting Nutritional needs: Principles, equipment, procedure, indications Oral Enteral: Nasogastric/Or gastric Introduction to other enteral feeds– types, indications, Gastrostomy, Jejunum ostomy Parenteral – TPN (Total Parenteral Nutrition)</p>		
<p>IV</p>	<p>5(T) 15(SL)</p>	<p>Identify and meet the hygienic needs of patients</p>	<p><b>Hygiene</b> Factors Influencing Hygienic Practice Hygienic care: Indications and purposes, effects of neglected care of the Skin – (Bath, feet and nail, Haircare) Care of pressure points Assessment of Pressure Ulcers using Braden Scale and Norton Scale Pressure ulcers – causes, stages and manifestations, care and prevention Perineal care /Meatal care Oral care, Care of Eyes, Ears and Nose including assistive devices (eyeglasses, contact lens, dentures, hearing aid)</p>	<p>Lecture Discussion Demonstration</p>	<p>Essay Short answer Objective type OSCE</p>

<p>V</p>	<p>10(T) 10(SL)</p>	<p>Identify and meet the elimination needs of patient</p>	<p><b>Elimination needs</b>          Urinary Elimination          Review of Physiology of Urine Elimination, Composition and characteristics of urine          Factors Influencing Urination          Alteration in Urinary Elimination          Facilitating urine elimination: assessment, types, equipment, procedures and special considerations          Providing urinal/bedpan          Care of patients with Condom drainage          Intermittent Catheterization          Indwelling Urinary catheter and urinary drainage          Urinary diversions          Bladder irrigation          Bowel Elimination          Review of Physiology of Bowel Elimination, Composition and characteristics of feces          Factors affecting Bowel elimination          Alteration in Bowel Elimination          Facilitating bowel elimination: Assessment, equipment, procedures          Enemas          Suppository          Bowel wash          Digital Evacuation of impacted feces          Care of patients with Ostomies (Bowel Diversion Procedures</p>	<p>Lecture          Discussion          Demonstration</p>	<p>Essay          Short answer          Objective type          OSCE</p>
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<p><b>VI</b></p>	<p>3(T) 4(SL)</p>	<p>Explain various types of specimens and identify normal values of tests</p> <p>Develop skill in specimen collection, handling and transport</p>	<p><b>Diagnostic testing</b>          Phases of diagnostic testing (pre- test, intra-test &amp; post-test) in Common investigations and clinical implications          Complete Blood Count          Serum Electrolytes          LFT          Lipid/Lipoprotein profile          Serum Glucose–AC,PC, HbA1c          Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS)          Stool Routine Examination          Urine Testing–Albumin, Acetone, pH, Specific Gravity          Urine Culture, Routine, Timed Urine Specimen          Sputum culture          Overview of Radiologic Endoscopic Procedures</p>	<p>Lecture          Discussion          Demonstration</p>	<p>Essay          Short answer          Objective type</p>
<p><b>VII</b></p>	<p>11(T) 10(SL)</p>	<p>Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy</p>	<p><b>Oxygenation needs</b>          Review of Cardiovascular and Respiratory Physiology          Factors affecting respiratory functioning          Alterations in Respiratory Functioning          Conditions affecting          Airway          Movement of air Diffusion          Oxygen transport          Alterations in oxygenation          Nursing interventions to promote oxygenation: assessment, types, equipment used &amp; procedure          Maintenance of patent airway</p>	<p>Lecture          Discussion          Demonstration &amp;          Re-demonstration</p>	<p>Essay          Short answer          Objective type</p>

			<p>Oxygen administration Suctioning—oral, tracheal Chest physiotherapy— Percussion, Vibration &amp; Postural drainage Care of Chest drainage— principles &amp; purposes Pulse Oximetry— Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation Restorative &amp; continuing care Hydration Humidification Coughing techniques Breathing exercises Incentive spirometry</p>		
<b>VIII</b>	5(T) 10(SL)	Describe the concept of fluid, electrolyte balance	<p>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 &amp; alkalosis Respiratory—acidosis &amp; alkalosis Intravenous therapy</p>	<p>Lecture Discussion Demonstration</p>	<p>Essay Short answer Objective type Problem solving – calculations</p>

<p><b>IX</b></p>	<p>20(T) 22( SL)</p>	<p>Explain the principles, routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between systems of measurements</p> <p>Administer oral and topical medication and document accurately under supervision</p>	<p>Administration of Medications</p> <p>Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics</p> <p>Factors influencing Medication Action</p> <p>Medication orders and Prescriptions</p> <p>Systems of measurement</p> <p>Medication dose calculation</p> <p>Principles, 10 rights of Medication Administration</p> <p>Errors in Medication administration</p> <p>Routes of administration</p> <p>Storage and maintenance of drugs and Nurses responsibility</p> <p>Terminologies and abbreviations used in prescriptions and medications orders</p> <p>Developmental considerations</p> <p>Oral, Sublingual and Buccal routes: Equipment, procedure</p> <p>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.</p> <p>Equipment – Syringes &amp; needles, cannulas, Infusion sets – parts, types, sizes</p> <p>Types of vials and ampoules, Preparing Injectable medicines from vials</p>	<p>Lecture</p> <p>Discussion</p> <p>Demonstration &amp; Re-demonstration</p>	<p>Essay</p> <p>Short answer</p> <p>Objective type</p> <p>OSCE</p>
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and ampoules  
 Care of equipment: decontamination and disposal of syringes, needles, 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 Infusion sets Prevention of Needle-Stick Injuries  
 Topical Administration: Types, purposes, site, equipment, procedure  
 Application to skin & mucous membrane  
 Direct application of liquids, Gargle and swabbing the throat  
 Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina  
 Instillations: Ear, Eye, Nasal, Bladder, and Rectal  
 Irrigations: Eye, Ear, Bladder, Vaginal and Rectal  
 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, intrapleural, intra-arterial

<p><b>X</b></p>	<p>5(T) 6(SL)</p>	<p>Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice</p>	<p>Sensory needs Introduction     Components of sensory experience – Reception, Perception Reaction Arousal Mechanism Factors affecting sensory function     Assessment of Sensory alterations – sensory deficit, deprivation, overload &amp; sensory poverty Management Promoting meaningful communication (patients with Aphasia, artificial airway &amp; Visual and Hearing impairment) Care of Unconscious Patients     Unconsciousness: Definition, causes &amp; risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations     Assessment and nursing management of patient with unconsciousness, complications</p>	<p>Lecture Discussion Demonstration</p>	<p>Essay Short answer Objective type</p>
<p><b>XI</b></p>	<p>4(T) 6(SL)</p>	<p>Explain loss, death and grief</p>	<p><b>Care of Terminally ill, death and dying</b> Loss– Types Grief, Bereavement &amp; Mourning Types of Grief responses Manifestations of Grief     Factors influencing Loss &amp; Grief Responses     Theories of Grief &amp; Loss - 5 Stages of Dying The R Process model (Rando ‘s)     Death – Definition, Meaning, Types (Brain &amp; Circulatory Deaths) Signs of Impending Death</p>	<p>Lecture Discussion Case discussions     Death care/last office</p>	<p>Essay Short answer Objective type</p>

			<p>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 &amp; supporting grieving relatives Placing body in the Mortuary Releasing body from Mortuary Overview – Medico-legal Cases, Advance directives, DNI/DNR ,Organ Donation,Euthanasia</p>		
			<b>PSYCHOSOCIALNEEDS(A-D)</b>		
<b>XII</b>	3(T)	Develop basic understanding of self-concept	<p><b>Self-concept</b> Introduction Components (Personal Identity, Body Image, Role Performance, Self-Esteem) Factors affecting Self Concept Nursing Management</p>	<p>Lecture Discussion Demonstration Case Discussion/ role play</p>	<p>Essay Short answer Objective type</p>
<b>XIII</b>	2(T)	Describe sexual development and sexuality	<p><b>Sexuality</b> Sexual development throughout life Sexual health Sexual orientation Factors affecting sexuality, Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse Dealing with inappropriate sexual behavior</p>	<p>Lecture Discussion</p>	<p>Essay Short answer Objective type</p>

<p><b>XIV</b></p>	<p>2(T) 4(SL)</p>	<p>Describe stress and adaptation</p>	<p>C. Stress and Adaptation – Introductory concepts Introduction, Sources, Effects, Indicators &amp; Types of Stress Types of stressors Stress Adaptation – General Adaptation Syndrome (GAS) , Local Adaptation Syndrome (LAS) Manifestation of stress– Physical &amp; psychological Coping strategies /Mechanisms Stress Management Assist with coping and adaptation Creating therapeutic environment Recreational and diversion therapies</p>	<p>Lecture Discussion</p>	<p>Essay Short answer Objective type</p>
<p><b>XV</b></p>	<p>6(T)</p>	<p>Explain culture and cultural norms</p> <p>Integrate cultural differences and spiritual needs in providing care to patients under supervision</p>	<p>Concepts of Cultural Diversity and Spirituality, Cultural diversity Cultural Concepts– Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation Transcultural Nursing, Cultural Competence Providing Culturally Responsive Care Spirituality Concepts–Faith, Hope, Religion, Spirituality, Spiritual Wellbeing Factors affecting Spirituality Spiritual Problems in Acute, Chronic, Terminal illnesses &amp; Near-Death Experience Dealing with Spiritual Distress/Problems</p>	<p>Lecture Discussion</p>	<p>Essay Short answer Objective type</p>



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
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<b>Course BSNS 202</b>	<b>Nursing Foundation-II</b>						
<b>CO1</b>		3	3	2	3	1	1
<b>CO2</b>		2	3	2	3	1	1
<b>CO3</b>		1	2	2	2	2	1
<b>CO4</b>		1	2	3	1	2	1
<b>CO5</b>		2	3	3	3	2	1
<b>CO6</b>		3	3	2	2	2	1
<b>AVERAGE, BSNS 202</b>		<b>2.00</b>	<b>2.67</b>	<b>2.33</b>	<b>2.33</b>	<b>1.67</b>	<b>1.00</b>



<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>II Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS203</b>
<b>2</b>	<b>Course Title</b>	<b>Health/Nursing Informatics and Technology</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>80</b>
<b>4</b>	<b>Course Status</b>	<b>CC,AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts
<b>6</b>	<b>Course Outcome</b>	CO1. Describe the importance and principles of computer application in patient care, nursing administration and research. CO2. Explain the use of health information system and electronic health records in hospital setting for maintaining the patient safety and risk management. CO3. Explain the use information and communication technology in patient care and application of public health informatics. CO4. Describe the functions and importance of nursing information system in health care organization CO5. Describe and explain the ethical and legal issues related to nursing informatics. CO6. Explain the relevance of evidence - based practices in providing quality health care.
<b>7</b>	<b>Course Description</b>	This course is designed to equip novice nursing students with knowledge and skills necessary to deliver efficient informatics-led health care services.

**Course outline: Health/Nursing Informatics and Technology**

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	<b>Introduction to computer applications for patient care delivery system and nursing practice</b> • 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.			
II	4	5	Describe the principles of health informatics  Explain the ways data, knowledge and information can be used for effective healthcare	<b>Principles of Health Informatics</b> 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 re area report	(T) Essay Short answer Objective type questions Assessment of report
III	3	5	Describe the concepts of information system in	<b>Information Systems in Healthcare</b>	Lecture Discussion Demonstration	(T) Essay Short answer

IV	4	<p>health</p> <p>Demonstrate the use of health information system in hospital setting</p> <p>Explain the use of electronic health records in nursing practice</p> <p>Describe the latest trend in electronic health records standards and interoperability</p>	<p>Introduction to the role and architecture of information systems in modern healthcare environments</p> <p>Clinical Information System (CIS)/Hospital information System (HIS)</p> <p><b>Shared Care &amp; Electronic Health Records</b></p> <p>Challenges of capturing rich patient histories in a computable form</p> <p>Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems</p>	<p>Practical session</p> <p>Work in groups with nurse leaders to understand the hospital information system</p> <p>Lecture</p> <p>Discussion</p> <p>Practice on Simulated EHR system</p> <p>Practical session</p> <p>Visit to health informatics department of a hospital to understand the use of EHR in nursing practice</p> <p>Prepare a report on current EHR standards in Indian setting</p>	<p>Objective type</p> <p>(T)</p> <p>Essay</p> <p>Short answer</p> <p>Objective type(P)</p> <p>Assessment of skills using checklist</p> <p>(T)</p> <p>Essay</p> <p>Short answer</p> <p>Objective</p>
	3	<p>Describe the advantages and limitations of health informatics in maintaining</p>	<p><b>Patient Safety &amp; Clinical Risk</b></p> <p>Relationship between patient safety and informatics</p> <p>Function and application of the risk management process</p>	<p>Lecture</p> <p>Discussion</p>	<p>(T)</p> <p>Essay</p>



<p style="text-align: center;"><b>VI</b></p>	<p style="text-align: center;">3</p>	<p>patient safety and risk management</p> <p>Explain the importance of knowledge management</p> <p>Describe the standardized languages used in health informatics</p>	<p><b>Clinical Knowledge &amp; Decision Making</b> 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-10CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system.</p>	<p>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</p>	<p>Short answer Objective type</p>
<p style="text-align: center;"><b>VII</b></p>	<p style="text-align: center;">3</p>	<p>6</p> <p>Explain the use of information and communication technology in patient care</p> <p>Explain the application of public health informatics</p>	<p><b>eHealth: Patients and the Internet</b></p> <ul style="list-style-type: none"> <li>• Use of information and communication technology to improve or enable personal and public healthcare</li> </ul> <p>Introduction to public health informatics and role of nurses</p>	<p>Lecture Discussion Demonstration</p>	<p>(T) Essay Short answer Objective type Practical exam</p>
			<p><b>Using Information In Healthcare Management</b></p>	<p>Lecture Discussion Demonstration on simulated NIS software</p>	<p>(T) Essay Short answer</p>

VIII			<p>Explain the use of healthcare data in management of health care organization</p>	<p>Components of Nursing Information system (NIS) Evaluation, analysis and presentation of healthcare data to inform decisions in the management of healthcare organizations</p> <p><b>Information Law &amp; Governance in Clinical Practice</b> Ethical-legal issues pertaining to healthcare information in contemporary clinical practice Ethical-legal issues related to digital health applied to nursing</p>	<p>Visit to health informatics department of the hospital to understand use of healthcare data in decision making</p> <p>Lecture Discussion Case discussion Role play</p>	<p>Objective type</p> <p>(T) Essay Short answer Objective type</p>
IX	3	5	<p>Describe the ethical and legal issues in healthcare informatics</p> <p>Explains the ethical and legal issues related to nursing informatics</p> <p>Explain the relevance of evidence-based practices in providing quality healthcare</p>	<p><b>Healthcare Quality &amp; Evidence Based Practice</b> • Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards</p>	<p>Lecture Discussion Case study</p>	<p>(T) Essay Short answer Objective type</p>
X	4					
	3					



<b>Course BSNS 203</b>	<b>Health / Nursing/informatics and technology</b>						
<b>CO1</b>		1	1	1	1	2	1
<b>CO2</b>		1	1	2	2	2	1
<b>CO3</b>		1	1	2	2	2	1
<b>CO4</b>		1	1	2	2	2	1
<b>CO5</b>		1	1	3	2	2	1
<b>CO6</b>		2	1	3	2	2	1
<b>AVERAGE, BSNS 203</b>		<b>1.17</b>	<b>1.00</b>	<b>2.17</b>	<b>1.83</b>	<b>2.00</b>	<b>1.00</b>

# **B.SC. NURSING III SEMESTER**



## B.SC NURSING III SEMESTER

<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc.(NURSING</b>
<b>SEMESTER</b>		<b>III SEMESTER</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS301</b> <b>Applied Microbiology And Infection Control Including Safety</b>
<b>2</b>	<b>Course Title</b>	<b>Section: A Applied Microbiology</b>
<b>3</b>	<b>Contact Hours L-D-P</b>	<b>40</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	<b>In respective sub-parts</b>
<b>6</b>	<b>Course Outcome</b>	CO1- Identify the ubiquity and diversity of microorganisms in the human body and the environment. CO2- Classify and explain the morphology and growth of microbes. CO3-Identify various types of microorganisms. CO4-Explore mechanisms by which microorganisms cause disease. CO5-Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms. CO6-Apply the principles of preparation and use of vaccines in immunization. Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection.
<b>7</b>	<b>Course Description</b>	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 micro-organisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

### 8. Outline Syllabus: BSNS101 (Applied Microbiology and Infection Control Including Safety)

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	3 (T)	Explain concepts and principles of microbiology and its importance in nursing	<p>Introduction:</p> <ul style="list-style-type: none"> <li>• Importance and relevance to nursing</li> <li>• Historical perspective</li> <li>• Concepts and terminology</li> <li>• Principles of microbiology</li> </ul>	Learning and teaching activities done through discussion and power point presentation, books references and online references	Checking for understanding through tasks
II	10(T)	Describe structure, classification morphology and growth of bacteria Identify Microorganisms	<p>General characteristics of Microbes:</p> <ul style="list-style-type: none"> <li>• Structure and classification of Microbes</li> <li>• Morphological types</li> <li>• Size and form of bacteria</li> <li>• Motility</li> <li>• Colonization</li> <li>• Growth and nutrition of microbes</li> <li>• Temperature</li> <li>• Moisture</li> <li>• Blood and body fluids</li> <li>• Laboratory methods for Identification of Microorganisms</li> <li>• Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount.</li> <li>• Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment,</li> </ul>	Lecture cum Discussion Demonstration Experiential Learning through visual	Through check your understanding' exercises

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria		
III	4 (T)	Describe the different disease producing organisms	<p>Pathogenic organisms</p> <ul style="list-style-type: none"> <li>• Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative</li> <li>• Viruses</li> <li>• Fungi: Superficial and Deep mycoses</li> <li>• Parasites</li> <li>• Rodents &amp; Vectors</li> </ul> <p>o Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms</p>	<p>Lecture cum Discussion</p> <p>Demonstration</p> <p>Experiential learning through visual</p>	<p>Checking individually against correct answers</p> <p>Listening for specific information</p> <p>Listening for overall meaning and instructions</p>
IV	3 (T)	Explain the concepts of Immunity	<p>Immunity: Types, classification</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hyper<sup>sensitivity</sup> reactions</li> <li><input type="checkbox"/> Serological tests</li> <li><input type="checkbox"/> Immunoglobulins: Structure, types &amp; properties</li> <li><input type="checkbox"/> Vaccines: Types &amp; classification, storage and handling, cold chain, Immunization for various diseases</li> <li><input type="checkbox"/> Immunization Schedule</li> </ul>	<p>Discussion</p> <p>Demonstration</p> <p>Visit to observe vaccine storage</p> <p>Clinical practice</p>	<p>Individual assessment and thorough evaluation of knowledge through class test</p>



<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>III SEMESTER</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS301, Course Name- Applied Microbiology And Infection Control Including Safety</b>
<b>2</b>	<b>Course Title</b>	<b>SECTION B-Infection Control Including Safety</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>40</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	<b>In respective sub-parts</b>
<b>6</b>	<b>Course Outcome</b>	<p>CO1-Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.</p> <p>CO2-Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions. Demonstrate and practice steps in Hand washing and appropriate use of different types of PPE.</p> <p>CO3-Illustrate various disinfection and sterilization methods and techniques. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.</p> <p>CO4- Incorporate the principles and guidelines of Bio Medical waste management. Apply the principles of Antibiotic stewardship in performing the nurse's role.</p> <p>CO5- Identify patient safety indicators and perform the role of nurse in the patient safety audit process. Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings.</p> <p>CO6-Identify employee safety indicators and risk of occupational hazards. Develop understanding of the various safety protocols and adhere to those protocols.</p>
<b>7</b>	<b>Course Description</b>	<p>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.</p>



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	2	Summarize the evidence based and effective patient care practices for the prevention of common healthcare setting	<b>HAI (Hospital acquired Infection)</b> <ul style="list-style-type: none"> <li>• Hospital acquired infection</li> <li>• Bundle approach</li> <li>-Prevention of Urinary Tract Infection (UTI)</li> <li>- Prevention of Surgical Site Infection (SSI)</li> <li>- Prevention of Ventilator associated setting Associated events (VAE)</li> <li>- Prevention of Central Line Associated Blood Stream Infection (CLABSI)</li> <li>• Surveillance of HAI – Infection control team &amp; I</li> </ul>	Lecture & Discussion <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Knowledge assessment</li> </ul>	MCQ Short answer
II	3	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	Isolation Precautions and use of Personal Protective Equipment (PPE) <ul style="list-style-type: none"> <li>• Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect)</li> <li>• Epidemiology &amp; Infection prevention – CDC guidelines</li> <li>• Effective use of PPE</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration &amp; Re-demonstration</li> </ul>	Performance assessment •OSCE
III	2	Demonstrate the hand hygiene practice and its effectiveness on infection control	Hand Hygiene <ul style="list-style-type: none"> <li>• Types of Hand hygiene.</li> <li>• Hand washing and use of alcohol hand rub</li> <li>• Moments of Hand Hygiene</li> <li>• WHO hand hygiene promotion</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration &amp; Re-demonstration</li> </ul>	Performance assessment
IV	1	Illustrates disinfection and sterilization in	Disinfection and sterilization <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Types of disinfection and sterilization</li> </ul>	Lecture and Discussion <ul style="list-style-type: none"> <li>• Experiential</li> </ul>	Short answer •Objective type

		the healthcare setting	<ul style="list-style-type: none"> <li>• Environment cleaning</li> <li>• Equipment Cleaning</li> <li>• Guides on use of disinfectants</li> <li>• Spaulding's principle</li> </ul>	learning through visit	
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 <ul style="list-style-type: none"> <li>• Knowledge evaluation</li> </ul>	Quiz Performance assessment <ul style="list-style-type: none"> <li>• Checklist</li> </ul>
VI	2	Explain on Bio Medical waste management & laundry management	BMW (Bio Medical Waste Management) Laundry management process and infection control and prevention Waste management process and infection prevention Staff precautions Laundry management Country ordinance and BMW National guidelines 2017: Segregation of wastes, Color coded waste containers, waste collection & storage, Packaging & labeling, Transportation	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Experiential learning through</li> </ul>	Knowledge assessment by short answers, objective type Performance
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	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> </ul> Written assignment- Recent AMR (Antimicrobial resistance) –guidelines	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of assignment</li> </ul>
VIII	3	Enlist the patient	<ul style="list-style-type: none"> <li>• Patient Safety Indicators</li> </ul>	Lecture	Knowledge

		<p>safety indicators followed in a health care organization and the role of nurse in the patient safety audit process Captures and analyses incidents and events for quality improvement</p>	<ul style="list-style-type: none"> <li>• Care of Vulnerable patients</li> <li>• Prevention of Iatrogenic injury</li> <li>• Care of lines, drains and tubing's</li> <li>• Restrain policy and care – Physical and Chemical</li> <li>• Blood &amp; blood transfusion policy</li> <li>• Prevention of IV Complication</li> <li>• Prevention of Fall</li> <li>• Prevention of DVT</li> <li>• Shifting and transporting of patients</li> <li>• Surgical safety</li> <li>• Care coordination event related to medication reconciliation and administration</li> <li>• Prevention of communication errors</li> <li>• Prevention of HAI</li> <li>• Documentation</li> <li>• Incidents and adverse Events</li> <li>• Capturing of incidents</li> <li>• RCA (Root Cause Analysis)</li> <li>• CAPA (Corrective and Preventive(Action))</li> <li>• Report writing</li> </ul>	<p>Demonstration Experiential learning</p> <p>Role play Inquiry Based Learning</p>	<p>assessment Performance assessment Checklist/ OSCE Short answer Objectives types</p>
IX	1	<p>Enumerate IPSG and application of the goals in the patient care settings.</p>	<ul style="list-style-type: none"> <li>• IPSG (International Patient safety Goals)</li> <li>• Identify patient correctly</li> <li>• Improve effective communication</li> <li>• Improve safety of High Alert medication</li> <li>• Ensure safe surgery</li> <li>• Reduce the risk of health care associated infection</li> </ul>	<p>Lecture Role play</p>	<p>Objective type</p>

			<ul style="list-style-type: none"> <li>• Reduce the risk of patient harm resulting from falls</li> <li>• Reduce the harm associated with clinical alarm system</li> </ul>		
X	2	Enumerate the various safety protocols and its applications	<ul style="list-style-type: none"> <li>• Safety protocol</li> <li>• 5S (Sort, Set in order, Shine, Standardize, Sustain)</li> <li>• Radiation safety, Laser safety</li> <li>• Fire Safety-Types and classification of fire, Fire Alarms-Firefighting equipment</li> <li>• HAZMAT (Hazardous Materials) safety</li> <li>• -Types of spill, Spillage management</li> <li>• -MSDS (Material Safety Data Sheets)</li> <li>• Environmental safety</li> <li>• -Risk assessment, Aspect impact analysis</li> <li>• -Maintenance of Temp and Humidity (Department wise) Audits</li> <li>• Emergency Codes, Role of Nurse in times of disaster</li> </ul>	Lecture Demonstration Experiential learning	Mock drills Posttests Checklist
XI	2	Explain importance of employee safety	<ul style="list-style-type: none"> <li>• Employee Safety Indicators</li> <li>• Vaccination, Needle stick injuries (NSI) indicators</li> <li>• Fall prevention, Radiation safety, Annual health check</li> <li>• Healthcare Worker Immunization Programs and management of occupational exposure</li> <li>• Occupational health ordinance</li> <li>• Vaccination Programs for healthcare staff</li> <li>• Needle stick injuries and prevention and post exposure prophylaxis</li> </ul>	Lecture • Discussion  • Journal review	Knowledge assessment by short answers, objective type



<b>Course BSNS 301</b>	<b>Applied Microbiology</b>					
<b>CO1</b>		2	1	1	1	1
<b>CO2</b>		2	2	1	1	1
<b>CO3</b>		1	1	1	1	1
<b>CO4</b>		1	3	2	2	1
<b>CO5</b>		1	1	1	1	1
<b>CO6</b>		2	2	2	1	1
<b>AVERAGE, BSNS 301</b>	<b>1.50</b>	<b>1.67</b>	<b>1.33</b>	<b>1.17</b>	<b>1.00</b>	<b>1.17</b>



<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-27</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>III Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS401</b>
<b>2</b>	<b>Course Title</b>	<b>Pharmacology-I</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>20</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	<b>In respective sub-parts</b>
<b>6</b>	<b>Course Outcome</b>	CO1 Describe pharmacodynamics, classification and principles of drug administration. CO2 Describe nursing responsibilities in administering antiseptics and disinfectants. CO3 Explain the nursing role in administering drugs related to GI system and respiratory system. CO4 Explain the nursing role in administering drugs related to cardiology system and endocrine system. CO5 Explain the nursing role in administering drugs related to integumentary system. CO6 Describe the drug therapy and chemotherapy prescribed for common communicable infections and infestation.
<b>7</b>	<b>Course Description</b>	This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics and nursing implications.

### 8. Outline Syllabus: BSNS401 (PHARMACOLOGY-I)

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	3 (T)	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs	<ul style="list-style-type: none"> <li>• Introduction to Pharmacology</li> <li>• Definitions &amp; Branches, Nature &amp; Sources of drugs</li> <li>• Dosage Forms and Routes of drug administration</li> <li>• Terminology used</li> <li>• Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures</li> <li>• Pharmacodynamics: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacy-vigilance</li> <li>• Pharmacokinetics: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion</li> <li>• Review: Principles of drug administration and treatment individualization</li> <li>• Factors affecting dose, route etc.</li> <li>• Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs, Rational Use of Drugs</li> <li>• Principles of Therapeutics</li> </ul>	Lecture cum Discussion  Guided reading and written assignment on schedule K drugs	Short answer  <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Assessment of assignments</li> </ul>
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	Drug study/ presentation  Lecture cum Discussion	Short answer  Objective type
III	2 (T)	Describe drugs acting on gastro-intestinal system &	<b>Drugs acting on G.I. system</b> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used drugs o Emetics and anti-emetics, Laxatives and Purgatives</li> </ul>	Lecture cum Discussion  Drug study/	Short answer

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		nurse's responsibilities	<ul style="list-style-type: none"> <li>• Antacids and anti-peptic ulcer drugs</li> <li>• Anti-diarrheal – Fluid and electrolyte therapy, Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	presentation	Objective type
IV	2(T)	Describe drugs acting on respiratory system & nurse's responsibilities	<ul style="list-style-type: none"> <li>• Drugs acting on respiratory system</li> <li>• Pharmacology of commonly used</li> <li>• Antiasthmatics – Bronchodilators (Salbutamol inhalers)</li> <li>• Decongestants</li> <li>• Expectorants, Antitussives and Mucolytic</li> <li>• Broncho-constrictors and Antihistamines</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse</li> </ul>	Lecture cum Discussion  presentation	Short answer  Objective type
V	4 (T)	Describe drugs used on cardiovascular system & nurse's responsibilities	<ul style="list-style-type: none"> <li>• Drugs used in treatment of Cardiovascular system and blood disorders</li> <li>• Hematinic, &amp; treatment of anemia and antiadrenergic Cholinergic and anticholinergic</li> <li>• Adrenergic Drugs for CHF &amp; vasodilators</li> <li>• Anti-anginas, Anti-arrhythmic</li> <li>• Antihypertensive</li> <li>• Coagulants &amp; Anticoagulants</li> <li>• Antiplatelet &amp; thrombolytic</li> <li>• Plasma expanders &amp; treatment of shock</li> <li>• Drugs used to treat blood disorders</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse</li> </ul>	Lecture cum Discussion  presentation	Short answer  <input type="checkbox"/> Objective type



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			effects, toxicity and role of nurse		
VI	2(T)	Describe the drugs used in treatment of endocrine system disorders	<ul style="list-style-type: none"> <li>• Drugs used in treatment of endocrine system disorders</li> <li>• Insulin &amp; oral hypoglycemic</li> <li>• Thyroid and anti-thyroid drugs</li> <li>• Steroids</li> <li>• Corticosteroids ,Anabolic steroids</li> <li>• Calcitonin, paratha-hormone, vitamin D3,</li> <li>• calcium metabolism o Calcium salts</li> </ul>	Lecture cum Discussion  Drug study/ presentation	Short answer  Objective type
VII	1 (T)	Describe drugs used in skin diseases & nurse's responsibilities	<ul style="list-style-type: none"> <li>• Drugs used in treatment of integumentary system</li> <li>• Antihistaminic and antipruritic</li> <li>• Topical applications for skin- Benzyl benzoate, Gamma BHC, (burns)</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse</li> </ul>	Lecture cum Discussion  Drug study/ presentation	Lecture cum Discussion  <input type="checkbox"/> Drug study/ presentation
VIII	5 (T)	Explain drug therapy/ chemotherapy of specific infections & infestations & nurse's responsibilities	<ul style="list-style-type: none"> <li>• Drugs used in treatment of communicable diseases (common infections, infestations)</li> <li>• General Principles for use of Antimicrobials</li> <li>• Pharmacology of commonly used drugs:</li> <li>• Penicillin, Cephalosporin 's, Aminoglycosides, Macrolide &amp; broad spectrum antibiotics, quinolones, Misc.antimicrobials</li> <li>• Anaerobic infections, Anti tubercular drugs, Anti leprosy drugs</li> <li>• Anti-malarial, Antiretroviral drugs</li> <li>• Antiviral agents, Anthelminthic, Ant scabies agents, Antifungal agents</li> <li>• Composition, action, dosage, route, indications,</li> </ul>	Lecture cum Discussion  Drug study/ presentation	Short answer  <ul style="list-style-type: none"> <li>•Objective type</li> <li>• Assessment of assignments</li> </ul>



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse		



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<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>III Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS 401</b>
<b>2</b>	<b>Course Title</b>	<b>Pathology I</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>20</b>
<b>4</b>	<b>Course Status</b>	<b>CC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	<b>In respective sub-parts</b>
<b>6</b>	<b>Course Outcome</b>	CO1- Describe pharmacodynamics and pharmacokinetics. CO2- Describe the pathological changes in disease system related to respiratory and cardio disorders CO3- Describe the pathological changes in disease system related to gastro and hepatic disorders CO4- Describe the pathological changes in disease system related to skeleton system disorders CO5- Describe the pathological changes in disease system related to endocrine system disorders. CO6-Describe various laboratory test used for diagnosis of blood disorders.
<b>7</b>	<b>Course Description</b>	The course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics and nursing implications

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I (3 Hrs.)	8 (T)	<p>Define the common term used in Pathology</p> <p>Identify the deviations from normal to abnormal structure and function of body system</p>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Importance of the study of pathology</li> <li>• Definition of terms in pathology</li> <li>• Cell injury: Etiology pathogenesis of reversible and irreversible cell injury, necrosis, gangrene</li> <li>• Cellular adaptation: atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, apoptosis</li> <li>• Inflammation</li> <li>• Acute inflammation (Vascular and cellular, systematic effects of chronic inflammation)</li> <li>• Chronic inflammation (Granulomatous inflammation, systematic effects of chronic inflammation)</li> <li>• Wound healing</li> <li>• Neoplasia: nomenclature, normal and cancer cell, benign and malignant tumors, carcinoma in situ, tumor metastasis: general mechanism, routes of spread and example of each route.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides</li> <li>• Explain with clinical scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type questions</li> </ul>

			<ul style="list-style-type: none"> <li>• Circulatory disturbance: thrombosis, embolism, shock</li> <li>• Disturbance of body fluids and electrolytes: edema, transudates and exudates</li> </ul>		
II	5 (T)	Explain pathological changes in disease conditions of various systems	<p><b>Special Pathology</b></p> <p><b>Pathological changes in disease conditions of selected systems:</b></p> <p><b>1. Respiratory system</b></p> <ul style="list-style-type: none"> <li>• Pulmonary infections: Pneumonia, lung abscess, pulmonary, tuberculosis</li> <li>• Chronic obstructive pulmonary disease: chronic bronchitis, emphysema, bronchial asthma, bronchiectasis</li> <li>• Tumor of lungs</li> </ul> <p><b>2. Cardio-vascular system</b></p> <ul style="list-style-type: none"> <li>• Atherosclerosis</li> <li>• Ischemia and infraction</li> <li>• Rheumatic heart disease</li> <li>• Infective endocarditis</li> </ul> <p><b>3. Gastrointestinal tract</b></p> <ul style="list-style-type: none"> <li>• Peptic ulcer disease (gastric and duodenal ulcer)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides, x-rays and scans</li> <li>• Visit to pathology lab endoscopy unit and OT</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective e type questions</li> </ul>

- Gastric-H pylori infection
- Oral mucosa: oral leukoplakia, squamous cell carcinoma
- Esophageal cancer
- Intestinal: typhoid, inflammatory bowel disease (Cohn's disease and ulcerative colitis,) colorectal cancer

**4. Liver, Gall Bladder and Pancreas**

- Liver: Hepatitis, Amoebic liver abscess, cirrhosis of liver
- Gall bladder:
- Pancreas: pancreatitis
- Tumor of liver, gall bladder and pancreas

**5. Skeletal system**

- Bone: bone healing, osteoporosis, osteomyelitis, tumor
- Joints: arthritis, - rheumatoid arthritis and osteoarthritis

**6. Endocrine system**

- Diabetes mellitus
- Goiter

			<ul style="list-style-type: none"> <li>• Carcinoma thyroid</li> </ul>		
III	7 (T)	Describe various laboratory test in assessment and monitoring of disease condition	<p><b>Hematological test for the diagnosis of blood disorder</b></p> <ul style="list-style-type: none"> <li>• Blood test: hemoglobin, white cell and platelets counts , PCV, ESR</li> <li>• Coagulation test: bleeding time, prothrombin time, activated partial prothrombin time</li> <li>• Blood chemistry</li> <li>• Blood bank <ul style="list-style-type: none"> <li>○ Blood grouping and cross matching</li> <li>○ Blood components</li> <li>○ Plasmapheresis</li> <li>○ Transfusion reactions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visit to clinical lab, biochemistry lab and blood bank</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type questions</li> </ul>



Course BSNS 401							
CO1	<b>Pharmacology-I</b>	1	1	2	1	1	1
CO2		2	2	2	1	1	2
CO3		2	2	2	1	1	2
CO4		2	2	2	1	1	2
CO5		2	2	2	1	1	2
CO6		2	1	1	2	1	1
<b>AVERAGE, BSNS 401</b>		<b>1.83</b>	<b>1.67</b>	<b>1.83</b>	<b>1.17</b>	<b>1.00</b>	<b>1.67</b>

Course BSNS 401							
CO1	<b>Pathology-I</b>	1	1	1	1	1	1
CO2		2	2	1	1	1	1
CO3		2	2	1	1	1	1
CO4		2	2	1	1	1	1
CO5		2	2	1	1	1	1
CO6		1	1	1	2	1	1
<b>AVERAGE, BSNMES 401</b>		<b>1.67</b>	<b>1.67</b>	<b>1.00</b>	<b>1.17</b>	<b>1.00</b>	<b>1.00</b>





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<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>III Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS 302</b>
<b>2</b>	<b>Course Title</b>	<b>ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module)</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>660</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	<b>In respective sub-parts</b>
<b>6</b>	<b>Course Outcome</b>	CO1 Apply nursing process in providing care for patients with various medical and surgical problems. CO2 Apply principles of intraoperative nursing care. CO3 Explain the nursing care for the patient with common sign and symptoms related to fluid and electrolyte imbalance as well as respiratory problems. CO4 Explain the nursing care for the patient with common sign and symptoms related to digestive, cardiovascular and blood related problems. CO5 Explain the nursing care for the patient with common sign and symptoms related to endocrine and integumentary disorders. CO6 Explain the nursing care for the patient with common sign and symptoms related to musculoskeletal and communicable diseases.
<b>7</b>	<b>Course Description</b>	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.

**8. Outline Syllabus: BSNS302 (ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module))**

Unit	Time (Hrs)	Learning Objectives	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 Develop competency in providing pre and postoperative care	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Evolution and trends of medical and surgical nursing</li> <li>• International classification of diseases</li> <li>• Roles and responsibility of a nurse in medical and surgical settings               <ul style="list-style-type: none"> <li>o Outpatient department</li> <li>o In-patient unit</li> <li>o Intensive care unit</li> </ul> </li> <li>• Introduction to medical and surgical asepsis               <ul style="list-style-type: none"> <li>o Inflammation, infection</li> <li>o Wound healing – stages, influencing factors</li> <li>o Wound care and dressing technique</li> </ul> </li> <li>• Care of surgical patient               <ul style="list-style-type: none"> <li>o pre-operative</li> <li>o post-operative</li> </ul> </li> <li>• Alternative therapies used in caring for patients with Medical Surgical Disorders</li> </ul>	Lecture cum discussion Demonstration & Practice session Role play Visit to outpatient department, in patient and intensive care unit	<ul style="list-style-type: none"> <li>• Short Answer</li> <li>• OSCE</li> </ul>
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	<p><b>Intraoperative Care</b></p> <ul style="list-style-type: none"> <li>• Organization and physical set up of the operation theatre</li> <li>• Classification, O.T Design , Staffing</li> <li>• Members of the OT team</li> <li>• Duties and responsibilities of the nurse in OT</li> <li>• Position and draping for common surgical procedures</li> <li>• Instruments, sutures and suture materials, equipment for common surgical procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration, Practice session, and Case Discussion</li> <li>• Visit to receiving bay</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for patient intra operatively</li> <li>• Submit a list of disinfectants used for instruments with the action and</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		<p>equipment Demonstrate skill in scrubbing procedures</p> <p>Demonstrate skill in assessing the patient and document accurately the surgical safety checklist</p> <p>Develop skill in assisting with selected surgeries</p> <p>Explain the types, functions, and nursing considerations for different types of anesthesia</p>	<ul style="list-style-type: none"> <li>Disinfection and sterilization of equipment</li> <li>Preparation of sets for common surgical procedures</li> <li>Scrubbing procedures – Gowning, masking and gloving</li> <li>Monitoring the patient during the procedure</li> <li>Maintenance of the therapeutic environment in OT</li> <li>Assisting in major and minor operation, handling specimen</li> <li>Prevention of accidents and hazards in OT</li> <li>Anesthesia – types, methods of administration, effects and stages, equipment &amp; drugs</li> <li>• Legal aspects</li> </ul>		precaution
III	6 (T) 4 (L/SL)	<p>Identify the signs and symptoms of shock and electrolyte imbalances</p> <p>Develop skills in managing fluid and electrolyte imbalances</p> <p>Perform pain assessment and plans for the nursing management</p>	<p><b>Nursing care of patients with common signs and symptoms and management</b></p> <ul style="list-style-type: none"> <li>Fluid and electrolyte imbalance</li> <li>Shock</li> <li>Pain</li> </ul>	<p>Lecture, discussion, demonstration</p> <p>Case discussion</p>	<p>Short answer</p> <ul style="list-style-type: none"> <li>MCQ</li> <li>Case report</li> </ul>
IV	18 (T) 4 (L)	<p>Demonstrate skill in respiratory assessment</p> <p>Differentiates different breath sounds and lists the indications</p> <p>Explain the etiology, pathophysiology,</p>	<p><b>Nursing Management of patients with respiratory problems</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of respiratory system</li> <li>Nursing Assessment – history taking, physical assessment and diagnostic tests</li> <li>Common respiratory problems:</li> </ul>	<p>Lecture, discussion, Demonstration</p> <p>Practice session</p> <p>Case presentation</p> <p>Visit to PFT Lab</p>	<p>Essay</p> <ul style="list-style-type: none"> <li>Short answer</li> <li>OSCE</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems Describe the health behavior to be adopted in preventing respiratory illnesses	<ul style="list-style-type: none"> <li>• Upper respiratory tract infections</li> <li>• Chronic obstructive pulmonary diseases</li> <li>• Pleural effusion, Empyema , Bronchiectasis , Pneumonia</li> <li>• Lung abscess, Cyst and tumors, Chest Injuries</li> <li>• Acute respiratory distress syndrome, Pulmonary embolism, Health behaviors to prevent respiratory illness</li> </ul>		
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 Demonstrate skill in different feeding techniques	<b>Nursing Management of patients with disorders of digestive system</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of GI system</li> <li>• Nursing assessment –History and physical assessment</li> <li>• GI investigations</li> <li>• Common GI disorders: Oral cavity: lips, gums and teeth, Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation &amp; Peritonitis</li> <li>• Peptic &amp; duodenal ulcer, Mal-absorption, Appendicitis, Hernias, Hemorrhoids, fissures, Fistulas</li> <li>• Pancreas: inflammation, cysts, and tumors</li> <li>• Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors</li> <li>• Gall bladder: inflammation, tumors</li> <li>• Gastric decompression, gavage and stoma care, different feeding techniques</li> <li>• Alternative therapies, drugs used in treatment of</li> </ul>	Lecture, Discussion Demonstration, Role play Problem Based Learning Visit to stoma clinic	Short answer Quiz OSCE

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			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 noninvasive cardiac procedures Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders Complete BLS/BCLS module	<b>Nursing Management of patients with cardiovascular problems</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of cardio-vascular system</li> <li>• Nursing Assessment: History and Physical assessment</li> <li>• Invasive &amp; non-invasive cardiac procedures</li> <li>• Disorders of vascular system Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders</li> <li>• Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction</li> <li>• Valvar disorders: congenital and acquired</li> <li>• Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies</li> <li>• Cardiac dysrhythmias, heart block</li> <li>• Congestive heart failure, pulmonary edema, cardiogenic shock, cardiac tamponade</li> <li>• Cardiopulmonary arrest</li> </ul>	Lecture, discussion Demonstration Practice session Case Discussion Health education Drug Book/ presentation Completion of BCLS Module	Care plan <ul style="list-style-type: none"> <li>• Drug record</li> <li>• BLS/ BCLS evaluation</li> </ul>
VII	7 (T) 3 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological	<b>Nursing Management of patients with disorders of blood</b> <ul style="list-style-type: none"> <li>• Review of Anatomy and Physiology of blood</li> <li>• Nursing assessment: history, physical assessment &amp; Diagnostic tests</li> <li>• Anemia, Polycythemia</li> </ul>	Field visit to blood bank Counseling	Interpretation of blood reports <ul style="list-style-type: none"> <li>• Visit report</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		disorders Interpret blood reports Prepare and provides health education on blood donation	<ul style="list-style-type: none"> <li>Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia, agranulocytosis , Lymphomas, myelomas</li> </ul>		
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	<p><b>Nursing management of patients with disorders of endocrine system</b></p> <p>Review of anatomy and physiology of endocrine system</p> <p>Nursing Assessment –History and Physical Assessment</p> <p>Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors</p> <p>Diabetes mellitus</p>	Lecture, discussion, demonstration Practice session Case Discussion Health education	<ul style="list-style-type: none"> <li>Prepare health education on self-administration of insulin</li> <li>Submits a diabetic diet plan</li> </ul>
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	<ul style="list-style-type: none"> <li>Nursing management of patients with disorders of Integumentary system</li> <li>Review of anatomy and physiology of skin</li> <li>Nursing Assessment: History and Physical assessment</li> <li>Infection and infestations; Dermatitis</li> <li>Dermatoses; infectious and Non infectious</li> <li>Acne, Allergies, Eczema &amp; Pemphigus</li> <li>Psoriasis, Malignant melanoma, Alopecia</li> <li>Special therapies, alternative therapies</li> <li>Drugs used in treatment of disorders of integumentary</li> </ul>	Lecture, discussion Demonstration Practice session Case Discussion	<ul style="list-style-type: none"> <li>Drug report</li> <li>Preparation of Home care plan</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		medicated bath Prepare and provide health education on skin care	system		
X	16 (T) 4 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders Demonstrate skill in musculoskeletal assessment Prepare patient for radiological and no 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	<p><b>Nursing management of patients with musculoskeletal problems</b></p> <ul style="list-style-type: none"> <li>• Review of Anatomy and physiology of the musculoskeletal system</li> <li>• Nursing Assessment: History and physical assessment, diagnostic tests</li> <li>• Musculoskeletal trauma: Dislocation, fracture, sprain, strain, contusion, amputation</li> <li>• Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumor</li> <li>• Orthopedic modalities: Cast, splint, traction, crutch walking</li> <li>• Musculoskeletal inflammation: Bursitis, synovitis, arthritis</li> <li>• Special therapies, alternative therapies</li> <li>• Metabolic bone disorder: Osteoporosis, and Paget ‘s disease</li> <li>• Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott’s spine</li> <li>• Rehabilitation, prosthesis , Replacement surgeries</li> </ul>	Lecture/ Discussion Demonstration Case Discussion Health education	Nursing care plan Prepare health teaching on care of patient with cast
XI	20 (T) 3 (L)	Explain the etiology, pathophysiology, clinical	<b>Nursing management of patients with Communicable diseases</b>	Lecture, discussion, demonstration	Prepares and submits protocol

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		<p>manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases</p> <p>Demonstrate skill in barrier and reverse barrier techniques</p> <p>Demonstrate skill in execution of different isolation protocols</p>	<ul style="list-style-type: none"> <li>• Overview of infectious diseases, the infectious process</li> <li>• Nursing Assessment: History and Physical assessment, Diagnostic tests</li> <li>• Tuberculosis</li> <li>• Diarrheal diseases, hepatitis AE, Typhoid</li> <li>• Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza, Meningitis, Gas gangrene, Leprosy, Dengue, Plague, Malaria, Chikungunya, swine flu, Diphtheria, Pertussis, Tetanus, Poliomyelitis</li> <li>• COVID-19</li> <li>• Special infection control measures: Notification, Isolation, Quarantine, Immunization</li> </ul>	<p>Practice session</p> <p>Case Discussion/ seminar</p> <p>Health education</p> <p>Drug Book/ presentation</p> <p>Refer TB Control &amp; Management module</p>	<p>on various isolation techniques</p>

Course BSNS 302	Adult health nursing –I with integrated pathophysiology						
CO1		2	3	2	1	1	2
CO2		2	2	2	1	1	2
CO3		2	2	2	1	1	2
CO4		2	2	2	1	1	2
CO5		2	2	2	1	1	2
CO6		2	2	2	1	1	2
<b>AVERAGE, BSNS 302</b>		<b>2.00</b>	<b>2.17</b>	<b>2.00</b>	<b>1.00</b>	<b>1.00</b>	<b>2.00</b>



**CLINICAL POSTINGS – General Medical/Surgical Wards 10 weeks × 16 hours/week = 160 Hours**

<b>Clinical Unit</b>	<b>Duration (in Weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills(Supervised Clinical Practice)</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
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	<b>Communication and Nurse patient relationship</b> <ul style="list-style-type: none"> <li>• Maintaining Communication with patient and family and interpersonal relationship</li> <li>• Documentation and Reporting               <ul style="list-style-type: none"> <li>○ Documenting patient care and procedures</li> <li>○ Verbal report</li> <li>○ Written report</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
	2	Demonstrate skill in monitoring vital signs  Care for patients with altered vital signs  Demonstrate skill in implementing standard precautions and use of PPE	<i>Vital signs</i> <ul style="list-style-type: none"> <li>• Monitor/measure and document vital signs in a graphic sheet               <ul style="list-style-type: none"> <li>✓ Temperature (oral, tympanic, axillary)</li> <li>✓ Pulse (Apical and peripheral pulses), Respiration</li> <li>✓ Blood pressure, Pulse oximetry</li> </ul> </li> <li>• Interpret and report alteration</li> <li>• Cold Applications – Cold Compress, Ice cap, Tepid Sponging</li> <li>• Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter</li> </ul> <i>Infection control in Clinical settings</i> <ul style="list-style-type: none"> <li>• Hand hygiene, Use of PPE</li> </ul>	Care of patients with alterations in vital signs- 1  Fall risk assessment-1	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>

	<p>3</p>	<p>Demonstrate skill in meeting the comfort needs of the patients</p> <p>Provide safe and clean environment</p>	<p><b>Comfort, Rest &amp; Sleep, Pain and Promoting Safety in Health Care Environment</b></p> <p><i>Comfort, Rest &amp; Sleep</i></p> <ul style="list-style-type: none"> <li>• Bed making-             <ul style="list-style-type: none"> <li>○ Open, Closed, Occupied, Post-operative</li> <li>○ Cardiac bed, Fracture bed</li> </ul> </li> </ul> <p><b>Comfort devices</b></p> <ul style="list-style-type: none"> <li>○ Pillows</li> <li>○ Over bed table/cardiac table</li> <li>○ Back rest, Bed Cradle</li> </ul> <p><b>Therapeutic Positions</b></p> <ul style="list-style-type: none"> <li>○ Supine</li> <li>○ Fowlers (low, semi, high)</li> <li>○ Lateral. Prone, Sim's</li> <li>○ Trendelenburg, Dorsal recumbent</li> <li>○ Lithotomy, Knee chest</li> </ul> <p><b>Pain</b></p> <p><b>Pain assessment and provision for comfort</b></p> <p>Promoting Safety in Health Care Environment</p> <ul style="list-style-type: none"> <li>✓ Care of Patient's Unit</li> <li>✓ Use of Safety devices:</li> <li>✓ Side Rails</li> </ul> <p><b>Restraints (Physical)</b></p> <ul style="list-style-type: none"> <li>○ Fall risk assessment and Post Fall Assessment</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
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	2	Demonstrate skill in admission, transfer, and discharge of a patient	<p><b>Hospital Admission and discharge, Mobility and Immobility and Patient education</b></p> <p><i>Hospital Admission and discharge</i></p> <p>Perform &amp; Document:</p> <ul style="list-style-type: none"> <li>• Admission</li> <li>• Transfer</li> <li>• Planned Discharge</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
		Demonstrate skill in caring for patients with restricted mobility	<p><i>Mobility and Immobility</i></p> <ul style="list-style-type: none"> <li>• Range of Motion Exercises</li> <li>• Assist patient in: Moving</li> </ul>	<ul style="list-style-type: none"> <li>• Individual teaching-1</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
		Plan and provide appropriate health teaching following the principles	<ul style="list-style-type: none"> <li>○ Turning</li> <li>○ Logrolling</li> </ul> <p>Changing position of helpless patient</p> <p>Transferring (Bed to and from chair/wheelchair/stretchers) <i>Patient education</i></p>		
	1	Demonstrate skills in assessing and performing First Aid during emergencies	<p><b>First aid and Emergencies</b></p> <ul style="list-style-type: none"> <li>• <b>Bandaging Techniques</b></li> </ul> <p>Basic Bandages:</p> <ul style="list-style-type: none"> <li>✓ Circular, Spiral, Reverse-Spiral</li> <li>✓ Recurrent, Figure of Eight</li> </ul> <p><b>Special Bandages:</b></p> <ul style="list-style-type: none"> <li>○ Capelin, Eye/Ear Bandage, Jaw Bandage</li> <li>○ Shoulder Spica, Thumb Spica</li> <li>○ Triangular Bandage/ Sling (Head &amp; limbs) Binders</li> </ul>	<p>Module completion</p> <p>National Disaster Management Authority (NDMA) First Aid module (To complete it in clinical if not completed during lab)</p>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE (first aid competencies)</li> </ul>

# **B.SC. NURSING IV SEMESTER**

## B.SC NURSING SEMESTER-IV

<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>IV SEMESTER</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS 401</b>
<b>2</b>	<b>Course Title</b>	<b>PHARMACOLOGY-II, PATHOLOGY-II, GENETICS</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>80</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	<b>In respective sub-parts</b>
<b>6</b>	<b>Course Outcome</b>	<p><b><u>PHARMACOLOGY-II</u></b>            CO1- Describe the nursing responsibilities while administering drugs used in disorders of ENT and urinary system.            CO2 -Describe the nursing responsibilities while administering drugs used in disorders of nervous system.            CO3 Classify the drugs used for hormonal disorders and supplementation and medical termination of pregnancy.            CO4 Develop understanding about important drugs used before during and after labor.            CO5 Prepare awareness of common drugs used in alternative system of medicine.            CO6 Identify fundamental principles of prescribing medication and miscellaneous drugs used in emergencies.</p> <p><b><u>PATHOLOGY-II AND GENETICS</u></b>            CO1-Explain pathological changes in various diseases system.            CO2-Explain maternal, prenatal and genetic influences on development of defects and diseases            CO3-Apply the screening methods for genetic defects and diseases in neonates and children            CO4-Assess the genetic disorders in adolescents and adults.            CO5-Describe clinical pathology of various body system by following the principles and</p>

		<p>perspectives of hereditary</p> <p>CO6- Integrate the Nurses role in genetic counseling and services.</p>
7	<b>Course Description</b>	<p><b>PHARMACOLOGY – II</b></p> <p>This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics &amp; nursing implications. Further it develops understanding of fundamental principles of prescribing in students.</p> <p><b>PATHOLOGY - II AND GENETICS</b></p> <p>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.</p>

**Outline Syllabus: BSN (PHARMACOLOGY-II, PATHOLOGY-II, GENETICS) Syllabus of PHARMACOLOGY**

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	4 (T)	Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	<p><b>Drugs used in disorders of ear, nose, throat &amp; Eye</b></p> <ul style="list-style-type: none"> <li>• Antihistamines</li> <li>• 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</li> </ul>	Lecture Cum Discussion Drug study/ presentation	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
II	4 (T)	Describe drugs acting on urinary system & nurse's responsibilities	<p><b>Drugs used on urinary system</b></p> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used drugs Renin angiotensin system</li> <li>• Diuretics and antidiuretics</li> <li>• Drugs toxic to kidney</li> <li>• Urinary antiseptics, Treatment of UTI acidifiers and alkalinizes</li> <li>• Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse</li> </ul>	Lecture discussion Drug study/ presentation	Short answer questions Objective type
III	10 (T)	Describe drugs used on nervous system & nurse's responsibilities	<ul style="list-style-type: none"> <li>• Drugs acting on nervous system</li> <li>• Basis &amp; applied pharmacology of commonly used drugs, Analgesics and anesthetics</li> <li>• Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs</li> </ul>	Lecture cum discussion Drug study/ presentation	Short answer questions Objective type

			<ul style="list-style-type: none"> <li>• Antipyretics, Opioids &amp; other central analgesics</li> <li>• General (techniques of GA, pre-anesthetic medication) &amp; local anesthetics</li> <li>• Gases: oxygen, nitrous, oxide, carbon-dioxide &amp; others</li> <li>• Hypnotics and sedatives, Skeletal muscle relaxants</li> <li>• Antipsychotics</li> <li>• Mood stabilizers</li> <li>• Antidepressants, Antianxiety Drugs, Anticonvulsants</li> <li>• Drugs for neurodegenerative disorders &amp; miscellaneous drugs</li> <li>• Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse</li> </ul>		
IV	5 (T)	Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities	<b>Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy</b> <ul style="list-style-type: none"> <li>• Estrogens and progesterone</li> </ul> Oral contraceptives and hormone replacement therapy <ul style="list-style-type: none"> <li>• Vaginal contraceptives</li> <li>• Drugs for infertility and medical termination of pregnancy</li> </ul> Uterine stimulants and relaxants <ul style="list-style-type: none"> <li>• Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	Lecture cum discussion Drug study/ presentation	Short answer questions Objective type
V	3 (T)	Develop understanding about important drugs used for women before, during	<b>Drugs used for pregnant women during antenatal, labor and postnatal period</b> <ul style="list-style-type: none"> <li>• Tetanus prophylaxis, Iron and Vitamin K1 supplementation</li> </ul>	Lecture cum Discussion Drug study/	Short answer Objective type



		and after labor	<ul style="list-style-type: none"> <li>• Oxytocin, Misoprostol</li> <li>• Methyl prostaglandin F2-alpha, Magnesium, Calcium gluconate</li> </ul>	presentation	
<b>VI</b>	10 (T)	Describe drugs used in de-addiction, emergency, poisoning, vitamins & minerals supplementation, drugs used for immunization & immune-suppression & nurse's responsibilities	<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>• Drugs used for de-addiction</li> <li>• Drugs used in CPR and emergency-adrenaline, hydrocortisone, Dexamethasone</li> <li>• IV fluids &amp; electrolytes replacement</li> <li>• Common poisons, drugs used for treatment of poisoning</li> <li>• Activated charcoal, Ipecac, Antidotes,</li> <li>• Anti-snake venom (ASV)</li> <li>• Vitamins and minerals supplementation</li> <li>• Vaccines &amp; sera (Universal immunization Programs schedules)</li> <li>• Anticancer drugs: Chemotherapeutic drugs commonly used</li> <li>• Immuno-suppressants and Immuno-stimulants</li> </ul>	Lecture cum Discussion Drug study/presentation	Short answer Objective type
<b>VII</b>	4 (T)	Demonstrate awareness of common drugs used in alternative system of medicine	<b>Introduction to drugs used in alternative systems of medicine</b> Ayurveda, Homeopathy, Unani and Siddha etc. Drugs used for common ailments	Lecture cum Discussion Observational visit	Short answer Objective type
<b>VIII</b>	20 (T)	Demonstrate understanding about fundamental principles of prescribing	<b>Fundamental principles of prescribing</b> 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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Explain pathological changes in disease conditions of various systems	<p><b>Special Pathology:</b>  <b>Pathological changes in disease conditions of selected Systems</b>  <b>Kidneys and Urinary tract</b>            Glomerulonephritis, Pyelonephritis, Renal calculi            Cystitis, Renal Cell Carcinoma            Renal Failure (Acute and Chronic)</p> <p><b>Male genital systems</b>            Cryptorchidism, Testicular atrophy            Prostatic hyperplasia, Carcinoma penis and Prostate.</p> <p><b>Female genital system</b>            Carcinoma cervix, Carcinoma of endometrium            Uterine fibroids, Ovarian cyst and tumors            Vesicular mole and Chorion carcinoma</p> <p><b>Breast</b>            Fibrocystic changes, Fibro adenoma            Carcinoma of the Breast</p> <p><b>Central nervous system</b>            Meningitis, Encephalitis, Stroke Tumors of CNS</p>	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 feces	<p><b>Clinical Pathology</b>            Examination of body cavity fluids: Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests</p>	Lecture Discussion Visit to clinical lab and biochemistry lab	Short answer Objective type

## GENETICS

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Explain nature, principles and perspectives of heredity	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Practical application of genetics in nursing</li> <li>• Impact of genetic condition on families</li> <li>• Review of cellular division: mitosis and meiosis</li> <li>• Characteristics and structure of genes</li> <li>• Chromosomes: sex determination</li> <li>• Chromosomal aberrations, Patterns of inheritance</li> <li>• Mendelian theory of inheritance</li> <li>• Multiple allots and blood groups</li> <li>• Sex linked inheritance, Mechanism of inheritance</li> <li>• Errors in transmission (mutation)</li> </ul>	Lecture Discussion Explain using slides	Short answer Objective type
II	2 (T)	Explain maternal, prenatal and genetic influences on development of defects and diseases	<b>Maternal, prenatal and genetic influences on development of defects and diseases</b> <ul style="list-style-type: none"> <li>• Conditions affecting the mother: genetic and infections</li> <li>• Consanguinity atopy</li> <li>• Prenatal nutrition and food allergies</li> <li>• Maternal age, Maternal drug therapy</li> <li>• Prenatal testing and diagnosis</li> <li>• Effect of Radiation, drugs and chemicals</li> <li>• Infertility, Spontaneous abortion</li> <li>• Neural Tube Defects and the role of folic acid in lowering the risks</li> <li>• Down syndrome (Trisomy 21)</li> </ul>	Lecture Discussion Explain using slides	Short answer Objective type

<b>III</b>	2 (T)	Explain the screening methods for genetic defects and diseases in neonates and children	<b>Genetic testing in the neonates and children</b> <ul style="list-style-type: none"> <li>• Screening for</li> <li>• Congenital abnormalities</li> <li>• Developmental delay</li> <li>• Dimorphism</li> </ul>	Lecture Discussion Explain using slides	Short answer Objective type
<b>IV</b>	2 (T)	Identify genetic disorders in adolescents and adults	<b>Genetic conditions of adolescents and adults</b> <ul style="list-style-type: none"> <li>• Cancer genetics: Familial cancer, Inborn errors of metabolism</li> <li>• Blood group alleles and hematological disorder</li> <li>• Genetic haemochromatosis</li> <li>• Huntington's disease, Mental illness</li> </ul>	Lecture Discussion Explain using slides	Short answer Objective type
<b>V</b>	2 (T)	Describe the role of nurse in genetics services and counselling	<b>Services related to genetics</b> <ul style="list-style-type: none"> <li>• Genetic testing, Gene therapy</li> <li>• Genetic counselling</li> <li>• Legal and Ethical issues, Role of nurse</li> </ul>	Lecture Discussion	Short answer Objective type

Course BSNS 401	Pathology-II and genetics						
CO1		2	1	1	1	1	1
CO2		1	1	1	1	1	1
CO3		2	1	2	1	2	1
CO4		2	1	2	1	2	1
CO5		2	1	2	1	1	1
CO6		1	2	1	3	1	1
<b>AVERAGE, BSNS 401</b>	<b>1.67</b>	<b>1.17</b>	<b>1.50</b>	<b>1.33</b>	<b>1.33</b>	<b>1.00</b>	



**ADULT HEALTH NURSING- II WITH INTEGRATED PATHOPHYSIOLOGY**  
**Including Geriatric Nursing and Palliative Care Module**

<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>IV Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS 402</b>
<b>2</b>	<b>Course Title</b>	<b>ADULT HEALTH NURSING –II WITH INTEGRATED PATHOPHYSIOLOGY INCLUDING GERIATRIC NURSING</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>660</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	<b>In respective sub-parts</b>
<b>6</b>	<b>Course Outcome</b>	CO1- Explain the nursing management of patient with disorders of ENT and EYE disorders. CO2- Explain the nursing management of patient with disorders of urinary system and male reproductive system. CO3- Explain the nursing management of patient with burns, cosmetic surgery and neurological disorders. CO4- Explain the nursing management of patient with disorders of immunological and oncological. CO5- Describe the nursing management of elderly and emergencies situation. CO6- Describe the nursing management of patient in critical care units and various occupational disorders
<b>7</b>	<b>Course Description</b>	<p>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.</p> <p>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.</p>

### Outline of Syllabus: Adult Health Nursing –II with Integrated Pathophysiology Including Geriatric Nursing

Unit	Time (Hrs)	Learning outcomes	Content	Teaching /Learning Activities	Assessment Methods
I	12 (T) 4 (SL)	Explain the etiology , pathophysiology , clinical manifestation , diagnostic measures and medical surgical, nutritional and nursing management of patient with ENT disorders.	<p>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 )</p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the ear , nose and throat</li> <li>History, physical assessment, and diagnostic test</li> <li>History, physical assessment, and diagnostic tests</li> <li>Ear:- External ear: deformities otalgia, foreign bodies and tumors -Inner ear: Meniere’s disease, ototoxicity tumors</li> <li>Upper respiratory airway infection: Rhinitis , sinusitis , tonsillitis, laryngitis</li> <li>Epistaxis, nasal obstruction , laryngeal obstruction</li> <li>Deafness and its management</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Demonstration of hearing aids , nasal packing , medication administration</li> <li>Visit to audiology and speech clinical</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Short answer</li> <li>Essay</li> <li>OSCE</li> <li>Assessment of skill (using checklist )</li> <li>Quiz</li> <li>Drug book</li> </ul>
II	12 (T) 4 ( SL)	Explain the etiology , pathophysiology , clinical manifestation , diagnostic evaluation and management of patient with disorders of Eye  Describe eye donation , banking and transplantation	<p>Nursing management of patient with disorders of eye</p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the eye</li> <li>History , physical assessment , diagnostic assessment</li> </ul> <p>Eye Disorders</p> <ul style="list-style-type: none"> <li>Refractive errors</li> <li>Eyelids: infection , deformities</li> <li>Conjunctiva : inflammation and infection bleeding</li> <li>Cornea : inflammation and infection</li> <li>Lens : cataract, Glaucoma</li> <li>Retinal detachment, Blindness</li> <li>Eye donation , banking and transplantation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Demonstration of visual aids , lens ,medication administration</li> <li>Visit to eye bank</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Short Essay</li> <li>OSCE</li> <li>Drug book</li> </ul>
III	15 (T) 4(SL)	Explain the etiology, pathophysiology, clinical manifestation , diagnostic tests , and medical , surgical , nutritional , and nursing management of Kidney and urinary system disorders	<p>Nursing management of patient with Kidney and Urinary problems</p> <ul style="list-style-type: none"> <li>Review of Anatomy and Physiology of the genitourinary system</li> <li>History , physical assessment , diagnostic tests</li> <li>Urinary tract infection : acute , chronic , lower , upper</li> <li>Nephritis , Nephrotic syndrome</li> <li>Renal calculi</li> <li>Acute and chronic renal failure</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Case discussion</li> <li>Health education</li> <li>Drug book</li> <li>Field visit – visits hemodialysis unit</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Short Note</li> <li>Long essay</li> <li>Case report</li> <li>Submits</li> <li>health teaching on prevention of urinary</li> </ul>

		<p>Demonstration skill in genitourinary assessment</p> <p>Prepare patient for genitourinary investigation</p> <p>Prepare and provide health education on prevention of renal calculi</p>	<ul style="list-style-type: none"> <li>Disorders of ureter , urinary bladder and urethra</li> <li>Disorders of prostate : inflammation , infection , structure , obstruction , and Benign prostate Hypertrophy</li> </ul>		calculi
IV	6(T)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders</p>	<p>Nursing management of disorder of male reproductive system</p> <p>Review of anatomy and physiology of the male reproductive system</p> <p>History, physical assessment diagnostic tests</p> <p>Infections of testis, penis and adjacent structure: Epididymitis, and Sexual dysfunction, infertility, contraception</p> <p>Male breast disorders: gynecomastia, tumor, climacteric changes</p>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case discussion</li> <li>Health education</li> </ul>	<ul style="list-style-type: none"> <li>Short essay</li> </ul>
V	10(T) 4(L/S L)	<p>Explain the etiology pathophysiology clinical manifestation types diagnostic measures and management of patient with disorders of burns/cosmetic surgeries and its significance</p>	<p>Nursing management of patient with burns, reconstructive and cosmetic surgery</p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the skin and connective tissue</li> <li>History, physical assessment , assessment of burns and fluid &amp; electrolyte loss</li> <li>Burns</li> <li>Reconstructive and cosmetic surgery for burns congenital deformities, injuries and cosmetic purposes, gender reassignment</li> <li>Legal and ethical aspects</li> <li>Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation use of derma filters</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Demonstration of burn wound assessment, vacuum dressing and fluid calculation</li> <li>Visit to burn rehabilitation centers</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> <li>Short notes</li> </ul>
VI	16(T) 4(L/S)	<p>Explain the etiology pathophysiology,</p>	<p>Nursing management of patient with neurological disorders</p>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> </ul>

	L)	clinical manifestation diagnostic measures and management of patients with neurological disorders	<ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the neurological system</li> <li>• History, physical and neurological assessment, diagnostic tests</li> <li>• Headache, head injuries</li> <li>• Spinal injuries: paraplegia, hemiplegia, quadriplegia</li> <li>• Spinal cord compression: herniation of in vertebral disc</li> <li>• Intra cranial and cerebral aneurysms</li> <li>• Meningitis, encephalitis, brain abscess, neuro- cysticercooids</li> <li>• Movement disorders: chores, seizures and epilepsies</li> <li>• Cerebrovascular disorders : CVA</li> <li>• Cranial, spinal neuropathies: bell's palsy, trigeminal neuralgia</li> <li>• Peripheral neuropathies</li> <li>• Degenerative disease : Alzheimer's disease , Parkinson's disease</li> <li>• Gillian – Barre Syndrome, Myasthenia Gravis and multiple sclerosis</li> <li>• Rehabilitation of patient with neurological deficit</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of physiotherapy , neuro assessment, tracheostomy care</li> <li>• Visit to rehabilitation center, long term care clinics, EEG , NCV Study Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Short notes</li> <li>• Essay</li> <li>• Drugs book</li> </ul>
VII	12(T) 4(L/S L)	<p>Explain the etiology pathophysiology clinical manifestations, diagnostic test and medical , surgical , nutritional and nursing management of immunological disorder</p> <p>Prepare and provides health education on prevention of HIV infection and rehabilitation</p> <p>Describe the national inflection control</p>	<p>Nursing management of patients with immunological problems</p> <ul style="list-style-type: none"> <li>• Review of immune system</li> <li>• Nursing assessment: history and physical assessment</li> <li>• HIV &amp; AIDS: epidemiology transmission, prevention of transmission and management of HIV/AIDS</li> <li>• Role of nurse; counselling health education and home care consideration and rehabilitation</li> <li>• National AIDS control Programs NACO various national andinternational agencies for infection control</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion/seminar</li> <li>• Refer module on HIVAIDS</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Case presentationn</li> </ul>



		programs			
VIII	12(T) 4(L/S L)	Explain the etiology pathophysiology type, clinical manifestations, staging diagnostic measures and management of patients with different cancer treatment modalities including newer treatments	<p>Nursing management of patient with oncological conditions</p> <ul style="list-style-type: none"> <li>• Structure and characteristics of normal and cancer cells</li> <li>• History, physical assessment diagnostic tests</li> <li>• Prevention screening early detections warning sign of cancer</li> <li>• Epidemiology staging clinical manifestations, diagnosis treatment modalities, medical and surgical nursing management of oncological condition</li> <li>• Common malignancies of various body system eye, nose, ear, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney prostate Brain spinal cord.</li> <li>• Oncological emergencies</li> <li>• Modalities of treatment chemotherapy, Radiotherapy: radiation safety , AERB regulations Surgical intervention, stem cell and bone marrow transplant Immunotherapy, Gene therapy</li> <li>• Psychological aspects of cancer: anxiety, depression ,insomnia, anger Supportive care</li> <li>• Hospice care management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of chemotherapy preparation and administration</li> <li>• Visit to BMT radiotherapy units (linear accelerator, brachytherapy, etc.) nuclear medicine unit</li> <li>• Completion of palliative</li> <li>• Module during clinical hours (20 hours )</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Essay</li> <li>• Quiz</li> <li>• Drug book</li> <li>• Counselling health teaching</li> </ul>
IX	15(T) 4(L/S L)	Explain the types policies, guidelines, prevention and management of disaster and the etiology pathophysiology clinical manifestation diagnostic measure and management of patient with acute emergencies	<p>Nursing of patient in emergency and disaster situation</p> <ul style="list-style-type: none"> <li>• Disaster nursing</li> <li>• Concept and principle of disaster nursing, related policies</li> <li>• Types of disaster natural: natural and manmade</li> <li>• Disaster preparedness: team guidelines, protocols, equipment resource</li> <li>• 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</li> <li>• Principles of emergency management</li> <li>• Medico legal aspect</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of disaster preparedness( Mock drill) and triaging</li> <li>• Filed visit to local disaster management centers or demo by fire extinguishers</li> <li>• Group presentation ( role play , skit, concept mapping ) on different emergency care</li> <li>• Refer trauma care management ATCN module</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Case presentation and case study</li> </ul>

				<ul style="list-style-type: none"> <li>Guided reading on national disaster management authority ( NDMA ) guidelines</li> </ul>	
X	10 (T)	<p>Explain the concept, physiological changes, and psychological problems of ageing</p> <p>Describe the nursing management of the elderly</p>	<p><b>Nursing care of the elderly</b></p> <ul style="list-style-type: none"> <li>History and physical assessment</li> <li>Ageing process and age related body changes and psychosocial aspects</li> <li>Stress and coping in elderly patient</li> <li>Psychosocial and sexual abuse of elderly</li> <li>Role of family and formal and non-formal caregivers</li> <li>Use of aids and prosthesis (hearing aids, dentures )</li> <li>Legal and ethical issues</li> <li>National programs for elderly, privileges community programs and health services</li> <li>Home and institutional care</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Demonstration of communication with visual hearing impaired</li> <li>Field visit to old age homes</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> <li>Case presentation</li> <li>Assignment on family system of India focusing on geriatric population</li> </ul>
XI	15 (T) 8(L/S L)	<p>Explain the etiology, pathophysiology, clinical manifestation, diagnostic measures and managements of patient in critical care unit.</p>	<p><b>Nursing management of patient in critical care unit</b></p> <ul style="list-style-type: none"> <li>Principles of critical care nursing</li> <li>Organizations: physical set-up, policies, staffing norms</li> <li>Protocols, equipment and supplies</li> <li>Use and application of critical care bio medical equipment: ventilators, cardiac monitors, defibrillators, infusion pumps, resuscitations and any others;</li> <li>Advanced cardiac life support</li> <li>Nursing management of critically ill patient</li> <li>Transitional care</li> <li>Ethical and legal aspects</li> <li>Breaking bad news to patients and/or their families: communications with patient and family</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Demonstration on the use of mechanical ventilator, cardiac monitor, etc.</li> <li>Clinical practice in different ICUs</li> </ul>	<ul style="list-style-type: none"> <li>Objective type</li> <li>Short notes</li> <li>Case presentation</li> <li>Assessment of skill on monitoring of patients ICU.</li> <li>Written assignment on ethical and legal issues in critical care</li> </ul>

			<ul style="list-style-type: none"> <li>End of the life care</li> </ul>		
XII	5(T)	Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures and management of patient with occupational/industrial health disorder	<p><b>Nursing management of patient occupational and industrial disorders</b></p> <ul style="list-style-type: none"> <li>History, physical examination, diagnostic tests</li> <li>Occupational diseases and management</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Industrial visit</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on industrial health hazards</li> </ul>

<b>CO1</b>	<b>Adult Health Nursing –II With Integrated Pathophysiology Including Geriatric Nursing</b>	2	2	2	1	1	2
<b>CO2</b>		2	2	2	1	1	2
<b>CO3</b>		2	3	2	1	1	2
<b>CO4</b>		2	2	2	1	1	2
<b>CO5</b>		2	3	2	2	1	2
<b>CO6</b>		2	2	2	2	2	2
<b>AVERAGE</b>		<b>2.00</b>	<b>2.33</b>	<b>2.00</b>	<b>1.33</b>	<b>1.17</b>	<b>2.00</b>



**ADULT HEALTH NURSING- II WITH INTEGRATED PATHOPHYSIOLOGY**  
**Including Geriatric Nursing AND PALLIATIVE CARE MODULE**  
**CLINICAL PRACTICUM**

<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>BSC. (NURSING )</b>
<b>SENESTER</b>		<b>IV Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS 451</b>
<b>2</b>	<b>Course Title</b>	<b>ADULT HEALTH NURSING –II WITH INTEGRATED PATHOPHYSIOLOGY INCLUDING GERIATRIC NURSING</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>CLINICAL PRACTICUM: 6 Credits (480 Hours)-20 weeks x 24 hours</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Corse Objectives</b>	<b>In respective sub-parts</b>
<b>6</b>	<b>Course Outcome</b>	CO1- Explain the nursing management of patient with disorders of ENT and EYE disorders. CO2- Explain the nursing management of patient with disorders of urinary system and male reproductive system. CO3- Explain the nursing management of patient with burns, cosmetic surgery and neurological disorders. CO4- Explain the nursing management of patient with disorders of immunological and oncological. CO5- Describe the nursing management of elderly and emergencies situation. CO6- Describe the nursing management of patient in critical care units and various occupational disorders
<b>7</b>	<b>Course Description</b>	<p>PRACTICE COMPETENCIES: On completion of the clinical practice on, 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 &amp; surgical disorders of ear; nose, throat, eye, Genitourinary, reproductive, immunologic, nervous systems and in emergency/disaster conditions.</p> <p>The students will be competent to</p> <ul style="list-style-type: none"><li>• Utilize the nursing process in providing care to the sick adults in the hospital</li><li>• Perform complete health assessment to establish a data base for providing quality patient care.</li><li>• Integrate the knowledge of diagnostic test in patient assignment.</li><li>• Identify nursing diagnoses and list them according to priority.</li><li>• Formulate nursing care plan, using problem solving approach.</li><li>• Apply scientific principles while giving nursing care to patient&amp; Develop skill in performing nursing procedures applying scientific principle.</li></ul>

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|  | <ul style="list-style-type: none"><li>• Establish/develop interpersonal relationship with patients and family members.</li><li>• Evaluate the expected outcomes and modify the plan according to the patient needs.</li><li>• Provide comfort and safety to adult patients in the hospital.</li><li>• Maintain safe environment for patients during hospitalization.</li><li>• Explain nursing actions appropriately to the patients and family members.</li><li>• Ensure patient safety while providing nursing procedures.</li><li>• Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.</li><li>• Provide pre, intra and post-operative care to patients undergoing surgery.</li><li>• Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders.</li><li>• Integrate evidence-based information while giving nursing care to patients.</li><li>• Demonstrate the awareness of legal and ethical issues in nursing practice.</li></ul> |
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## **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	<ul style="list-style-type: none"> <li>Examination of ear, nose, throat and History taking</li> <li>Applying bandages to Ear, Nose, Tracheostomy care</li> <li>Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures</li> <li>Auditory screening tests, Audiometric tests</li> <li>Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing</li> <li>Preparation and after care of patients undergoing ENT surgical procedures</li> <li>Instillation of drops/medication</li> </ul>	<ul style="list-style-type: none"> <li>ENT assessment -1</li> <li>Case study/ Clinical presentation - I</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>OSCE</li> <li>Case report study/ Clinical presentation</li> </ul>

## 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	<p>Develop skill in providing care to patients with Eye disorders</p> <p>Educate the patients and their families</p>	<ul style="list-style-type: none"> <li>• History taking, Examination of eyes and interpretation</li> <li>• A -I ting</li> <li>• Visual acuity</li> <li>• Fundo copy, retinoscopy, ophthalmoscopy, tonometry,</li> <li>• Refraction tests</li> <li>• Pre and post-operative care</li> <li>• Instillation of drops/ medication</li> <li>• Eye irrigation</li> <li>• Application of eye bandage</li> <li>• Assisting with foreign body removal</li> </ul>	<ul style="list-style-type: none"> <li>• Eye assessment -1</li> <li>• Health teaching</li> <li>• Case study/ Clinical Presentation- 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• OSCE</li> <li>• Clinical presentation</li> </ul>

### 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	<ul style="list-style-type: none"> <li>• Assessment of kidney and urinary system               <ul style="list-style-type: none"> <li>o History taking</li> <li>o Physical examination</li> <li>o testicular self-examination</li> <li>o digital rectal exam</li> </ul> </li> <li>• Preparation and assisting with diagnostic and therapeutic procedures               <ul style="list-style-type: none"> <li>o Cystoscopy</li> <li>o Contrast studies: IVP etc.</li> <li>o Peritoneal dialysis</li> <li>o Hemodialysis,</li> <li>o Lithotripsy</li> <li>o Specific tests: Semen gonorrhea test, Renal/ Prostate Biopsy etc.</li> </ul> </li> <li>• Catheterization: care</li> <li>• Bladder irrigation</li> <li>• VO recording and monitoring</li> <li>• Ambulation and exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment - I</li> <li>• Drug presentation - 1</li> <li>• Care study/ Clinical presentation - 1</li> <li>• Preparing and</li> <li>• hemodialysis</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Care plan</li> <li>• OSCE</li> <li>• Quiz</li> <li>• Drug presentation</li> </ul>

### 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	<ul style="list-style-type: none"> <li>• Assessment of burns</li> <li>• First aid of burns</li> <li>• Fluid &amp; electrolyte replacement therapy</li> <li>• Skin care</li> <li>• Care of Burn wounds               <ul style="list-style-type: none"> <li>- Bathing</li> <li>- Dressing</li> </ul> </li> <li>• Pre-operative and post- operative care of patients</li> <li>• Caring of skin graft and post cosmetic surgery</li> <li>• Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• bum wound assessment - 1</li> <li>• care study/case presentation - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation,</li> <li>• Care study/case report</li> </ul>

### C. Nursing Management of Patients with neurological disorders

#### a. Skill Lab

Use of manikins and simulators

- i. Range of motion exercises
- ii. Muscle strengthening exercises
- iii. 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	<ul style="list-style-type: none"> <li>• History taking; Neurological Examination</li> <li>• Patient monitoring</li> <li>• Prepare and assist for various invasive and non-invasive diagnostic procedures</li> <li>• Range of motion exercises, muscle strengthening</li> <li>• Care of medical, surgical and rehabilitative patients</li> </ul>	<ul style="list-style-type: none"> <li>• Neuro-assessment -1</li> <li>• Case study/ case presentation - I</li> <li>• Drug presentation - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Neuro assessment</li> <li>• OSCE</li> <li>• Case report/ presentations</li> </ul>

### Nursing Management of Patients with Immunological Disorders

#### A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

### 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	<ul style="list-style-type: none"> <li>History taking</li> <li>Immunological status assessment (e.g. HIV) and Interpretation of specific tests</li> <li>Caring of patients with low immunity</li> </ul> Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills	<ul style="list-style-type: none"> <li>Assessment of immune status</li> <li>Teaching of isolation to patient and family care givers</li> <li>Nutritional management</li> <li>Care Note - 1</li> </ul>	<ul style="list-style-type: none"> <li>Care note</li> <li>Quiz</li> <li>Health Teaching</li> </ul>

### V. Nursing Management of Patients with disorders of Oncological conditions

#### A. Skill Lab

##### Use of manikins and simulators

- i. Application of topical medication
- ii. 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	<ul style="list-style-type: none"> <li>• History taking &amp; physical examination of cancer patients</li> <li>• Screening for common cancers: TNM classification</li> <li>• Preparation, assisting and after care patients undergoing diagnostic procedures               <ul style="list-style-type: none"> <li>- Biopsies/FNAC</li> <li>- Pap smear</li> <li>- Bone-marrow aspiration</li> </ul> </li> <li>• Various modalities of treatment               <ul style="list-style-type: none"> <li>- Chemotherapy, Radiotherapy</li> <li>- Pain management, Stoma therapy</li> <li>- Hormonal therapy, Immune therapy</li> <li>- Gene therapy, Alternative therapy</li> </ul> </li> <li>• Stoma care and feeding</li> <li>• Caring of patients treated with nuclear medicine               <ul style="list-style-type: none"> <li>- Rehabilitation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assessment - 1</li> <li>• Care study/ clinical presentation - 1</li> <li>• Pre and post-operative care of patient with various modes of cancer treatment</li> <li>• Teaching on BSE to family members</li> <li>• Visit to palliative care unit</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Care study</li> <li>• Quiz</li> <li>• Drug book</li> </ul>

### Nursing Management of Patients in emergency conditions

#### A. Skill Lab

##### Use of manikins and simulators

- i. Assessment: primary and secondary survey
- ii. 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	<ul style="list-style-type: none"> <li>• Practicing 'triage'</li> <li>• Primary and secondary survey in emergency</li> <li>• Examination, investigations &amp; their interpretations, in emergency &amp; disaster situations</li> <li>• Emergency care of medical and traumatic injury patients</li> <li>• Documentations, assisting in legal procedures in emergency unit</li> <li>• Managing crowd</li> <li>• Counseling the patient and family in dealing with grieving &amp; bereavement</li> </ul>	<ul style="list-style-type: none"> <li>• Triage</li> <li>• Immediate care</li> <li>• Use of emergency trolley</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Quiz</li> </ul>

**Nursing Management of geriatric patients**

**A. Skill Lab**

Use of manikins and simulators

- i. 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	I	Develops skill in geriatric assessment and providing care to patients with geriatric illness	<ul style="list-style-type: none"> <li>History taking and assessment of Geriatric patient</li> </ul>	<ul style="list-style-type: none"> <li>Geriatric assessment - 1</li> <li>Care of normal and geriatric patient with illness</li> <li>Fall risk assessment - I</li> <li>Functional status assessment - I</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>Care plan</li> </ul>

### Nursing Management of Patients in critical care units

#### A. Skill Lab

##### Use of manikins and simulators

- i. Assessment critically ill
- ii. ET tube set up -suction
- iii. TT suction
- iv. Ventilator set up
- v. Chest drainage
- vi. Bag mask ventilation
- vii. Central & Peripheral line
- viii. 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	<ul style="list-style-type: none"> <li>• Assessment of critically ill patients</li> <li>• Assisting in arterial puncture, ET tube intubation &amp; exudation</li> <li>• ABG analysis &amp; interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis</li> <li>• Setting up of Ventilator modes and settings and care of patient on a ventilator</li> <li>• Set up of trolley with instruments</li> <li>• Monitoring and maintenance of Chest drainage system</li> <li>• Bag and llll15k ventilation</li> <li>• Assisting and maintenance of Central and peripheral lines</li> <li>• Setting up of infusion pump, defibrillator,</li> <li>• Drug administration-infusion, intra cardiac, intrathecal, epidural,</li> <li>• Monitoring pacemaker</li> <li>• ICU care bundle</li> <li>• Management of the dying patient in the ICU</li> </ul>	<ul style="list-style-type: none"> <li>• Hemodynamic monitoring</li> <li>• Different scales used in ICU</li> <li>• Communicating with critically ill patients</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• OSCE</li> <li>• RASS scale assessment</li> <li>• Use of VAE bundle VAP, BSI</li> <li>• Case Presentation</li> </ul>

<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc.(NURSING)</b>
<b>SEMESTER</b>		<b>IV Semester</b>
<b>1</b>	<b>Course Code</b>	<b>BSNS403</b>
<b>2</b>	<b>Course Title</b>	<b>PROFESSIONALISM, PROFESSIONAL VALUES &amp; ETHICS INCLUDING BIOETHICS</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>20 hours</b>
<b>4</b>	<b>Course Status</b>	<b>CC,AECC</b>
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts
<b>6</b>	<b>Course Outcome</b>	<p>CO1- Describe the concept of professionalism and responsibilities of regulatory bodies in nursing</p> <p>CO2- Discuss the importance of professional values in nursing.</p> <p>CO3- Explain ethical principles and concept of bioethics.</p> <p>CO4- Discuss ethical issues and dilemmas in nursing and explain the process of ethical decision making</p> <p>CO5- Describe the code of ethics given by INC.</p> <p>CO6- Discuss the rights of patient and families to make right health care decisions.</p>
<b>7</b>	<b>Course Description</b>	<b>Professionalism:</b> - 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.



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5	<p>Discuss nursing as a profession</p> <p>Describe the concepts and attributes of professionalism</p> <p>Identify the challenges of professionalism</p> <p>Maintain respectful communication and relationship with other health team members, patients and society</p> <p>Demonstrate professional conduct</p> <p>Respect and maintain professional boundaries Between patients, colleagues and society</p> <p>Describe the roles and responsibilities of regulatory bodies and</p>	<p><b>PROFESSIONALISM Profession</b></p> <ul style="list-style-type: none"> <li>• Definition of profession</li> <li>• Criteria of a profession</li> <li>• Nursing as a profession</li> </ul> <p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>• Definition and characteristics of professionalism</li> <li>• Concepts, attributes and indicators of professionalism</li> <li>• <i>Challenges of professionalism</i></li> <li>• Personal identity vs professional identity</li> <li>• Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records</li> <li>• Communication &amp; Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making</li> <li>• Relationship with patients and society</li> </ul> <p><b>Professional Conduct</b></p> <ul style="list-style-type: none"> <li>• Following ethical principles</li> <li>• Adhering to policies, rules and regulation of the institutions</li> <li>• Professional etiquettes and behaviors</li> <li>• Professional grooming: Uniform, Dress code</li> <li>• Professional boundaries: professional relationship with the patients,</li> </ul>	<p><input type="checkbox"/> <input type="checkbox"/> Lecture cum Discussion</p> <p><input type="checkbox"/> <input type="checkbox"/> Debate</p> <p><input type="checkbox"/> <input type="checkbox"/> Role play</p>	<p><input type="checkbox"/> <input type="checkbox"/> Short answer</p> <p><input type="checkbox"/> <input type="checkbox"/> Essay</p> <p><input type="checkbox"/> <input type="checkbox"/> Objective type</p>

II	5	<p>professional organizations</p> <p>Discuss the importance of professional values</p> <p>Distinguish between personal values and professional values</p> <p>Demonstrate appropriate professional values in nursing practice</p>	<ul style="list-style-type: none"> <li>caregivers and team members</li> </ul> <p><b>Regulatory Bodies &amp; Professional Organizations: Roles &amp; Responsibilities</b>  <i>Regulatory bodies:</i> Indian Nursing Council, State Nursing Council  <i>Professional Organizations:</i> 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</p> <p><b>PROFESSIONAL VALUES</b></p> <ul style="list-style-type: none"> <li>Values: Definition and characteristics of values</li> <li>Value clarification</li> <li>Personal and professional values</li> <li>Professional socialization: Integration of professional values with personal values</li> </ul> <p><b>Professional values in nursing</b></p> <ul style="list-style-type: none"> <li>Importance of professional values in</li> </ul>	<p><input type="checkbox"/> <input type="checkbox"/> Case based Discussion</p> <p>Lecture cum Discussion</p> <p>Visit to INC, SNC, TNAI</p>	<p>Short answer Essay Assessment of student's behavior with patients and families</p>
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<p>III</p>	<p>10</p>	<p>Define ethics &amp; bioethics</p> <p>Explain ethical principles</p> <p>Identify ethical Concerns</p>	<p>nursing and health care</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Caring: definition, and process</li> <li><input type="checkbox"/> <input type="checkbox"/> Compassion: Sympathy Vs empathy, Altruism</li> <li><input type="checkbox"/> <input type="checkbox"/> Conscientiousness</li> <li><input type="checkbox"/> <input type="checkbox"/> Dedication/devotion to work</li> <li><input type="checkbox"/> <input type="checkbox"/> Respect for the person - Human dignity</li> <li><input type="checkbox"/> <input type="checkbox"/> Privacy and confidentiality: Incidental disclosure</li> <li><input type="checkbox"/> <input type="checkbox"/> Honesty and integrity: Truth telling</li> <li><input type="checkbox"/> <input type="checkbox"/> Trust and credibility: Fidelity, Loyalty</li> <li><input type="checkbox"/> <input type="checkbox"/> Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession</li> </ul> <p><b>ETHICS &amp; BIOETHICS</b></p> <p><b>Definitions: Ethics, Bioethics and Ethical Principles</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Beneficence</li> <li><input type="checkbox"/> <input type="checkbox"/> Non-maleficence: Patient safety, protecting patient from harm, Reporting errors</li> <li><input type="checkbox"/> <input type="checkbox"/> Justice: Treating each person as equal</li> <li><input type="checkbox"/> <input type="checkbox"/> Care without discrimination, equitable access to care and safety of the public</li> <li><input type="checkbox"/> <input type="checkbox"/> Autonomy: Respects patients' autonomy, Self-determination, freedom of choice</li> </ul>	<p>Lecture cum Discussion</p> <p>Value clarification exercise</p> <p>Interactive learning</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Story telling</li> <li><input type="checkbox"/> <input type="checkbox"/> Sharing experiences</li> <li><input type="checkbox"/> <input type="checkbox"/> Scenario based Discussion</li> </ul>	<p>Short answer</p> <p>Essay</p> <p>Quiz</p> <p>Reflective diary</p> <p>Case report</p> <p>Attitude test</p> <p>Assessment of</p>
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		<p>Ethical issues and dilemmas in health care</p>	<p><b>Ethical issues and ethical dilemma:</b>  <b>Common ethical problems</b></p> <ul style="list-style-type: none"> <li>• Conflict of interest, Paternalism</li> <li>• Deception, Privacy and confidentiality</li> <li>• Valid consent and refusal</li> <li>• Allocation of scarce nursing resources</li> <li>• Conflicts concerning new technologies</li> <li>• Whistle-blowing, <i>Beginning of life issues</i></li> <li>• Abortion, Substance abuse</li> <li>• Fetal therapy, Selective deduction</li> <li>• Intrauterine treatment of fetal conditions</li> <li>• Mandated contraception</li> <li>• Fetal injury</li> <li>• Infertility treatment</li> <li>• End of life issues End of life</li> <li>• Euthanasia, Do Not Resuscitate (DNR)</li> <li>• <i>Issues related to psychiatric care</i></li> <li>• Non-compliance, Restrain and seclusion</li> <li>• Refuse to take food</li> </ul> <p><b>Process of ethical decision making</b></p> <ul style="list-style-type: none"> <li>• Assess the situation (collect information)</li> <li>• Identify the ethical problem</li> <li>• Identify the alternative decisions</li> <li>• Choose the solution to the ethical decision</li> <li>• Implement the decision</li> <li>• Evaluate the decision</li> </ul>	<p>Lecture cum Discussion          Group discussion with examples  <input type="checkbox"/> <input type="checkbox"/> Flipping/ self-directed learning          Role play          Story telling          Sharing experiences          Case based          Clinical discussion</p>	<p>assignment</p>
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		<p><b>Ethics committee: Roles and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Clinical decision making</li> <li>• Research</li> </ul> <p><b>Code of Ethics</b></p> <ul style="list-style-type: none"> <li>• International Council of Nurses (ICN)</li> <li>• Indian Nursing Council</li> </ul> <p><b>Patients' Bill of Rights-17 patients' rights</b></p> <p>Right to emergency medical care</p> <ol style="list-style-type: none"> <li>1. Right to safety and quality care according to standards</li> <li>2. Right to preserve dignity</li> <li>3. Right to non-discrimination</li> <li>4. Right to privacy and confidentiality</li> <li>5. Right to information</li> <li>6. Right to records and reports</li> <li>7. Right to informed consent</li> <li>8. Right to second opinion</li> <li>9. Right to patient education</li> <li>10. Right to choose alternative treatment options if available</li> <li>11. Right to choose source for obtaining medicines or tests</li> <li>12. Right to proper referral and transfer, which is free from perverse commercial influences</li> <li>13. Right to take discharge of patient or receive body of deceased from hospital</li> <li>14. Right to information on the rates to be charged by the hospital for each type of service provided and facilities</li> </ol>	<p>Role modelling Group exercise on ethical decision- making following steps on a given scenario</p> <p><input type="checkbox"/> <input type="checkbox"/> Assignment</p>	
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		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 redressed		
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Course BSNS 403	Professionalism, professional values and ethics including bioethics						
CO1		2	1	1	1	1	1
CO2		1	1	2	1	1	1
CO3		1	1	2	1	1	1
CO4		1	1	3	2	1	1
CO5		1	1	3	2	1	1
CO6		2	2	2	1	1	2
<b>AVERAGE, BSNS 403</b>		<b>1.33</b>	<b>1.17</b>	<b>2.17</b>	<b>1.33</b>	<b>1.00</b>	<b>1.17</b>

# **B.SC. NURSING V SEMESTER**

<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>V SEMESTER</b>
<b>1</b>	<b>Course Code</b>	
<b>2</b>	<b>Course Title</b>	<b>Child Health Nursing-I including essential new born care (ENBC), FBNC, MINCI &amp; PLS, Module</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>260</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts
<b>6</b>	<b>Course Outcome</b>	<p>CO1 Define and describe the modern concept of child care, national policy programs, legislation in relation to child health and welfare, major causes of death in childhood and role of pediatric nurse in caring for a hospitalized child.</p> <p>CO2 Explain growth and development of healthy child, identify the needs and nutritional requirements of children in different age group,</p> <p>CO3 Explain nursing care of a neonate</p> <p>CO4 Apply the nursing process in management of common childhood diseases.</p> <p>CO5 Support integrated management of neonatal and childhood illnesses by performing various activities.</p> <p>CO6 Describe nursing management of childhood emergencies and performing CPR.</p>
<b>7</b>	<b>Course Description</b>	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.



### Outline Syllabus: BSNS101 (CHILD HEALTH NURSING-1)

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	10(T)	Explain the modern concept of child-care Describe role of preventive pediatrics	<b>Introduction: Modern concepts of childcare</b> □ <b>Historical development of child health</b> <ul style="list-style-type: none"> <li>Philosophy and modern concept of child-care</li> <li>Cultural and religious considerations in child-care</li> <li>National policy and legislation in relation to child health and welfare</li> <li>National programs and agencies related to welfare services to the children</li> <li>Internationally accepted rights of the child</li> <li>Changing trends in hospital care, preventive, primitive and curative aspect of child health</li> </ul>	Lecture Discussion Demonstration of common pediatric procedures	Short answer Objective type Assessment of skills with checklist
	10(T)	Describe National policy, programs and legislation in relation to child health & welfare	<ul style="list-style-type: none"> <li>National policy and legislation in relation to child health and welfare</li> <li>National programs and agencies related to welfare services to the children</li> <li>Internationally accepted rights of the child</li> <li>Changing trends in hospital care, preventive, primitive and curative aspect of child health</li> </ul>	Lecture Discussion Demonstration of common pediatric procedures	Short answer Objective type Assessment of skills with checklist
	10(T)	Describe role of preventive pediatrics	<ul style="list-style-type: none"> <li>Preventive pediatrics:</li> <li>Concept, Immunization</li> <li>Immunization programs and cold chain.</li> <li>Care of under-five and Under-five Clinics/Well-baby clinics</li> </ul>	Lecture Discussion Demonstration of common pediatric procedures	Short answer □ Objective type Assessment of skillswith checklist

		List major causes of death during infancy, early & late childhood	<ul style="list-style-type: none"> <li>• Preventive measures towards accidents</li> <li>• Child morbidity and mortality rates</li> </ul>		
		Differentiate between an adult and child in terms of illness and response	Difference between an adult and child which affect response to illness:- <ul style="list-style-type: none"> <li>o Physiological</li> <li>o Psychological</li> <li>o Social</li> <li>o Immunological</li> </ul>	Lecture Discussion Demonstration of common pediatric procedures	Short answer <input type="checkbox"/> Objective type Assessment of skillswith checklist
		Describe the major functions & role of the pediatric nurse in caring for a hospitalized child	<ul style="list-style-type: none"> <li>• Hospital environment for sick child</li> <li>• Impact of hospitalization on the child and family</li> <li>• Communication techniques for children</li> <li>• Grief and bereavement</li> <li>• The role of a child health nurse in caring for a hospitalized child</li> </ul>	Lecture Discussion Demonstration of common pediatric procedures	Short answer <input type="checkbox"/> Objective type Assessment of skillswith checklist
		Describe the principles of child health nursing and perform child health nursing procedures	<ul style="list-style-type: none"> <li>• Principles of pre and postoperative care of infants and children.</li> <li>• Child Health Nursing procedures:</li> <li>• Administration of medication: oral, I/M, &amp; I/V</li> <li>• Calculation of fluid requirement</li> <li>• Application of restraints</li> <li>• Assessment of pain in children.: -</li> <li>• FACES pain rating scale</li> <li>• FLACC scale</li> </ul>	Lecture Discussion Demonstration of common pediatric procedures	Short answer <input type="checkbox"/> Objective type Assessment of skillswith checklist

			<ul style="list-style-type: none"> <li>Numerical scale</li> </ul>		
II	12(T)	Describe the normal growth & development of children at different ages	<b>The Healthy Child</b> <ul style="list-style-type: none"> <li>Definition and principles of growth and development</li> <li>Factors affecting growth and development</li> <li>Growth and development from birth to adolescence</li> <li>Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg)</li> </ul>	Lecture Discussion <input type="checkbox"/> Demonstration <input type="checkbox"/>	Short answer Objective type Assessment of field visits and developmental study reports
		Identify the needs of children at different ages & provide parental guidance	The needs of normal children through the stages of developmental and parental guidance	Developmental study of infant and children Field visit child guidance clinic	Short answer Objective type Assessment of field visits and developmental study reports
		Identify the nutritional needs of children at different ages & ways of meeting needs	Nutritional needs of children and infants :- <ul style="list-style-type: none"> <li>breast feeding</li> <li>exclusive breast feeding</li> <li>Supplementary/artificial feeding and weaning</li> </ul>	Videos on breast feeding	Short answer Objective type Assessment of field visits and developmental study reports
III	15 (T)	Identify the role of play for normal & sick children  Provide care to normal	<ul style="list-style-type: none"> <li>Baby friendly hospital</li> <li>concept Types and value of play and selection of play material</li> </ul> <b>Nursing care of neonate</b>	Observation study of normal & sick child  Modular based teaching: ENBC and	Short answer Objective type Assessment of field visits and developmental study reports

		and high- risk neonates	<ul style="list-style-type: none"> <li>Appraisal of Newborn <input type="checkbox"/></li> <li>Nursing care of a normal newborn/essential newborn care ,Kangaroo mother care</li> </ul>	FBNC module (oral drills, videos, self-evaluation exercises	OSCE <input type="checkbox"/> Short answer Objective type
		Perform neonatal resuscitation	<b>Neonatal resuscitation</b>	Workshop on neonatal resuscitation: NRP module	OSCE <input type="checkbox"/> Short answer Objective type
		Recognize and manage common neonatal problem	<b>Nursing management of common neonatal disorder:-</b> <ul style="list-style-type: none"> <li>Hyperbilirubinemia</li> <li>Hypothermia , Hyperthermia</li> <li>Metabolic disorder</li> <li>Neonatal infections Neonatal seizures</li> <li>Respiratory distress syndrome</li> <li>Retinopathy of Prematurity</li> <li>Organization of neonatal care unit</li> <li>Neonatal equipment</li> </ul>	Demonstration /Practice Session <input type="checkbox"/> Clinical practice /Lecture Discussion	OSCE <input type="checkbox"/> Short answer Objective type
IV	10(T)	Apply principles and strategies of IMNCI	<b>Integrated management of neonatal and childhood illnesses</b>	Modular based teaching: IMNCI module Clinical practice/field	OSCE <input type="checkbox"/> Short answer Objective type
V	8(T)	Describe the etiology, pathophysiology, clinical manifestation	<b>Nursing management in common childhood diseases</b> <ul style="list-style-type: none"> <li>Respiratory system: <input type="checkbox"/></li> </ul>	Lecture Discussion Demonstration <input type="checkbox"/> Practice session <input type="checkbox"/>	Short answer <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of skills

		and nursing management of children with disorders of respiratory, and endocrine system	<ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital malformations □</li> <li>• Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia</li> <li>• Others: Acute nasal pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma</li> <li>• Endocrine system : Juvenile Diabetes mellitus, Hypo-thyroids</li> </ul>	Clinical practice	with checklist
VI	5(T)	Develop ability to meet childhood emergencies  perform child CPR	<b>Childhood emergencies</b> □ Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and  PLS (AHA Guidelines)	Lecture Discussion Demonstration  PLS Module/ Workshop	OSCE

	<b>Child Health Nursing-I including essential new born care (ENBC), FBNC, MINCI &amp; PLS, Module</b>						
CO1		3	1	2	1	1	2
CO2		2	2	2	2	1	2
CO3		1	2	2	2	1	2
CO4		2	3	2	1	1	1
CO5		1	3	2	1	1	1
CO6		2	2	2	1	2	1
<b>AVERAGE</b>		<b>1.8</b>	<b>2.2</b>	<b>2</b>	<b>1.3</b>	<b>1.7</b>	<b>1.5</b>

<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING</b>
<b>SEMESTER</b>		<b>V &amp; VI SEMESTER</b>
<b>1</b>	<b>Course Code</b>	
<b>2</b>	<b>Course Title</b>	<b>Child health Nursing - I &amp; II CLINICAL (3 Credits – 240 hours)</b>
<b>3</b>	<b>Contact Hours-clinical</b>	240 Hours
<b>4</b>	<b>Course Status</b>	<b>CC,SEC</b>
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts
<b>6</b>	<b>Course Outcome</b>	<p>On completion of the course, the students will be able to</p> <p>CO1: -Perform assessment of children: health, developmental &amp; anthropometric.CO2:- Provide nursing care to children with various medical disorders.</p> <p>CO3:-Provide pre &amp; postoperative care to children with common pediatric surgical conditions/malformation.</p> <p>CO4:-Perform immunization as per NIS.</p> <p>CO5:-Provide nursing care to critically ill children.</p> <p>CO6:-Give health education/nutritional education to parents.</p>
<b>7</b>	<b>Course Description</b>	<p>Skill Lab:-</p> <ul style="list-style-type: none"> <li>● Use of Manikins and Simulators PLS, CPAP,</li> <li>● Endotracheal Suction</li> <li>● Administration of medication</li> </ul>

- Specimen collection
- Urinary catheterization and drainage
- Ostomy care
- Feeding – NG, gastrostomy, Jejunostomy
- Wound dressing
- Suture removal

### 8. Outline Syllabus: BSNS101 (CHILD HEALTH NURSING-V, VI)

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
Pediatric Medical Ward	V SEM – 2 weeks VISEM – 1 week	<ul style="list-style-type: none"> <li>● Provide nursing care to children with various medical disorders</li> </ul>	<ul style="list-style-type: none"> <li>● Taking pediatric history <input type="checkbox"/></li> <li>● Physical examination &amp; assessment of children <input type="checkbox"/></li> <li>● Administration of oral, I/M, &amp; I/V medicine/fluids <input type="checkbox"/></li> <li>● Calculation of fluid replacement <input type="checkbox"/> Preparation of different strengths of I/V fluids <input type="checkbox"/></li> <li>● Application of restraints <input type="checkbox"/></li> <li>Administration of O<sub>2</sub> inhalation by different methods <input type="checkbox"/></li> <li>● Baby bath/sponge bath <input type="checkbox"/></li> <li>● Feeding children spoon, Paladai cup <input type="checkbox"/></li> <li>● Collection of specimens for common investigations</li> </ul>	<ul style="list-style-type: none"> <li>● Nursing care plan – 1 <input type="checkbox"/></li> <li>● Case study/ presentation – 1</li> </ul>	<ul style="list-style-type: none"> <li>● Assess performance with rating scale <input type="checkbox"/></li> <li>● Assess each skill with checklist OSCE/OSPE</li> <li>● Evaluation of case study/ presentation <input type="checkbox"/></li> <li>● Completion of activity record</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
Pediatric OPD/ Immunization room	V SEM – 1 week	<ul style="list-style-type: none"> <li>● Perform assessment of children:</li> <li>● health, developmental &amp; anthropometric</li> <li>● Perform immunization</li> <li>● Give health education/</li> <li>● nutritional education</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment of children o</li> <li>● Health assessment</li> <li>● o Developmental assessment</li> <li>● o Anthropometric assessment</li> <li>● o Nutritional assessment <input type="checkbox"/></li> <li>● Immunization <input type="checkbox"/></li> <li>● Health/Nutritional education <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>● Growth and developmental study: Infant – 1</li> <li>● Toddler – 1</li> <li>● Preschooler – 1</li> <li>● Scholar – 1</li> <li>● Adolescent – 1 <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>● Assess performance with rating scale</li> <li>● Completion of activity record.</li> </ul>
NICU & PICU	VI SEM – 1 week <input type="checkbox"/>	Provide nursing care to critically ill children	<ul style="list-style-type: none"> <li>● Care of a baby in incubator/warmer</li> <li>● Care of a child on ventilator, CPAP</li> <li>● Endotracheal Suction <input type="checkbox"/></li> <li>● Chest Physiotherapy <input type="checkbox"/></li> <li>● Administration of fluids with infusion pumps <input type="checkbox"/></li> <li>● Total Parenteral Nutrition <input type="checkbox"/></li> <li>● Phototherapy <input type="checkbox"/></li> <li>● Monitoring of babies <input type="checkbox"/></li> <li>● Recording &amp; reporting <input type="checkbox"/></li> <li>● Cardiopulmonary Resuscitation (PLS)</li> </ul>	<ul style="list-style-type: none"> <li>● Newborn assessment – 1 <input type="checkbox"/></li> <li>● Nursing Care Plan – 1 <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>● Assess performance with rating scale</li> <li>● Evaluation of observation Report</li> <li>● Completion of activity record</li> </ul>





<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>	
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>	
<b>SEMESTER</b>		<b>V SEMESTER</b>	
<b>1</b>	<b>Course Code</b>		
<b>2</b>	<b>Course Title</b>	<b>Mental Health Nursing I</b>	
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>140</b>	
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>	
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts	
<b>6</b>	<b>Course Outcome</b>	CO1- Discuss the scope and current trends in mental health nursing CO2- Describe principles and concept of mental health nursing CO3- Demonstrate assessment of mental health status and use therapeutic nurse patient relationship CO4- Analysis the treatment modalities and therapies used in mental disorders CO5- Explain classification, etiology, psychopathology, clinical manifestation of patient with different psychiatric disorders. CO6- Describe nursing management of patient with mood disorders, neurotic, stress related and somatization disorders.	
<b>7</b>	<b>Course Description</b>	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.	

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	6	<ul style="list-style-type: none"> <li>Describe the Historical development &amp; current trends in mental health nursing</li> <li>Discuss the scope of mental health nursing</li> <li>Describe the concept of normal &amp; abnormal behavior</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices</li> <li>Mental health team</li> <li>Nature &amp; scope of mental health nursing</li> <li>Role &amp; functions of mental health nurse in various settings and factors affecting the level of nursing practice</li> <li>Concepts of normal and abnormal behavior</li> </ul>	Lecture cum Discussion	Essay Short answer
II	10	<ul style="list-style-type: none"> <li>Define the various terms used in mental health Nursing</li> <li>Explain the classification of mental disorders</li> <li>Explain the psychodynamics of maladaptive Behavior</li> <li>Discuss the etiological factors &amp; psychopathology of mental disorders</li> <li>Explain the principles and standards of Mental health Nursing</li> <li>Describe the conceptual models of mental health nursing</li> </ul>	<p><b>Principles and Concepts of Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>Definition: mental health nursing and terminology used</li> <li>Classification of mental disorders: ICD11, DSM5, Neuropsychiatry manual classification</li> <li>Review of personality development, defense mechanisms</li> <li>Etiology bio-psycho-social factors</li> <li>Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission</li> <li>Principles of Mental health Nursing</li> <li>Ethics and responsibilities</li> <li>Practice Standards for Psychiatric Mental Health Nursing (INC practice standards)</li> <li>Conceptual models and the role of nurse: <ul style="list-style-type: none"> <li>Existential model, Psychoanalytical models</li> <li>Behavioral model, Interpersonal model</li> </ul> </li> <li>Preventive psychiatry and rehabilitation</li> </ul>	Lecture cum Discussion Explain using Charts Review of personality development	Essay Short answer

III	6	Describe nature, purpose and process of assessment of mental health status	<b>Mental Health Assessment</b> <ul style="list-style-type: none"> <li>• History taking</li> <li>• Mental status examination</li> <li>• Mini mental status examination</li> <li>• Neurological examination</li> <li>• Investigations: Related Blood chemistry, EEG, CT &amp; MRI, Psychological tests</li> </ul>	Lecture cum Discussion Demonstration practice session Clinical practice	Essay Short answer Assessment of mental health status
IV	6	<ul style="list-style-type: none"> <li>• Identify therapeutic communication &amp; techniques</li> <li>• Describe therapeutic relationship</li> <li>• Describe therapeutic impasses and its interventions</li> </ul>	<b>Therapeutic Communication and Nurse- Patient Relationship</b> <ul style="list-style-type: none"> <li>• Therapeutic communication: Types, techniques, characteristics and barriers</li> <li>• Therapeutic nurse-patient relationship</li> <li>• Interpersonal relationship-</li> <li>• Elements of nurse patient contract,</li> <li>• Review of technique of IPR- Johari Window,</li> <li>• Therapeutic impasse and its management</li> </ul>	Lecture cum Discussion Demonstration Role Play Process recording Simulation (video)	Essay Short answer OSCE
V	10	Explain treatment modalities and therapies used in mental disorders and role of the nurse	<b>Treatment modalities and therapies used in mental disorders</b> <b>Physical therapies:</b> Psychopharmacology, Electro Convulsive therapy <b>Psychological Therapies:</b> Psychotherapy, Behavior therapy, CBT <b>Psychosocial:</b> Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc.), Occupational therapy <b>Alternative &amp; Complementary:</b> Yoga, Meditation, Relaxation <b>Consideration for special populations</b>	Lecture cum Discussion Demonstration Group work Practice session Clinical practice	Essay Short answer Objective type

VI	8	Describe the etiology, psycho-dynamics/pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	<p><b>Nursing management of patient with Schizophrenia, and other psychotic disorders</b></p> <ul style="list-style-type: none"> <li>• Prevalence and incidence Classification</li> <li>• Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations</li> <li>• <b>Nursing process</b></li> <li>• Nursing Assessment: History, Physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders</li> <li>• Geriatric considerations and considerations for special populations</li> <li>• Follow up and home care and rehabilitation</li> </ul>	Lecture and Discussion Case discussion Case presentation Clinical practice	Essay Short answer Assessment of Patient management problems
VII	6	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders	<p><b>Nursing management of patient with mood disorders</b></p> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc.</li> <li>• Etiology, psycho dynamics, clinical manifestation, diagnosis</li> <li>• Nursing Assessment History, physical and mentalassessment</li> <li>• Treatment modalities and nursing management of patients with mood disorders</li> <li>• Geriatric considerations/ considerations for special populations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	Lecture and Discussion Case discussion Case presentation Clinical practice	Essay Short answer Assessment of Patient management problems

VIII	8	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	<p><b>Nursing management of patient with neurotic, stress related and somatization disorders</b></p> <ul style="list-style-type: none"> <li>• Prevalence and incidence classifications</li> <li>• Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Dissociative and Conversion disorders</li> <li>• Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations</li> <li>• Nursing Assessment: History, Physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with neurotic and stress related disorders</li> <li>• Geriatric considerations/ considerations for special populations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	Lecture and Discussion Case discussion Case presentation Clinical practice	Essay Short answer Assessment of patient management problems
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CO1	<b>MENTAL HEALTH NURSING- I</b>	2	1	1	1	2	1
CO2		2	1	2	2	1	1
CO3		2	2	2	2	1	1
CO4		2	1	2	1	2	1
CO5		2	2	2	2	1	2
CO6		2	2	2	2	1	2
<b>AVERAGE</b>		2	1.5	1.8	1.7	1.3	1.3



<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>	
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>	
<b>SEMESTER</b>		<b>V, VI Semester</b>	
<b>1</b>	<b>Course Code</b>		
<b>2</b>	<b>Course Title</b>	<b>Practical: Mental Health Nursing I &amp; II</b>	
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>240</b>	
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, DSE</b>	
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts	
<b>6</b>	<b>Course Outcome</b>	CO1- Discuss the scope and current trends in mental health nursing CO2- Describe principles and concept of mental health nursing CO3- Demonstrate assessment of mental health status and use therapeutic nurse patient relationship CO4- Analysis the treatment modalities and therapies used in mental disorders CO5- Explain classification, etiology, psychopathology, clinical manifestation of patient with different psychiatric disorders. CO6- Describe nursing management of patient with mood disorders, neurotic, stress related and somatization disorders.	
<b>7</b>	<b>Course Description</b>	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.	

**Syllabus of Mental Health Nursing-Practical:**

<b>Clinical Area/Unit</b>	<b>Duration (Weeks)</b>	<b>Learning Outcomes</b>	<b>Skills/Procedural Competencies</b>	<b>Clinical Requirements</b>	<b>Assessments Methods</b>
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 psychoeducation 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	4	Assess patients with	History taking	Give care to 2-3 patients	Assess performance with

ward		<p>mental health problems Provide nursing care for patients with various mental health problems Assist in various therapies Counsel and educate patients, families and significant others</p>	<p>Mental status examination (MSE) Neurological examination Assisting in psychometric 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</p>	<p>with various mental disorders Case study – 1 Care plan Clinical presentation – 1 Process recording – 2 Maintain drug book</p>	<p>rating scale Assess each skill with checklist</p> <hr/> <p>Evaluation of the case study, care plan, clinical presentation, process recording Completion of activity record</p>
Community psychiatry & DE addiction center	1	<p>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 DE addiction center</p>	<p>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 &amp; mental illness Counselling and Teaching family members, patients and community Observing DE addiction care</p>	<p>Case work – 1 Observation report on field visits Visit to DE addiction center</p>	<p>Assess performance with rating scale Evaluation of case work and observation report Completion of activity record</p>





<b>SCHOOL: SSNSR</b>	<b>BATCH-2023-27</b>
<b>PROGRAMME</b>	<b>B.Sc.(NURSING)</b>
<b>SEMESTER</b>	<b>V SEMESTER</b>
<b>1 Course Code</b>	
<b>2 Course Title</b>	<b>Community Health Nursing I including Environmental science and epidemiology</b>
<b>3 Contact Hours-L-D-P</b>	<b>260</b>
<b>4 Course Status</b>	<b>CC,SEC,DSE</b>
<b>5 Course Objectives</b>	In respective sub-parts
<b>6 Course Outcome</b>	CO1 Define concepts, scope, principals and historical development of community health. CO2 Explain health care planning and organization of health care at various level. Describe communication skills in changing behavior. CO3 Discuss environment health, ecosystem and various acts related to environmental protection. Discuss the roles and function of school health nurse. CO4 Explain nutritional assessment, diet plan and nutritional counselling for all age groups focusing on national nutrition Programs in India CO5 Describe community health nursing approach and specific activities in assisting individuals as well as families to promote and maintain their health. CO6 Describe the concept, approach and methods of epidemiology and management of communicable and non-communicable diseases.
<b>7 Course Description</b>	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 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.

### 8. Outline Syllabus: Community Health Nursing-I

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4 (T)	<p>Define public health, community health and community health nursing</p> <p>Explain the evolution of public health in India and scope of community health nursing</p> <p>Explain various concepts of health and disease, dimensions and determinants of health</p> <p>Explain the natural history of disease and levels of prevention</p> <p>Discuss the health problems of India</p>	<p><b>Concepts of Community Health and Community Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Definition of public health, community health and community health nursing</li> <li>• Public health in India and its evolution and Scope of community health nursing</li> <li>• <i>Review:</i> Concepts of Health &amp; Illness/ disease: Definition, dimensions and determinants of health and disease</li> <li>• Natural history of disease</li> <li>• Levels of prevention: Primary, Secondary &amp; tertiary prevention – Review</li> <li>• Health problems (Profile) of India</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using chart, graphs</li> <li>• Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community)</li> <li>• Explain using examples</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Objective type</li> <li>• Survey report</li> </ul>
II	8 (T)	<p>Describe health planning and its steps, and various health plans, and committees</p> <p>Discuss health care delivery</p>	<p>Health Care Planning and Organization of Health Care at various levels</p> <ul style="list-style-type: none"> <li>• Health planning steps</li> <li>• Health planning in India: various committees and commissions on health and family welfare and Five Year plans</li> <li>• Participation of community and stakeholders in health planning</li> <li>• Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-center (SC), PHC, CHC, District level, state level and national level</li> <li>• Sustainable development goals (SDGs), Primary</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Evaluation of Field visit reports &amp; presentation</li> </ul>

		<p>system in India at various levels</p> <p>describe SDGs, primary health care and comprehensive primary health care (CPHC)</p> <p>Explain health care policies and regulations in India</p>	<p>Health Care and Comprehensive Primary Health Care (CPHC): elements, principles</p> <ul style="list-style-type: none"> <li>• CPHC through SC/Health Wellness Center (HWC)</li> <li>• Role of MLHP/CHP</li> <li>• National Health Care Policies and Regulations <ul style="list-style-type: none"> <li>◦ National Health Policy (1983, 2002, 2017)</li> <li>◦ National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM</li> <li>◦ National Health Protection Mission (NHPM)</li> <li>◦ AYUSHMAN Bharat</li> <li>◦ Universal Health Coverage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Directed reading</li> </ul>	
<b>III</b>	15 (T)	<p>Identify the role of an individual in the conservation of natural resources</p>	<p>Environmental Science, Environmental Health, and Sanitation</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles</li> <li>• Ecosystem: Concept, structure and functions of ecosystems, Types &amp; Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem</li> <li>• Biodiversity: Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity</li> <li>• Environmental pollution: Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Debates on environmental protection and preservation</li> <li>• Explain using Charts, graphs, Models, films, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Field visit reports</li> </ul>

		<p>Describe ecosystem, its structure, types and functions</p> <p>Explain the classification, value and threats to biodiversity</p> <p>Enumerate the causes, effects and control measures of environmental pollution</p> <p>Discuss about climate change, global warming, acid rain, and ozone layer depletion</p> <p>Enumerate the role of an individual in creating awareness about the social issues related to environment</p> <p>List the Acts related to environmental protection and preservation</p> <p>Describe the concept of environmental health and sanitation</p>	<p>Noise pollution, Thermal pollution, nuclear hazards &amp; their impact on health</p> <ul style="list-style-type: none"> <li>• Climate change, global warming: ex. heat wave, acid rain, ozone layer depletion, waste land reclamation &amp; its impact on health</li> <li>• Social issues and environment: sustainable development, urban problems related to energy, water and environmental ethics</li> <li>• Acts related to environmental protection and preservation</li> </ul> <p>Environmental Health &amp; Sanitation</p> <ul style="list-style-type: none"> <li>• Concept of environment health and sanitation</li> <li>• Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water</li> <li>• Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water</li> <li>• Concepts of water conservation: rain water harvesting and water shed management</li> <li>• Concept of Pollution prevention</li> <li>• Air &amp; noise pollution</li> <li>• Role of nurse in prevention of pollution</li> <li>• Solid waste management, human excreta disposal &amp; management and sewage disposal and management</li> </ul> <p>Commonly used insecticides and pesticides</p>	<ul style="list-style-type: none"> <li>• Directed reading</li> <li>• Visits to water supply &amp; purification sites</li> <li>• Observe rain water harvesting plants</li> </ul> <p>Visit to sewage disposal and treatment sites, and waste disposal sites</p>	
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		Describe water conservation, rain water harvesting and water shed management			
		Explain waste management			
<b>IV</b>	7 (T)	Describe the various nutrition assessment methods at the community level  Plan and provide diet plans for all age groups including therapeutic diet  Provide nutrition counseling and education to all age groups and describe	Nutrition Assessment and Nutrition Education <ul style="list-style-type: none"> <li>• Review of Nutrition <ul style="list-style-type: none"> <li>◦ Concepts, types</li> <li>◦ Meal planning: aims, steps &amp; diet plan for different age groups</li> <li>◦ Nutrition assessment of individuals, families and community by using appropriate methods</li> </ul> </li> <li>• Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status</li> <li>• General nutritional advice</li> <li>• Nutrition education: purpose, principles &amp; methods and Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Market visit</li> <li>• Nutritional assessment for different age groups</li> </ul> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Performance assessment of nutrition assessment for different age groups</li> <li>• Evaluation on nutritional assessment reports</li> </ul> <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> </ul>

		<p>the national nutrition programs and</p> <p>Identify early the food borne diseases, and perform initial management and referral appropriately</p>	<ul style="list-style-type: none"> <li>• Review: Nutritional deficiency disorders</li> <li>• National nutritional policy &amp; programs in India</li> </ul> <p>Food Borne Diseases and Food Safety</p> <p>Food borne diseases</p> <ul style="list-style-type: none"> <li>• Definition, &amp; burden, Causes and classification</li> <li>• Signs &amp; Symptoms</li> <li>• Transmission of food borne pathogens &amp; toxins</li> <li>• Early identification, initial management and referral</li> </ul> <p>Food poisoning &amp; food intoxication</p> <ul style="list-style-type: none"> <li>• Epidemiological features/clinical characteristics, Types of food poisoning</li> <li>• Food intoxication-features, preventive &amp; control measures</li> <li>• Public health response to food borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Field visits to milk purification plants, slaughterhouse</li> <li>• Refer Nutrition module- BPCCHN Block 2-unit I &amp; UNIT 5</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit reports</li> </ul>
V	6 (T)	<p>Describe behavior change communication skills</p>	<p>Communication management and Health Education</p> <ul style="list-style-type: none"> <li>○ Behavior change communication skills communication <ul style="list-style-type: none"> <li>○ Human behavior</li> <li>○ Health belief model: concepts &amp; definition, ways to influence behavior</li> <li>○ Steps of behavior change</li> <li>○ Techniques of behavior change: Guiding principles in planning BCC activity</li> <li>○ Steps of BCC</li> <li>○ Social and Behavior Change Communication strategies (SBCC): techniques to collect social history from clients</li> </ul> </li> </ul> <p>Barriers to effective communication, and methods to overcome them</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play</li> <li>• Demonstration: BCC skills</li> <li>• Supervised field practice</li> <li>• Refer: BCC/SBCC module (MOHFW &amp;USAID)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Performance evaluation of health education sessions to individuals and families</li> </ul>

		Counsel and provide health education to individuals, families and community for promotion of healthy life style practices using appropriate methods and media	<ul style="list-style-type: none"> <li>○ Health promotion and Health education: methods/techniques, and audio-visual aids</li> </ul>		
<b>VI</b>	7 (T)	<p>Describe community health nursing approaches and concepts</p> <p>Describe and identify the activities of community health nurse to promote and maintain family health through home visits</p> <p>Provide primary care at home/ centers (HWC) using standing orders/ protocols as per public health standards/approved by MOH&amp;FW and INC regulation</p> <p>Develop skill in maintenance of records and reports</p>	<p>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</p> <ul style="list-style-type: none"> <li>• Approaches: <ul style="list-style-type: none"> <li>○ Nursing process</li> <li>○ Epidemiological approach</li> <li>○ Problem solving approach</li> <li>○ Evidence based approach</li> <li>○ Empowering people to care for themselves</li> </ul> </li> <li>• Review: Primary health care and Comprehensive Primary Health Care (CPHC)</li> </ul> <p>Home Visits:</p> <ul style="list-style-type: none"> <li>• Concept, Principles, Process, &amp; Techniques: Bag technique</li> <li>• Qualities of Community Health Nurse</li> <li>• Roles and responsibilities of community health nursing personnel in family health services</li> <li>• Review: Principles &amp; techniques of counselling</li> </ul> <p>C. Maintenance of health records and reports</p> <ul style="list-style-type: none"> <li>• Maintenance of client records</li> <li>• Maintenance of health records at the facility level</li> <li>• Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role plays</li> </ul> <ul style="list-style-type: none"> <li>• prevised field practice</li> <li>• Document and maintain:</li> <li>• Individual records</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essays</li> </ul> <ul style="list-style-type: none"> <li>• Assessment of supervised field practice</li> </ul> <ul style="list-style-type: none"> <li>• Assessment of procedural skills in lab procedures</li> </ul> <ul style="list-style-type: none"> <li>• Evaluationof records and reports</li> </ul>

		<p>Develop beginning skills in handling social issues affecting the health and development of the family</p> <p>Identify and assist the families to utilize the community resources appropriately</p>	<p>F. Sensitize and handle social issues affecting health and development of the family</p> <ul style="list-style-type: none"> <li>• Women empowerment</li> <li>• Women and child abuse</li> <li>• Abuse of elders</li> <li>• Female feticide</li> <li>• Commercial sex workers</li> <li>• Substance abuse</li> </ul> <p>G. Utilize community resources for client and family</p> <ul style="list-style-type: none"> <li>• Trauma services</li> <li>• Old age homes</li> <li>• Orphanages</li> <li>• Homes for physically challenged individuals</li> <li>• Homes for destitute</li> <li>• Palliative care centers</li> <li>• Hospice care centers</li> <li>• Assisted living facility</li> </ul>	<ul style="list-style-type: none"> <li>• Family records</li> <li>• Health center records</li> <li>• Field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of field visit reports</li> </ul>
<b>VIII</b>	10 (T)	Describe the concepts, approaches and methods of epidemiology	<p>Introduction to Epidemiology – Epidemiological Approaches and Processes</p> <ul style="list-style-type: none"> <li>• Epidemiology: Concept and Definition</li> <li>• Distribution and frequency of disease</li> <li>• Aims &amp; uses of epidemiology</li> <li>• Epidemiological models of causation of disease</li> <li>• Concepts of disease transmission</li> <li>• Modes of transmission: Direct, Indirect and chain of infection</li> <li>• Time trends or fluctuations in disease occurrence</li> <li>• Epidemiological approaches: Descriptive, analytical and experimental</li> <li>• Principles of control measures/levels of</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Field visits: communicable disease hospital &amp; Entomology office</li> <li>• Investigation of an epidemic of</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Report on visit to communicable disease hospital</li> <li>• Report on visit to entomology office</li> </ul>



		Investigate an epidemic of communicable disease	<p>prevention of disease</p> <ul style="list-style-type: none"> <li>Investigation of an epidemic of communicable disease</li> <li>Use of basic epidemiological tools to make community diagnosis for effective planning and intervention</li> </ul>	communicable disease	<ul style="list-style-type: none"> <li>Report and presentation on investigating an epidemic of communicable disease</li> </ul>
<b>IX</b>	15 (T)	<p>Explain the epidemiology of specific communicable diseases</p> <p>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</p> <p>Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs</p>	<p>Communicable Diseases and National Health Programs</p> <p>1. Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> <li>Epidemiology of the following vector borne <del>cases</del> <ul style="list-style-type: none"> <li>Prevention &amp; control measures</li> </ul> </li> <li>Screening, and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> <li>Malaria</li> <li>Filarial</li> <li>Kala-azar</li> <li>Japanese encephalitis</li> <li>Dengue</li> <li>Chikungunya</li> </ul> </li> </ul> <p>2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> <li>Epidemiology of the following infectious diseases</li> <li>Prevention &amp; Control measures</li> <li>Screening, diagnosing the following conditions, primary management, referral and follow up</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion,</li> <li>Demonstration</li> <li>Role play</li> <li>Suggested field visits</li> <li>Field practice</li> <li>Assessment of clients with communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>Field visit reports</li> <li>Assessment of family case study</li> <li>OSCE assessment</li> <li>Short answer</li> <li>Essay</li> </ul>

		<ul style="list-style-type: none"> <li>○ Leprosy</li> <li>○ Tuberculosis</li> </ul> <p>Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis and measles</p> <ul style="list-style-type: none"> <li>• Enteric fever</li> <li>• Viral hepatitis</li> <li>• HIV/AIDS/RTI infections</li> <li>• HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs)</li> <li>• Diarrhea</li> <li>• Respiratory tract infections</li> <li>• COVID-19</li> <li>• Helminthic – soil &amp; food transmitted and parasitic infections – Scabies</li> </ul> <p>3. Communicable diseases: Zoonotic diseases</p> <ul style="list-style-type: none"> <li>• Epidemiology of Zoonotic diseases</li> <li>• Prevention &amp; control measures</li> <li>• Screening and diagnosing the following conditions, primary management, referral and follow up</li> </ul> <ul style="list-style-type: none"> <li>○ Rabies: Identify, suspect, primary management and referral to a health facility</li> </ul> <ul style="list-style-type: none"> <li>• Role of a nurses in control of communicable diseases</li> </ul> <p>National Health Programs</p> <ul style="list-style-type: none"> <li>• UIP: Universal Immunization Programs (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B)</li> <li>• National Leprosy Eradication Programs(NLEP)</li> </ul>		
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			<ul style="list-style-type: none"> <li>• Revised National Tuberculosis Control Programs(RNTCP)             <ul style="list-style-type: none"> <li>○ Integrated Disease Surveillance Programs (IDSP): Enteric fever, Diarrhea, Respiratory infections and Scabies</li> </ul> </li> <li>• National Aids Control Organization (NACO)</li> <li>• National Vector Borne Disease Control Program</li> <li>• National Air Quality Monitoring Program</li> <li>• Any other newly added program</li> </ul>		
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	<p>Non-Communicable Diseases and National Health Programs(NCD)</p> <ul style="list-style-type: none"> <li>○ National response to NCDs (Every disease will be dealt under the following headlines</li> <li>○ Epidemiology of specific diseases</li> <li>○ Prevention and control measures</li> <li>○ Screening, diagnosing/ identification and primary management, referral and follow up care</li> </ul> <p>NCD-1</p> <ul style="list-style-type: none"> <li>○ Diabetes Mellitus</li> <li>○ Hypertension</li> <li>○ Cardiovascular diseases</li> <li>○ Stroke &amp; Obesity</li> <li>○ Blindness: Categories of visual impairment and national Program for control of blindness</li> <li>○ Deafness: national Program for prevention and control of deafness</li> <li>○ Thyroid diseases</li> <li>○ Injury and accidents: Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways</li> </ul> <p>NCD-2 Cancers</p> <ul style="list-style-type: none"> <li>○ Cervical Cancer</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> <li>• Assessment of clients with non-communicable diseases</li> <li>• Participation in national health programs</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit reports</li> <li>• Assessment of family case study</li> <li>• OSCE assessment</li> <li>• Short answer</li> <li>• Essay</li> </ul>

			<ul style="list-style-type: none"> <li>○ Breast Cancer</li> <li>○ Oral cancer</li> <li>○ Epidemiology of specific cancers, Risk factors/ Causes, Prevention, Screening, diagnosis – signs, Signs &amp; symptoms, and early management &amp; referral</li> <li>○ Palliative care</li> <li>○ Role of a nurse in non- communicable disease control program</li> </ul> <p>National Health Programs</p> <ul style="list-style-type: none"> <li>○ National Program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS)</li> <li>○ National Program for control of blindness</li> <li>○ National Program for prevention and control of deafness</li> <li>○ National tobacco control program</li> <li>○ Standard treatment protocols used in National Health Programs</li> </ul> <p>Causes, Prevention, Screening, diagnosis – signs, Signs &amp; symptoms, and early management &amp; referral</p> <ul style="list-style-type: none"> <li>○ Palliative care</li> <li>○ Role of a nurse in non- communicable disease control program</li> </ul>		
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			<p>National Health Programs</p> <ul style="list-style-type: none"> <li>• National Program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS)</li> <li>• National Program for control of blindness</li> <li>• National Program for prevention and control of deafness</li> <li>• National tobacco control program</li> <li>• Standard treatment protocols used in National Health Programs</li> </ul>		
<b>XI</b>	3 (T)	Enumerate the school health activities and the role functions of a school health nurse	<p>School Health Services</p> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Health problems of school children</li> <li>• Components of school health services</li> <li>• Maintenance of school health records</li> <li>• Initiation and planning of school health services</li> <li>• Role of a school health nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Evaluation of health counseling to school children</li> <li>• Screen, diagnose, manage and refer school children</li> <li>• OSCE assessment</li> </ul>

<b>CO1</b>	<b>Community Health Nursing I including Environmental science and epidemiology</b>	3	3	1	2	1	1
<b>CO2</b>		3	2	2	3	1	1
<b>CO3</b>		3	3	2	2	2	2
<b>CO4</b>		3	3	3	2	1	2
<b>CO5</b>		2	2	2	1	1	1
<b>CO6</b>		2	2	2	1	1	2
<b>AVERAGE</b>		2.7	2.5	2	1.8	1.2	1.5

**CLINICAL PRACTICUM- Community Health Nursing I including  
Environmental science and epidemiology**

**CLINICAL: 2 Credits (160 hours)**

**CLINICAL POSTINGS: (4 weeks × 40 hours per week)**

<b>Clinical Area/Unit</b>	<b>Duration (Weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
Urban	2 weeks	Build and maintain rapport	<ul style="list-style-type: none"> <li>• Interviewing skills using communication and interpersonal relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Community needs assessment/ Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of survey report</li> </ul>
Rural	2 Weeks	<p>Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community</p> <p>Observe the functioning and document significant observations</p> <p>Perform nutritional assessment and plan diet plan for adult</p> <p>Educate individuals/ family/community on</p> <ul style="list-style-type: none"> <li>- Nutrition</li> <li>- Hygiene</li> <li>- Food hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting community needs assessment/survey to identify health determinants of a community</li> <li>• Observation skills</li> <li>• Nutritional assessment skills</li> <li>• Skill in teaching individual/family on:               <ul style="list-style-type: none"> <li>○ Nutrition, including food hygiene and safety</li> <li>○ Healthy lifestyle</li> </ul> </li> </ul>	<p>– Rural/urban – 1 Field visits:</p> <ul style="list-style-type: none"> <li>• SC/HWC, PHC, CHC</li> <li>• Water resources &amp; purification site – water quality standards</li> <li>• Rain water harvesting</li> <li>• Sewage disposal Observation of               <ul style="list-style-type: none"> <li>• milk diary</li> <li>• slaughterhouse –meat hygiene</li> <li>• Observation of nutrition programs</li> <li>• Visit to market</li> </ul> </li> <li>• Nutritional assessment of an individual (adult) –1</li> <li>• Health teaching (Adult) – 1</li> <li>• Use of audio-visual aids               <ul style="list-style-type: none"> <li>○ Flash cards</li> <li>○ Posters</li> <li>○ Flannel graph</li> <li>○ Flip charts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of field visit and observation reports</li> </ul>

		<ul style="list-style-type: none"> <li>- Healthy lifestyle</li> <li>- Health promotion</li> </ul> <p>Perform health assessment for clients of various age groups</p> <p>Maintain records and reports</p>	<ul style="list-style-type: none"> <li>o Health promotion</li> <li>• Health assessment including nutritional assessment for clients of different age groups</li> <li>• Documentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Health assessment of woman – 1, infant/under five –1, adolescent – 1, adult – 1</li> <li>• Growth monitoring of under-five children –1</li> </ul> <p><b>Document and maintain:</b></p> <ul style="list-style-type: none"> <li>• Individual record</li> <li>• Family record</li> <li>• Health center record</li> <li>• Community health survey to investigate an epidemic – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Health talk evaluation</li> <li>• Assessment of clinical performance</li> </ul> <p>Evaluations of reports &amp; records</p>
		<p>Investigate epidemic of communicable disease</p> <p>Identify prevalent communicable and non-communicable diseases</p> <p>Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols</p> <p>Participate in implementation of national health programs</p> <p>Participate in school health program</p>	<ul style="list-style-type: none"> <li>• Investigating an epidemic – Community health survey</li> <li>• Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs</li> <li>• Conduct home visit</li> <li>• Participation in implementation of national health programs</li> <li>• Participation in school health program</li> </ul>	<p><b>Screening, diagnosing and primary management and referral:</b></p> <ul style="list-style-type: none"> <li>• Communicable disease – 1</li> <li>• Non- communicable diseases – 1</li> <li>• Home visits – 2</li> <li>• Participation in any two national health programs</li> <li>• Participation in school health Program –1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical performance assessment</li> <li>• OSCE</li> <li>• Final clinical examination</li> <li>• Evaluation of home visit</li> </ul>



<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>	
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>	
<b>SEMESTER</b>		<b>V SEMESTER</b>	
<b>1</b>	<b>Course Code</b>		
<b>2</b>	<b>Course Title</b>	<b>Educational Technology/ Nursing Education</b>	
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>80</b>	
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, DSE</b>	
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts	
<b>6</b>	<b>Course Outcome</b>	CO1	Describe communication process and techniques of effective communication
		CO2	Explain interpersonal relations and human relations
		CO3	Demonstrate the principles of education and teaching learning process and develop skills in guidance and counselling
		CO4	Classify the methods of learning and educational media
		CO5	Evaluate different types of questions for assessment of knowledge skills & attitudes
		CO6	Plan teaching for individuals, groups and communities about health with their active participation.
<b>7</b>	<b>Course Description</b>	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.	



UNIT	TIME		LEARNING OUTCOME	CONTENT	LEARNING TEACHING ACTIVITIES	ASSESSMENT METHOD
	T	P				
I	6	3	<p>Explain the definition, aims, types, approaches and scope of educational Technology</p> <p>Explain the definition, aims, types, approaches and scope of educational technology</p> <p>Compare and contrast the various educational philosophies</p>	<p><b><u>Introduction and Theoretical Foundations:</u></b></p> <ul style="list-style-type: none"> <li>• Education and educational technology</li> <li>• Definition, aims</li> <li>• Approaches and scope of educational technology</li> <li>• Latest approaches to education:</li> <li>• Transformational education</li> <li>• Relationship based education</li> <li>• Competency based education</li> <li>• <i>Educational philosophy:</i></li> <li>• Definition of philosophy, education and philosophy</li> <li>• Comparison of educational philosophies</li> <li>• Philosophy of nursing education</li> <li>• <i>Teaching learning process:</i></li> <li>• Definitions</li> <li>• Teaching learning as a process</li> <li>• Nature and characteristics of teaching and learning</li> <li>• Principles of teaching and learning</li> <li>• Barriers to teaching and learning</li> <li>• Learning theories</li> <li>• Latest approaches to learning</li> <li>• Experiential learning</li> </ul>	Lecture cum discussion	Quiz

UNIT	TIME		LEARNING OUTCOME	CONTENT	LEARNING TEACHING ACTIVITIES	ASSESSMENT METHOD
	T	P				
II	6	6	<p>Identify essential qualities/attributes of a teacher</p> <p>Describe the teaching styles of faculty</p> <p>Explain the determinants of learning and initiates self-assessment to identify own learning style</p> <p>Identify the factors that motivate the learner</p> <p>Define curriculum and classify types</p> <p>Identify the factors influencing curriculum development</p> <p>Develop skill in</p>	<ul style="list-style-type: none"> <li>• Reflective learning</li> <li>• Scenario based learning</li> <li>• Simulation based learning</li> <li>• Blended learning</li> </ul> <p><b><u>Assessment and Planning</u></b></p> <p><i>Assessment of teacher</i></p> <ul style="list-style-type: none"> <li>• Essential qualities of a teacher</li> <li>• Teaching styles – Formal</li> <li>• authority, demonstrator, facilitator, delegator</li> <li>• <i>Assessment of learner</i></li> <li>• Types of learners</li> <li>• Determinants of learning – learning needs, readiness to learn, learning styles</li> <li>• Today’s generation of learners and their skills and attributes</li> <li>• Emotional intelligence of the learner</li> <li>• Motivational factors – personal factors, environmental factors and support system</li> </ul> <p><b>Curriculum Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum – definition, types</li> </ul>	<p><b>Group exercise:</b></p> <p><input type="checkbox"/> Create/discuss scenario-based exercise</p> <p><b>Self-assessment exercise:</b></p> <p><input type="checkbox"/> Identify your learning style using any learning style inventory (ex. Kolb’s learning style inventory)</p> <p><input type="checkbox"/> Lecture cum discussion</p> <p><b>Individual/group exercise:</b></p> <p><input type="checkbox"/> Writing learning outcomes</p> <p>lesson plan</p>	<p><b>Assessment of Assignment:</b></p> <p><input type="checkbox"/> Learning theories – analysis of any one</p> <p>Short answer</p> <p><input type="checkbox"/> Objective type</p>
			<p>writing learning outcomes, and lesson plan</p>	<p>Curriculum design – components, Approaches</p> <ul style="list-style-type: none"> <li>• Curriculum development – factors</li> </ul>		<p><b>Assessment of Assignment:</b></p> <p><input type="checkbox"/> Individual/</p>

III	8	15	<p>Explain the principles and strategies of classroom management</p>	<ul style="list-style-type: none"> <li>• influencing curriculum development,</li> <li>• facilitators and barriers</li> <li>• Writing learning outcomes/</li> <li>• behavioral objectives</li> <li>• Basic principles of writing course plan, unit plan and lesson plan</li> </ul> <p><b>Implementation</b>  <i>Teaching in Classroom and Skill lab – Teaching Methods</i></p> <ul style="list-style-type: none"> <li>• Classroom management-principles and strategies</li> <li>• Classroom communication</li> <li>• Facilitators and Barriers to classroom communication</li> </ul>	<p>Lecture cum Discussion</p>	<p>Group</p> <p>Short answer Objective type</p>
			<p>Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods</p> <p>Explain active learning strategies and participate actively in team and collaborative learning</p>	<p>Information communication technology (ICT) – ICT used in education</p> <p><i>Teaching methods – Features, advantages and disadvantages</i></p> <ul style="list-style-type: none"> <li>• Lecture, Group discussion, microteaching</li> <li>• Skill lab – simulations,</li> <li>• Demonstration &amp; re-demonstration</li> <li>• Symposium, panel discussion, seminar, scientific workshop, exhibitions</li> <li>• Role play, project</li> <li>• Field trips</li> <li>• Self-directed learning (SDL)</li> <li>• Computer assisted learning</li> </ul>	<p>Practice teaching/Micro teaching</p> <p><input type="checkbox"/> Exercise (Peer teaching) session</p> <p><input type="checkbox"/> Construction of game – puzzle</p> <p><input type="checkbox"/> Teaching in groups – interdisciplinary</p>	<p>Assessment of microteaching</p>

				<ul style="list-style-type: none"> <li>• One-to-one instruction</li> <li>• Active learning strategies</li> <li>• Team based learning</li> <li>• Problem based learning</li> <li>• Peer sharing</li> <li>• Case study analysis</li> <li>• Journaling</li> <li>• Debate</li> <li>• Gaming</li> <li>• <input type="checkbox"/> Inter-professional education</li> </ul>		
IV	3	3	<p>Enumerate the factors influencing selection of clinical learning experiences</p> <p>Develop skill in using different clinical teaching strategies</p>	<p><input type="checkbox"/> Inter-professional education</p> <p><b>Teaching in the Clinical Setting – Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Clinical learning environment</li> <li>• Factors influencing selection of clinical learning experiences</li> <li>• Practice model</li> <li>• Characteristics of effective clinical teacher</li> <li>• Writing clinical learning outcomes/practice competencies</li> <li>• 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</li> </ul>	<p>Lecture cum discussion</p> <p><input type="checkbox"/> Writing clinical outcomes – assignments in pairs</p>	Short answer
V	5	5	<p>Explain the purpose, principles and steps in the use of media</p>	<p><b>Educational/Teaching Media</b></p> <ul style="list-style-type: none"> <li>• Media use – Purpose, components, principles and steps</li> </ul>	<p>Lecture cum discussion</p> <p><input type="checkbox"/> Preparation of</p>	<p>Short answer</p> <p>Objective type</p>

		<p>Categorize the different types of media and describe its advantages and disadvantages</p> <p>Develop skill in preparing and using media</p>	<ul style="list-style-type: none"> <li>• Types of media</li> <li><i>Still visuals</i></li> <li>• Non projected – drawings &amp; diagrams, charts, graphs, posters,</li> <li>• cartoons, board devices (chalk/white board, bulletin board, flannel board,</li> <li>• flip charts, flash cards, still</li> <li>• pictures/photographs, printed</li> <li>• materials-handout, leaflet, brochure, flyer</li> <li>• Projected – film stripes, microscope,</li> <li>• power point slides, overhead</li> <li>• projector</li> <li><i>Moving visuals</i></li> <li>• Video learning resources –</li> <li>• videotapes &amp; DVD, Blu-ray, USB</li> <li>• flash drive</li> <li>• Motion pictures/films</li> <li>• <i>Realis and models</i></li> <li>• Real objects &amp; Models</li> <li>• <i>Audio aids/audio media</i></li> <li>• Audiotapes/Compact discs</li> <li>• Radio &amp; Tape recorder</li> <li>• Public address system</li> </ul>	<p>different teaching aids – (Integrate with practice teaching sessions)</p>	<p><input type="checkbox"/> Assessment of the teaching media prepared</p>
			<p>Digital audio</p> <p><i>Electronic media/computer learning resources</i></p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Web-based videoconferencing</li> <li>• E-learning, Smart classroom</li> <li>• <i>Telecommunication (Distance</i></li> </ul>		

VI	5	3	Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation	<ul style="list-style-type: none"> <li>• education)</li> <li>• Cable TV, satellite broadcasting,</li> <li>• videoconferencing Telephones –</li> <li>• Telehealth/telenursing</li> </ul> <p><i>Mobile technology</i></p>	Lecture cum discussion	Short answer Objective type
			<p>Explain the guidelines to develop assessment tests Develop skill in construction of different tests</p> <p>Identify various clinical evaluation tools and demonstrate skill in selected tests</p>	<p><b><u>Assessment/Evaluation Methods/Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Purposes, scope and principles in</li> <li>• selection of assessment methods and</li> <li>• types</li> <li>• Barriers to evaluation</li> <li>• Guidelines to develop assessment tests</li> <li>• <i>Assessment of knowledge:</i></li> <li>• Essay type questions,</li> <li>• Short answer questions (SAQ)</li> <li>• Multiple choice questions (MCQ – single response &amp; multiple response)</li> <li>• <i>Assessment of skills:</i></li> <li>• Clinical evaluation</li> <li>• Observation (checklist, rating scales, videotapes)</li> <li>• Written communication – progress notes, nursing care plans, process recording, written assignments</li> <li>• Verbal communication (oral examination)</li> <li>• Simulation</li> </ul>	Exercise on constructing assessment tool/s	Assessment of tool/s prepared

				<ul style="list-style-type: none"> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Self-evaluation</li> <li>• Clinical portfolio, clinical logs</li> <li>• <i>Assessment of Attitude:</i></li> <li>• Attitude scales</li> <li>• <i>Assessment tests for higher learning:</i></li> <li>• Interpretive questions, hot spot</li> <li>• questions, drag and drop and ordered</li> <li>• response questions</li> </ul>		
VII	3	3	<p>Explain the scope, purpose and principles of guidance</p> <p>Differentiate between guidance and counseling</p> <p>Describe the principles, types, and counseling process</p> <p>Develop basic skill of counseling and guidance</p> <p>Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance</p>	<p><b><u>Guidance/academic advising, counseling and discipline</u></b></p> <p><i>Guidance</i></p> <ul style="list-style-type: none"> <li>• Definition, objectives, scope, purpose and principles</li> <li>• Roles of academic advisor/ faculty in guidance</li> <li>• <i>Counseling</i></li> <li>• Difference between guidance and counseling</li> <li>• Definition, objectives, scope, principles, types, process and steps of counseling</li> <li>• Counseling skills/techniques – basics</li> <li>• Roles of counselor</li> <li>• Organization of counseling services</li> <li>• Issues for counseling in nursing students</li> </ul> <p><i>Discipline and grievance in students</i></p> <ul style="list-style-type: none"> <li>• Managing disciplinary/grievance problems – preventive guidance &amp; counseling</li> <li>• Role of students' grievance</li> </ul>	<p>Lecture cum discussion</p> <p>Role play on student counseling in different situations</p> <p>Assignment on identifying situations requiring counseling</p>	<p>Assessment of performance in role play scenario</p> <p>Evaluation of assignment</p>

			among students	<ul style="list-style-type: none"> <li>redressed cell/committee</li> </ul>		
VIII	4	2	<p>Recognize the importance of value based education</p> <p>Develop skill in ethical decision making and maintain ethical standards for students</p> <p>Introduce knowledge of EBT and its application in nursing education</p>	<p><b><u>Ethics and Evidence Based Teaching (EBT) in Nursing Education</u></b></p> <p><i>Ethics – Review</i></p> <ul style="list-style-type: none"> <li>Definition of terms</li> <li>Value based education in nursing</li> <li>Value development strategies</li> <li>Ethical decision making</li> <li>Ethical standards for students</li> <li>Student-faculty relationship</li> <li><i>Evidence based teaching – Introduction</i></li> <li>Evidence based education process and its application to nursing education</li> </ul>	<p>Value clarification exercise</p> <p><input type="checkbox"/> Case study analysis (student encountered scenarios) and suggest ethical decision-making steps</p> <p><input type="checkbox"/> Lecture cum discussion</p>	Quiz

<b>CO1</b>	<b>Educational Technology/ nursing education</b>	1	1	1	2	3	1
<b>CO2</b>		2	2	2	2	1	1
<b>CO3</b>		2	2	2	2	1	1
<b>CO4</b>		1	1	1	1	1	1
<b>CO5</b>		1	1	1	2	1	1
<b>CO6</b>		2	1	3	1	1	2
<b>AVERAGE</b>		<b>1.5</b>	<b>1.3</b>	<b>1.7</b>	<b>1.7</b>	<b>1.3</b>	<b>1.2</b>





<b>School- SSNSR</b>		<b>Batch- 2023-2027</b>
<b>PROGRAMME</b>		<b>BSc. Nursing</b>
<b>SEMESTER</b>		<b>V Semester</b>
<b>1</b>	<b>Course Code</b>	
<b>2</b>	<b>Course Title</b>	<b>Introduction to forensic nursing and Indian law</b>
<b>3</b>	<b>Course Hours</b>	<b>20</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, DSE, SEC</b>
<b>5</b>	<b>Course Objectives</b>	Upon completion of the course, the students will be able to -  <ol style="list-style-type: none"><li>1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice.</li><li>2. Explore the history and scope of forensic nursing practice.</li><li>3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence.</li><li>4. Develop basic understanding of the Indian judicial system and legal procedures</li></ol>
<b>6</b>	<b>Course Outcome</b>	<b>CO1-</b> Describe the nature of forensic science. Discuss issues related to violence. <b>CO2-</b> Describe the scope and concepts of forensic nursing practice for nurses. <b>CO3-</b> Identify forensic team members and discuss their roles. <b>CO4-</b> Discuss the fundamental and human rights as per Indian constitution. <b>CO5-</b> Discuss the role of Indian judicial system and various laws related to civil and criminal cases. <b>CO6-</b> Explain the importance of POSCO act.
<b>7</b>	<b>Course Description</b>	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.

Units	Times (Hr)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	L				
I.	3		Describe the nature of forensic science and discuss issues concerning violence	<p><b>Forensic Science</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• History</li> <li>• Importance in medical science</li> <li>• Forensic Science Laboratory</li> </ul> <p><b>Violence</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Epidemiology</li> <li>• Source of data</li> </ul> <p><b>Sexual abuse - child and women</b></p>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Visit to Regional Forensic Science Laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz-MCQ</li> <li>• Write visit report</li> </ul>
II.	2		Explain concepts of forensic nursing and scope of practice for forensic nurse	<p><b>Forensic Nursing</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• History and development</li> <li>• Scope - setting of practice, areas of practice and subspecialties</li> <li>• Ethical issues</li> <li>• Roles and responsibilities of nurse</li> <li>• INC &amp; SNC Acts</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
III.	7		Identify members of forensic team and describe role of forensic nurse	<p><b>Forensic Team</b></p> <ul style="list-style-type: none"> <li>• Members and their roles</li> </ul> <p><b>Comprehensive forensic nursing care of victim and family</b></p> <ul style="list-style-type: none"> <li>• Physical aspects</li> <li>• Psychosocial aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Hypothetical/real case presentation</li> <li>• Observation of post-mortem</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Short answer</li> <li>• Write report</li> </ul>

Units	Times (Hr)	Learning Outcomes		Content	Teaching/ Learning Activities	Assessment Method
	T	L				
				<ul style="list-style-type: none"> <li>• Cultural and spiritual aspects</li> <li>• Legal aspects</li> <li>• Assist forensic team in care beyond scope of her practice</li> <li>• Admission and discharge/referral/death of victim of violence</li> <li>• Responsibilities of the nurse as a witness</li> </ul> <p><b>Evidence preservation - role of nurses</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Recognition</li> <li>• Collection</li> <li>• Preservation</li> <li>• Documentation of Biological and other evidence related to criminal traumatic event</li> <li>• Forwarding biological samples for forensic examination</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to department of forensic medicine</li> </ul>	
IV.	3		Describe fundamental rights and human rights commission	<p><b>Introduction of Indian Constitution</b></p> <p><b>Fundamental Rights</b></p> <ul style="list-style-type: none"> <li>• Rights of victim</li> <li>• Rights of accused</li> </ul> <p><b>Human Rights Commission</b></p>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Written Assignment</li> <li>• Visit to prison</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Assessment of written assignment</li> <li>• Write visit report</li> </ul>
V.	5		<ul style="list-style-type: none"> <li>• Explain Indian judicial system and laws</li> </ul>	<p><b>Sources of laws and law-making powers Overview of Indian Judicial System</b></p> <ul style="list-style-type: none"> <li>• JMFC (Judicial Magistrate First Class)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Guided reading</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Short answer</li> </ul>



			<ul style="list-style-type: none"> <li>Discuss the importance of POSCO Act</li> </ul>	<ul style="list-style-type: none"> <li>District</li> <li>State</li> <li>Apex Civil and Criminal Case Procedures</li> <li>IPC (Indian Penal Code)</li> <li>ICPC</li> <li>IE Act (Indian Evidence Act) Overview of POSCO Act</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion cum</li> </ul>	
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<b>CO1</b>	<b>Introduction to Forensic nursing and Indian laws</b>	1	1	1	1	1	1
<b>CO2</b>		1	1	1	1	1	1
<b>CO3</b>		1	1	1	2	1	1
<b>CO4</b>		2	1	2	2	2	2
<b>CO5</b>		2	1	2	2	1	1
<b>CO6</b>		2	1	2	1	1	1
<b>AVERAGE</b>			<b>1.5</b>	<b>1</b>	<b>1.5</b>	<b>1.5</b>	<b>1.2</b>



# **B.SC. NURSING VI SEMESTER**



<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>VI SEMESTER</b>
<b>1</b>	<b>Course Code</b>	
<b>2</b>	<b>Course Title</b>	<b>Child health nursing II</b>
<b>3</b>	<b>Contact Hours-L-T-P</b>	<b>120</b>
<b>4</b>	<b>Course Status</b>	<b>CC, DSE, AECC, SEC</b>
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts
<b>6</b>	<b>Course Outcome</b>	CO1 Describe the etiology, pathophysiology, clinical manifestation and nursing management of cardiovascular system and hematological disorders. CO2 Describe the etiology, pathophysiology, clinical manifestation and nursing management of gastrointestinal. CO3 Describe the etiology, pathophysiology, clinical manifestation and nursing management of nervous system. CO4 Describe the etiology, pathophysiology, clinical manifestation and nursing management of genital-urinary system CO5 Describe the etiology, pathophysiology, clinical manifestation and nursing management of orthopedic disorders, ENT and communicable disease in children CO6 Describe nursing management of behavior and social problems in children.
<b>7</b>	<b>Course Description</b>	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.

### 8. Outline Syllabus: BSNS101 (CHILD HEALTH NURSING-II)

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	20(T)	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, system</li> <li>Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of gastrointestinal,</li> </ul>	<p><b>Cardiovascular system:</b></p> <ul style="list-style-type: none"> <li>Identification and Nursing management of congenital malformations</li> <li>Congenital heart diseases:</li> <li>Cyanotic and A cyanotic (ASD, VSD,PDA, TOF)</li> <li>Others:</li> <li>Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure</li> </ul> <p>Hematological conditions:</p> <ul style="list-style-type: none"> <li>Congenital: Hemophilia,</li> <li>Thalassemia</li> <li>Others:</li> <li>Anemia,</li> <li>Leukemia,</li> <li>Idiopathic thrombocytopenic purpura, Hodgkin's and non-Hodgkin's lymphoma</li> <li>Gastro-intestinal system:</li> <li>Identification and Nursing management of congenital malformations.</li> <li>Congenital:</li> <li>Cleft lip, Cleft palate,</li> <li>Congenital hypertrophic</li> <li>pyloric stenosis,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration and practice session</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> </ul>



			<ul style="list-style-type: none"> <li>• (Mega colon),Anorectal malformation,</li> <li>• Malabsorption syndrome,</li> <li>• Abdominal wall defects,</li> <li>• Hernia</li> </ul> <p>Others: Gastroenteritis,</p>		
II	10(T)	<ul style="list-style-type: none"> <li>● Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of genitourinary</li> <li>● Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of c nervous system</li> </ul> <p><b>Learning objectives</b></p>	<ul style="list-style-type: none"> <li>• Diarrhea,</li> <li>• Vomiting,</li> <li>• Protein energy malnutrition,</li> <li>• Intestinal obstruction,</li> <li>• Hepatic diseases,</li> <li>• intestinal parasites</li> </ul> <p><b>Genitourinary urinary system:</b></p> <ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital malformations.</li> <li>• Congenital: Wilms tumor,</li> <li>• Ext ropy of bladder,</li> <li>• Hypospadias,</li> <li>• Obstructive</li> <li>• Others: Nephrotic syndrome</li> <li>• Acute glomerulonephritis,</li> <li>• renal failure</li> </ul> <p><b>Nervous system:</b></p> <p>Identification and Nursing management of congenital malformations</p> <ul style="list-style-type: none"> <li>• Congenital: Spinal bifida,Hydrocephalous.</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum discussion</li> <li>● Demonstration</li> <li>● Practice session</li> <li>● Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>● Objective type</li> <li>● Assessment of skills with checklist</li> </ul>

			<ul style="list-style-type: none"> <li>• Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures),</li> <li>• Cerebral palsy</li> <li>• head injury</li> </ul>		
		<ul style="list-style-type: none"> <li>● management of children with Orthopedic disorders, eye, ear and skin disorders</li> <li>● Explain the preventive measures and strategies for children with communicable diseases</li> </ul>	<p><b>Orthopedic disorders:</b></p> <ul style="list-style-type: none"> <li>• Club foot</li> <li>• Hip dislocation and Fracture</li> </ul> <p><b>Disorder of eye, ear and skin:</b></p> <ul style="list-style-type: none"> <li>• Refractory errors</li> <li>• Otitis media and</li> <li>• Atopic dermatitis</li> </ul> <p><b>Communicable diseases in children, their identification/ diagnosis, nursing management in hospital, in home, control &amp; prevention:</b></p> <ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Diphtheria</li> <li>• Tetanus</li> <li>• Pertussis</li> <li>• Poliomyelitis</li> <li>• Measles</li> <li>• Mumps, and</li> <li>• Chickenpox</li> <li>• HIV/AIDS</li> <li>• Dengue fever</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum discussion <input type="checkbox"/></li> <li>● Field visits to child guidance clinics,</li> <li>● school for mentally &amp; physically, socially challenged <input type="checkbox"/></li> <li>● Lecture cum discussion <input type="checkbox"/></li> <li>● Field visits to child guidance clinics,</li> <li>● school for mentally &amp; physically, socially challenged</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer <input type="checkbox"/></li> <li>● Objective type</li> <li>● Assessment of skills with checklist</li> <li>● Short answer <input type="checkbox"/></li> <li>● Objective type</li> <li>● Assessment of skills with checklist</li> </ul>

III	10(t)	<ul style="list-style-type: none"> <li>● Describe the management of children with behavioral &amp; social problems</li> <li>● Identify the social &amp; welfare services for challenged children</li> </ul>	<p>Eating disorder in children and management</p> <ul style="list-style-type: none"> <li>● Obesity</li> <li>● Anorexia nervosa</li> <li>● Bulimia</li> <li>● Management of challenged children.</li> <li>● Mentally</li> <li>● Physically</li> <li>● Socially</li> <li>● Child abuse,</li> <li>● Substance abuse</li> <li>● Welfare services for challenged children in India</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum discussion <input type="checkbox"/></li> <li>● Field visits to child guidance clinics, school for mentally &amp; physically, socially challenged <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>● Short answer <input type="checkbox"/></li> <li>● Objective type</li> <li>● Assessment of field reports</li> </ul>
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CO1	<b>Child Health Nursing-II</b>	2	1	2	1	1	1
CO2		2	1	2	1	1	1
CO3		2	1	2	1	1	1
CO4		2	1	2	1	1	1
CO5		2	1	2	1	1	1
CO6		2	2	2	2	1	1
<b>AVERAGE</b>		<b>2</b>	<b>1.2</b>	<b>2</b>	<b>1.2</b>	<b>1</b>	<b>1</b>



<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>	
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>	
<b>SEMESTER</b>		<b>VI Semester</b>	
<b>1</b>	<b>Course Code</b>		
<b>2</b>	<b>Course Title</b>	<b>Mental Health Nursing - II</b>	
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>200</b>	
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, DSE, SEC</b>	
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts	
<b>6</b>	<b>Course Outcome</b>	CO1-	Discuss the nursing management of patient with substance use disorders, personality and sexual disorders
		CO2-	Describe nursing management of patient with behavioral and emotional disorders in childhood and adolescent.
		CO3-	Describe nursing management of patient with organic brain disorders.
		CO4-	Identify psychiatric emergencies and crisis intervention.
		CO5-	Explain the legal aspects and issues in mental health nursing.
		CO6-	Describe the role of nurse in community mental health services.
<b>7</b>	<b>Course Description</b>	Mental Health Nursing - II:- 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.	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6 (T)	Describe the etiology, psychodynamics, Clinical manifestations, diagnostic criteria and management of patients with substance use disorders	<p><b>Nursing Management of Patients with Substance Use Disorders</b></p> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal</li> <li>• Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal)</li> <li>• Diagnostic criteria/formulations</li> <li>• Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay</li> <li>• 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</li> <li>• Special considerations for vulnerable population</li> <li>• Follow-up and home care and Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>

<p><b>II</b></p>	<p>6 (T)</p>	<p>Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders</p>	<p><b>Nursing Management of Patient with Personality and Sexual Disorders</b></p> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classification of disorders</li> <li>• Etiology, psychopathology, characteristics, diagnosis</li> <li>• Nursing Assessment: History, Physical and mental health assessment</li> <li>• Treatment modalities and nursing management of patients with personality, and sexual disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>
<p><b>III</b></p>	<p>8 (T)</p>	<p>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency</p>	<p><b>Nursing Management of Behavioral &amp; Emotional Disorders occurring during Childhood and Adolescence</b> (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder)</p> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classifications</li> <li>• Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations</li> <li>• Nursing Assessment: History, Physical, mental status examination and IQ assessment</li> <li>• Treatment modalities and nursing management of childhood disorders including intellectual disability</li> <li>• Follow-up and home care and Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>

IV	5 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.	<p><b>Nursing Management of Organic Brain Disorders</b> (Delirium, Dementia, amnestic disorders)</p> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classification</li> <li>• Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis</li> <li>• Nursing Assessment: History, Physical, mental and neurological assessment</li> <li>• Treatment modalities and nursing management of organic brain disorders</li> <li>• Follow-up and home care and Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>
V	6 (T)	Identify psychiatric emergencies and carry out crisis intervention	<p><b>Psychiatric Emergencies and Crisis Intervention</b></p> <ul style="list-style-type: none"> <li>• Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements</li> <li>• Maladaptive behavior of individual and groups, stress, crisis and disaster(s)</li> <li>• Types of crisis</li> <li>• Crisis intervention: Principles, Techniques and Process               <ul style="list-style-type: none"> <li>- Stress reduction interventions as per stress adaptation model</li> <li>- Coping enhancement</li> <li>- Techniques of counselling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

<p><b>VI</b></p>	<p>4 (T)</p>	<p>Explain legal aspects applied in mental health settings and role of the nurse</p> <p>Describe the model of preventive psychiatry</p>	<p><b>Legal Issues in Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Overview of Indian Lunacy Act and The Mental Health Act 1987</li> <li>• (Protection of Children from Sexual Offence) POSCO Act</li> <li>• Mental Health Care Act (MHCA) 2017</li> <li>• Rights of mentally ill clients</li> <li>• Forensic psychiatry and nursing</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li>• Admission and discharge procedures as per MHCA 2017</li> <li>• Role and responsibilities of nurses in implementing MHCA 2017</li> </ul> <p><b>Community Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Development of Community Mental Health Services:</li> <li>• National mental health policy viz. National Health Policy</li> <li>• National Mental Health Program</li> <li>• Institutionalization versus Deinstitutionalization</li> <li>• Model of Preventive psychiatry</li> <li>• Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses ‘responsibilities</li> <li>• Mental Health Agencies: Government and voluntary, National and International</li> <li>• Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
<p><b>VII</b></p>	<p>5 (T)</p>	<p>Describe Community Mental health services and role of the nurse</p>	<p><b>Legal Issues in Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Overview of Indian Lunacy Act and The Mental Health Act 1987</li> <li>• (Protection of Children from Sexual Offence) POSCO Act</li> <li>• Mental Health Care Act (MHCA) 2017</li> <li>• Rights of mentally ill clients</li> <li>• Forensic psychiatry and nursing</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li>• Admission and discharge procedures as per MHCA 2017</li> <li>• Role and responsibilities of nurses in implementing MHCA 2017</li> </ul> <p><b>Community Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Development of Community Mental Health Services:</li> <li>• National mental health policy viz. National Health Policy</li> <li>• National Mental Health Program</li> <li>• Institutionalization versus Deinstitutionalization</li> <li>• Model of Preventive psychiatry</li> <li>• Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses ‘responsibilities</li> <li>• Mental Health Agencies: Government and voluntary, National and International</li> <li>• Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Clinical/ field practice</li> <li>• Field visits to mental health service agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of the field visit reports</li> </ul>





<b>CO1</b>	<b>Mental Health Nursing II</b>	2	2	1	1	1	1
<b>CO2</b>		2	2	1	1	1	1
<b>CO3</b>		2	2	2	1	1	2
<b>CO4</b>		2	2	2	2	1	2
<b>CO5</b>		3	2	3	1	1	2
<b>CO6</b>		2	2	2	2	2	2
<b>AVERAGE</b>							



<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>VI SEMESTER</b>
<b>1</b>	<b>Course Code</b>	
<b>2</b>	<b>Course Title</b>	<b>Nursing Management and Leadership</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>140</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, DSE, SEC</b>
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts
<b>6</b>	<b>Course Outcome</b>	CO1- Explore the health care, nursing services in India and functions of management applied to nursing. CO2- Describe the concepts, importance, process and essential elements of planning, organizing, staffing, controlling, directing, organizational behavior and leadership in nursing. CO3- Discuss the role of nursing services in financial management while reviewing the concept and principles of nursing informatics and personal management. CO4- Explain the process of establishing educational institution and its guidelines given by INC. Discuss the planning and organization of a nursing college focusing on staffing and student selection. CO5- Identify various legal issues and laws related to nursing practices. CO6- Discuss various opportunities of professional advancement in nursing.
<b>7</b>	<b>Course Description</b>	<b>DESCRIPTION:</b> 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.

## OUTLINE OF SYLLABUS

### 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	<b>Health Care and Development of Nursing Services in India</b> <ul style="list-style-type: none"> <li>• Current health care delivery system of India - review</li> <li>• Planning and development of nursing services and education at global and national scenario</li> <li>• Recent trends and issues of nursing service and management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Directed reading and written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions, Assignment</li> </ul>
II	2 (T)	Explain the principles and functions of management applied to nursing  Describe the introductory concepts of management as a process	<b>Management Basics Applied to Nursing</b> <ul style="list-style-type: none"> <li>• Definitions, concepts and theories of management</li> <li>• Importance, features and levels of management</li> <li>• Management and administration</li> <li>• Functions of management</li> <li>• Principles of management</li> <li>• Role of a nurse as a manager</li> </ul> <b>Introduction to Management Process</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Staffing</li> <li>• Directing/Leading</li> <li>• Controlling</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> </ul>

m	4 (T)	Describe the essential elements of planning	<b>Planning Nursing Services</b> <ul style="list-style-type: none"> <li>• Vision, Mission, philosophy, objectives</li> <li>• Nursing service policies-s, procedures and manuals</li> <li>• Functional and operational planning</li> <li>• Strategic planning</li> <li>• Program planning - Gantt chart &amp; milestone chart</li> <li>• Budgeting - concepts, principles, types,</li> <li>• Budget proposal, cost benefit analysis</li> <li>• Planning hospital and patient care unit (Ward)</li> <li>• Planning for emergency and disaster</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Visit to specific hospital/ patient care units</li> <li>• Demonstration of disaster drill in the respective setting</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate mission &amp; Vision Statement for the nursing department/ unit</li> <li>• Assessment of problem- solving exercises</li> <li>• Visit Report</li> </ul>
IV	4 (T)	Discuss the concepts of organizing including hospital organization	<b>Organizing</b> <ul style="list-style-type: none"> <li>• Organizing as a process - assignment, delegation and coordination</li> <li>• Hospital - types, functions &amp; organization</li> <li>• Organizational development</li> <li>• Organizational structure</li> <li>• Organizational charts</li> <li>• Organizational effectiveness</li> <li>• Hospital administration, Control &amp; line of authority</li> <li>• Hospital statistics including hospital utilization indices</li> <li>• Nursing care delivery systems and trends</li> <li>• Role of nurse in maintenance of effective organizational climate</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Comparison of organizational structure of various organizations</li> <li>• Nursing care delivery systems -assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Assessment of assignment</li> </ul>
V	6 (T)	Identify the significance of human resource management (HRM) and material management and discuss its	<b>Staffing (Human resource management)</b> <ul style="list-style-type: none"> <li>• Definition, objectives, components and functions</li> </ul> <b>Staffing &amp; Scheduling</b>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Role play</li> <li>Games self- assessment,</li> </ul>	Formulate Job description at different levels of care & compare with

	<p>elements</p> <p>Explain the procedural steps of material management</p> <p>Develop managerial skill in inventory control and actively participate in procurement process</p>	<ul style="list-style-type: none"> <li>•Staffing - Philosophy, staffing activities</li> <li>•Recruiting, selecting, deployment</li> <li>•Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation</li> <li>•Staffing units - Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPR Norms, and Patient classification system</li> <li>•Categories of nursing personnel including job description of all levels</li> <li>•Assignment and nursing care responsibilities</li> <li>•Turnover and absenteeism</li> <li>•Staff welfare</li> </ul> <p>• Discipline and grievances</p> <p><b>In-Service Education</b></p> <ul style="list-style-type: none"> <li>• Nature and scope of in-service education program</li> <li>• Principles of adult learning - review</li> <li>• Planning and organizing in-service educational program</li> <li>• Methods, techniques and evaluation</li> </ul> <p>Preparation of report</p> <p>Material Resource Management, •Procurement, purchasing process, inventory control &amp; role of nurse</p> <ul style="list-style-type: none"> <li>•Auditing and maintenance in hospital and patient care unit</li> </ul>	<p>case discussion and practice</p> <ul style="list-style-type: none"> <li>• Calculation of staffing requirements for a specified ward</li> </ul> <p>•Visit to inventory store of the institution</p>	<p>existing system</p> <ul style="list-style-type: none"> <li>•Preparation of duty roster</li> <li>Preparation of :MMF/records</li> <li>• Preparation of log book&amp; condemnation documents</li> <li>Visit Report</li> </ul>
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VI	5 (T)	Describe the important methods of supervision and guidance	<p><b>Directing and Leading</b></p> <ul style="list-style-type: none"> <li>• Definition, principles, elements of directing</li> <li>• Supervision and guidance</li> <li>• Participatory management</li> <li>• Inter-professional collaboration</li> <li>• Management by objectives</li> <li>• Team management</li> <li>• Assignments, rotations</li> <li>• Maintenance of discipline</li> <li>• Leadership in management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of record &amp; report maintenance in specific wards/ departments</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Reports &amp; Records maintained in nursing department/             <ul style="list-style-type: none"> <li>• Preparation of protocols and manuals</li> </ul> </li> </ul>
VII	4 (T)	<p>Discuss the significance and changing trends of nursing leadership</p> <p>Analyze the different leadership styles and develop leadership competencies</p>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Definition, concepts, and theories</li> <li>• Leadership principles and competencies</li> <li>• Leadership styles: Situational leadership, Transformational leadership</li> <li>• Methods of leadership development</li> <li>• Mentorship/preceptorship in nursing</li> <li>• Delegation, power &amp; politics, empowerment, mentoring and coaching</li> <li>• Decision making and problem solving</li> <li>• Conflict management and negotiation</li> <li>• Implementing planned change</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion             <ul style="list-style-type: none"> <li>• Self-assessment</li> </ul> </li> <li>• Report on types of leadership adopted at different levels of health care in the given setting</li> <li>• Problem solving/ Conflict management exercise</li> <li>• Observation of managerial roles at different levels (middle level managers-ward, in charge, ANS)</li> </ul>	<p>Short answer Essay</p> <p>Assessment of exercise/report</p>

VIII	4 (T)	Explain the process of controlling and its activities	<p><b>Controlling</b></p> <ul style="list-style-type: none"> <li>• Implementing standards, policies, procedures, protocols and practices</li> <li>• Nursing performance audit, patient satisfaction</li> <li>• Nursing rounds, Documentation - records and reports</li> <li>• Total quality management - Quality assurance, Quality and safety</li> <li>• Performance appraisal</li> <li>• Program evaluation review technique (PERT)</li> <li>• Bench marking, Activity plan (Gantt chart)</li> <li>• Critical path analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Preparation of policies/ protocols for nursing units/ department</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of prepared protocols</li> </ul>
IX	4 (T)	Explain the concepts of organizational behavior and group dynamics	<p><b>Organizational Behavior and Human Relations</b></p> <ul style="list-style-type: none"> <li>• Concepts and theories of organizational behavior</li> <li>• Group dynamics</li> <li>• Review - Interpersonal relationship</li> <li>• Human relations</li> <li>• Public relations in the context of nursing.</li> <li>• Relations with professional associations and employee unions</li> <li>• Collective bargaining</li> <li>• Review - Motivation and morale building</li> <li>• Communication in the workplace - assertive communication</li> <li>• Committees - importance in the organization, functioning</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discusion</li> <li>• Role play/ exercise - Group dy11amics &amp; human relations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• OSCE</li> </ul>

IX	4 (T)	Explain the concepts of organizational behavior and group dynamics	<p><b>Organizational Behavior and Human Relations</b></p> <ul style="list-style-type: none"> <li>• Concepts and theories of organizational behavior</li> <li>• Group dynamics</li> <li>• Review - Interpersonal relationship</li> <li>• Human relations</li> <li>• Public relations in the context of nursing.</li> <li>• Relations with professional associations and employee unions</li> <li>• Collective bargaining</li> <li>• Review - Motivation and morale building</li> <li>• Communication in the workplace - assertive communication</li> <li>• Committees - importance in the organization, functioning</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discuss</li> <li>• Role play/ exercise - Group dynamics &amp; human relations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• OSCE</li> </ul>
X	2 (T)	Describe the financial management related to nursing services	<p><b>Financial Management</b></p> <ul style="list-style-type: none"> <li>• Definition, objectives, elements, functions, principles &amp; scope of financial management</li> <li>• Financial planning (budgeting for nursing department)</li> <li>• Proposal, projecting requirement for staff, equipment and supplies for - Hospital &amp; patient care units &amp; emergency and units</li> <li>• Budget and Budgetary process</li> <li>• Financial audit</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Budget proposal review</li> <li>• Preparation of budget proposal for a specific department</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of a assignment</li> </ul>



<p><b>XI</b></p>	<p>1 (T)</p>	<p>Review the concepts, principles and methods and use</p>	<p><b>Nursing Informatics/ Information Management - Review</b></p> <ul style="list-style-type: none"> <li>• Patient records</li> <li>• Nursing records of nursing informatics</li> <li>• Use of computers in hospital, college and community</li> <li>• Telemedicine &amp; Tele nursing</li> <li>• Electronic Medical Records (EMR), EHR</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Practice session</li> <li>• Visit to departments</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> </ul>
<p><b>XII</b></p>	<p>1 (T)</p>	<p>Review personal management in terms of management of emotions, stress and resilience</p>	<p><b>Personal Management - Review</b></p> <ul style="list-style-type: none"> <li>• Emotional intelligence</li> <li>• Resilience building</li> <li>• Stress and time management - de- stressing</li> <li>• Career planning</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Discussion</li> </ul>	
			<p><b>MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>XIII</b></p>	<p>4 (T)</p>	<p>Describe the process of establishing educational institutions and its accreditation guidelines</p>	<p><b>Establishment of Nursing Educational Institutions</b></p> <ul style="list-style-type: none"> <li>• Indian Nursing Council norms and guidelines - Faculty nouns, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines</li> <li>• Coordination with regulatory bodies - INC and State Nursing Council</li> <li>• Accreditation - Inspections</li> <li>• Affiliation with university/State council/board of examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Visit to one of the regulatory bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Visit report</li> </ul>

XIV	4 (T)	Explain the planning and organizing functions of a nursing college	<p><b>Planning and Organizing</b></p> <ul style="list-style-type: none"> <li>• Philosophy, objectives and mission of the college</li> <li>• Organization structure of school/college</li> <li>• Review - Curriculum planning</li> <li>• Planning teaching and learning experiences, clinical facilities - master plan, time table and clinical rotation</li> <li>• Budget planning - faculty, staff, equipment &amp; supplies, AV aids, Lab equipment, library books, journals, computers and maintenance</li> <li>• Infrastructure facilities - college, class, - rooms, hostel, library, labs, computer lab, transport facilities</li> <li>• Records &amp; reports for students, staff, faculty and administrative</li> <li>• Committees and functioning</li> <li>• Clinical experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Directed reading - INC Curriculum</li> <li>• Preparation of organizational structure of the college</li> <li>• Written assignment - writing philosophy of a teaching department</li> <li>• Preparation of master plan, time table and clinical rotation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of assignment</li> </ul>
xv	4 (T)	Develop understanding of staffing the college and selecting the students	<p><b>Staffing and Student Selection</b></p> <ul style="list-style-type: none"> <li>• Faculty/staff selection, recruitment and placement, job description</li> <li>• Performance appraisal</li> <li>• Faculty development</li> <li>• Faculty/staff welfare</li> <li>• Student recruitment, admission, clinical placement</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading on faculty nominations</li> <li>• Faculty welfare activities report</li> <li>• Writing job description of tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Activity report</li> <li>• Assessment of job description</li> </ul>
XVI	4 (T)	Analyze the leadership and management	<p><b>Directing and Controlling</b></p> <ul style="list-style-type: none"> <li>• Review - Curriculum implementation and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Review principles of evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> </ul>

<p><b>XVII</b></p>	<p>4 (T)</p>	<p>Identify various legal issues and laws relevant to nursing practice</p>	<p><b>PROFESSIONAL CONSIDERATIONS</b>  <b>Review - Legal and Ethical Issues</b></p> <ul style="list-style-type: none"> <li>• Nursing as a profession - Characteristics of a professional nurse</li> <li>• Nursing practice - philosophy, aim and objectives</li> <li>• Regulatory bodies - INC and SNC constitution and functions</li> </ul> <p><b>Review - Professional ethics</b></p> <ul style="list-style-type: none"> <li>• Code of ethics and professional conduct - INC &amp; ICN</li> <li>• Practice standards for nursing - INC</li> <li>• International Council for Nurses (ICN)</li> </ul> <p><b>Legal aspects in nursing:</b></p> <ul style="list-style-type: none"> <li>• Consumer protection act, patient rights</li> <li>• Legal terms related to practice, legal system-types of law, tort law &amp; liabilities</li> <li>• Laws related to nursing practice - negligence, malpractice, breach, penalties</li> <li>• Invasion of privacy, defamation of character</li> <li>• Nursing regulatory mechanisms - registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice</li> </ul>		
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<b>XVII I</b>	2 (T)	Explain various opportunities for professional advancement	<b>Professional Advancement</b> <ul style="list-style-type: none"> <li>• Continuing Nursing Education</li> <li>• Career opportunities</li> <li>• Membership with professional organizations - national and international</li> <li>• Participation in research activities</li> <li>• Publications - journals, newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare journal list available in India</li> <li>• Write an article - research/ clinical</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of assignments</li> </ul>
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<b>CO1</b>	<b>Nursing management and leadership</b>	3	2	2	2	2	2
<b>CO2</b>		2	3	2	1	2	1
<b>CO3</b>		1	1	1	1	2	2
<b>CO4</b>		2	1	2	2	2	1
<b>CO5</b>		3	2	3	1	2	2
<b>CO6</b>		2	1	1	2	2	2
<b>AVERAGE</b>		<b>2.2</b>	<b>1.7</b>	<b>1.8</b>	<b>1.5</b>	<b>2</b>	<b>1.7</b>



<b>SCHOOL- SSNSR</b>		<b>Batch- 2023-2027</b>
<b>PROGRAMME</b>		<b>BSc. Nursing</b>
<b>SEMESTER</b>		<b>VI Semester</b>
<b>1</b>	<b>Course Code</b>	
<b>2</b>	<b>Course Title</b>	<b>MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I INCULDING SBA MODULE</b>
<b>3</b>	<b>Course Hours L-D-P</b>	<b>340</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC, SEC, , DSE</b>
<b>5</b>	<b>Course Objectives</b>	<p>On completion of the program, the students will be able to</p> <ol style="list-style-type: none"><li>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.</li><li>2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.</li><li>3. Recognize the trends and issues in midwifery and obstetrical nursing.</li><li>4. Review and describe the anatomy and physiology of human reproductive system and conception.</li><li>5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium.</li><li>6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranasal and postnatal period.</li><li>7. Uphold the fundamental human rights of individuals when providing midwifery care.</li><li>8. Promote physiologic labor and birth, and conduct normal childbirth.</li><li>9. Provide evidence based essential newborn care.</li><li>10. Apply nursing process approach in caring for women and their families.</li><li>11. Describe the methods of contraception and role of nurse/midwife in family welfare services.</li><li>12. Recognize the importance of and actively participate in family welfare programs.</li><li>13. Provide youth friendly health services and care for women affected by gender based violence.</li></ol>

6	<b>Course Outcome</b>	<p>In the end of course, the student will be able to</p> <p><b>CO1</b> Explain the history and current scenario of midwifery in India, vital health indicators, trends and issues in midwifery and various national health programs.</p> <p><b>CO2</b> Define anatomy &amp; physiology of human reproductive system and conception.</p> <p><b>CO3</b> Describe the diagnosis &amp; management of 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> trimester of normal pregnancy.</p> <p><b>CO4</b> Understand complete physiology &amp; stages of labor and management of women during intra-natal period.</p> <p><b>CO5</b> -Classify the management of women during post- natal period and various methods of family planning</p> <p><b>CO6</b> Assessment and care of normal neonate.</p>
7	<b>Course Description</b>	<p>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, intra natal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programs.</p>

Unit	Time	Learning outcome	Content	Teaching learning activity	Assessment Methods
I	8(T)	<p>Explain the history and current scenario of midwifery in India</p> <p>Review vital health</p> <p>Describe the various national health programs related to RMNCH+A</p> <p>Identify the trends and issues in midwifery</p>	<p><b>Introduction to midwifery</b></p> <ul style="list-style-type: none"> <li>• History of midwifery in India</li> <li>• <i>Current scenario:</i></li> <li>• Trends of maternity care in India</li> <li>• Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India</li> <li>• Vital health indicators – Maternal mortality ratio, Infant Mortality Rate, Neonatal Mortality Rate, perinatal mortality rate, fertility rates</li> <li>• Maternal death audit</li> <li>• National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health)</li> </ul> <p><i>Current trends in midwifery and OBG nursing:</i></p> <ul style="list-style-type: none"> <li>o Respectful maternity and newborn care (RMNC)</li> <li>o Midwifery-led care units (MLCU)</li> <li>o Women centered care, physiologic birthing and DE medicalization of birth</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Directed reading and assignment:</li> <li>• ICM competencies</li> <li>• Scenario based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Essay</li> <li>• Quiz</li> </ul>

		<p>Discuss the legal and ethical issues relevant to midwifery practice</p>	<p>o Birthing centers, water birth, lotus birth</p> <p>o Essential competencies for midwifery practice (ICM)</p> <p>o Universal rights of child-bearing women</p> <p>o Sexual and reproductive health and rights</p> <p>o Women's expectations &amp; choices about care</p> <p><i>Legal provisions in midwifery practice in India:</i></p> <ul style="list-style-type: none"><li>• INC/MOH&amp;FW regulations</li><li>• ICM code of ethics</li><li>• Ethical issues in maternal and neonatal care</li><li>• Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers</li><li>• Roles and responsibility of a midwife/Nurse practitioner midwife in different settings (hospital/</li></ul>		
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			community) <ul style="list-style-type: none"> <li>• Scope of practice for midwives</li> </ul>		
II	6 (T) 3 (L)	Review the anatomy and physiology of human reproductive system	<p><b>Anatomy and physiology of human reproductive system and conception (Maternal, Fetal &amp; Newborn physiology)</b></p> <p><i>Review:</i></p> <ul style="list-style-type: none"> <li>• Female organs of reproduction</li> <li>• Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations</li> <li>• Fetal skull – bones, sutures fontanelles, diameters, molding</li> <li>• Fetal pelvic relationship</li> <li>• Physiology of menstrual cycle, menstrual hygiene</li> <li>• Fertilization, conception and implantation</li> <li>• Embryological development</li> <li>• Placental development and function, placental barrier</li> <li>• Fetal growth and development</li> <li>• Fetal circulation &amp; nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Self-directed learning</li> <li>• Models</li> <li>• Videos &amp; films</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Short answer</li> <li>• Essay</li> </ul>
III	12 (T) 10 (L) 40 (C)	Provide preconception care to eligible couples	<p><b>Assessment and management of normal pregnancy (ante-natal):</b></p> <p><b>Pre-pregnancy Care</b></p> <ul style="list-style-type: none"> <li>• Review of sexual development (<i>Self</i></li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Self-Learning</li> </ul>	

		<p>Describe the physiology, assessment and management of normal pregnancy</p>	<p><i>Learning)</i></p> <ul style="list-style-type: none"> <li>• Socio-cultural aspects of human sexuality (<i>Self Learning</i>)</li> <li>• Preconception care</li> <li>• Pre-conception counseling (including awareness regarding normal birth)</li> <li>• Genetic counseling (<i>Self Learning</i>)</li> <li>• Planned parenthood</li> </ul> <p><b>Pregnancy assessment and antenatal care (I, II &amp; III Trimesters)</b></p> <p><b>Normal pregnancy</b></p> <ul style="list-style-type: none"> <li>• Physiological changes during Pregnancy</li> <li>• Assess and confirm pregnancy:</li> <li>• Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests</li> <li>• Review of maternal nutrition &amp; malnutrition</li> <li>• Building partnership with women following RMC protocol</li> <li>• Fathers' engagement in maternity care</li> </ul> <p><b>Ante-natal care: 1st Trimesters</b></p>	<ul style="list-style-type: none"> <li>• Health talk</li> <li>• Role play</li> <li>• Counseling session</li> <li>• Case discussion/ presentation</li> <li>• Simulation</li> <li>• Supervised clinical practice</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Antenatal assessment: History taking,</li> <li>• physical examination, breast examination, laboratory investigation</li> <li>• Identification and management of minor discomforts of pregnancy</li> <li>• Antenatal care: as per GOI guidelines</li> <li>• Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.)</li> <li>• Danger signs during pregnancy</li> <li>• Respectful care and compassionate communication</li> <li>• Recording and reporting: as per the GOI guidelines</li> <li>• Role of Doula/ASHAs</li> </ul> <p><b>II Trimester</b></p> <ul style="list-style-type: none"> <li>○ Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pin nard’s stethoscope</li> <li>○ Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-topography, USG, Vibrio acoustic stimulation, biochemical tests.</li> </ul>		
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			<ul style="list-style-type: none"><li>○ Antenatal care</li><li>○ Women centered care</li><li>○ Respectful care and compassionate communication</li><li>○ Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc.</li><li>○ Education and management of physiological changes and discomforts of 2nd trimester</li><li>○ Rh negative and prophylactic anti D</li><li>○ Referral and collaboration, empowerment</li><li>○ Ongoing risk assessment</li><li>○ Maternal Mental Health</li></ul> <p><b>III Trimester</b></p> <ul style="list-style-type: none"><li>● Antenatal assessment: abdominal palpation, fetal assessment, auscultate</li><li>● fetal heart rate – Doppler and pinard's</li><li>● stethoscope</li><li>● Education and management of physiological changes and discomforts of 3rd trimester</li><li>● Third trimester tests and screening</li><li>● Fetal engagement in late pregnancy</li><li>● Childbirth preparation classes</li></ul>		
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			<ul style="list-style-type: none"> <li>• Birth preparedness and complication readiness including micro birth planning</li> <li>• Danger signs of pregnancy – recognition of ruptured membranes</li> <li>• Education on alternative birthing positions – women’s preferred choices, birth companion</li> <li>• Ongoing risk assessment</li> <li>• Cultural needs</li> <li>• Women centered care</li> <li>• Respectful and compassionate communication</li> <li>• Health education on exclusive breastfeeding</li> <li>• Role of Doula/ASHA’s</li> </ul>		
IV	12 (T) 12 (L) 80 (C)	Apply the physiology of labor in promoting normal childbirth  Describe the management and care during labor	<b>Physiology, management and care during labor</b> <ul style="list-style-type: none"> <li>• Normal labor and birth</li> <li>• Onset of birth/labor</li> <li>• Per vaginal examination (if necessary)</li> <li>• Stages of labor</li> <li>• Organization of labor room – Triage, preparation for birth</li> <li>• Positive birth environment</li> <li>• Respectful care and communication</li> <li>• Drugs used in labor as per GOI guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Bedside clinics</li> <li>• Case discussion/presentation</li> <li>• Simulated practice</li> <li>• Supervised Clinical practice – Per vaginal examination</li> <li>• Conduction of</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Case study evaluation</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>

		<p>Discuss how to maintain a safe environment for labor</p>	<ul style="list-style-type: none"> <li>• <b>First Stage</b></li> <li>• Physiology of normal labor</li> <li>• Monitoring progress of labor using /labor care guide</li> <li>• Assessing and monitoring fetal well being</li> <li>• Evidence based care during 1st stage of labor</li> <li>• Pain management in labor</li> <li>• Psychological support – Managing</li> <li>• fear</li> <li>• Activity and ambulation during first stage of labor</li> <li>• Nutrition during labor</li> <li>• Promote positive childbirth experience</li> <li>• for women</li> <li>• Birth companion</li> <li>• Role of Doula/ASHA's</li> </ul> <p><b>Second stage</b></p> <ul style="list-style-type: none"> <li>• Physiology (Mechanism of labor)</li> <li>• Signs of imminent labor</li> <li>• Intrapartum monitoring</li> <li>• Birth position of choice</li> <li>• Vaginal examination</li> <li>• Psychological support</li> <li>• Non-directive coaching</li> </ul>	<ul style="list-style-type: none"> <li>• normal childbirth</li> <li>• Refer SBA module</li> <li>• Laisha</li> <li>• guidelines</li> <li>• Daksha</li> <li>• guidelines</li> </ul>	
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		<p>Ensure initiation of breast feeding and adequate latching</p>	<ul style="list-style-type: none"> <li>• Evidence based management of physiological birth/Conduction of normal childbirth</li> <li>• Essential newborn care (ENBC)</li> <li>• Immediate assessment and care of the newborn</li> <li>• Role of Doula/ASHA's</li> </ul> <p><b>Third Stage</b></p> <ul style="list-style-type: none"> <li>• Physiology – placental separation and expulsion, hemostasis</li> <li>• Physiological management of third stage of labor</li> <li>• Active management of third stage of labor (recommended)</li> <li>• Examination of placenta, membranes and vessels</li> <li>• Assess perineal, vaginal tear/ injuries and suture if required</li> <li>• Insertion of postpartum IUCD</li> <li>• Immediate perineal care</li> <li>• Initiation of breast feeding</li> <li>• Skin to skin contact</li> <li>• Newborn resuscitation</li> </ul> <p><b>Fourth Stage</b> <i>Observation, Critical Analysis and Management of mother and newborn</i></p> <ul style="list-style-type: none"> <li>• Maternal assessment, observation</li> <li>• fundal height, uterine consistency,</li> </ul>		
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			<ul style="list-style-type: none"> <li>• urine output, blood loss</li> <li>• Documentation and Record of birth</li> </ul> <p>Breastfeeding and latching</p> <ul style="list-style-type: none"> <li>• Managing uterine cramp</li> <li>• Alternative/complementary therapies</li> <li>• Role of Doula/ASHA's</li> <li>• Various childbirth practices</li> <li>• Safe environment for mother and newborn to promote bonding</li> <li>• Maintaining records and reports</li> </ul>		
V	(T) 6 (L) 40 (C)	Describe the physiology, management and care of normal puerperium	<ul style="list-style-type: none"> <li>• <b>Postpartum care/Ongoing care of women</b></li> <li>• Normal puerperium – Physiology, duration</li> <li>• Post-natal assessment and care facility and home-based care</li> <li>• Perineal hygiene and care</li> <li>• Bladder and bowel function</li> <li>• Minor disorders of puerperium and its management</li> <li>• Physiology of lactation and lactation management</li> <li>• Postnatal counseling and psychological support</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Health talk</li> <li>• Simulated practice</li> <li>• Supervised clinical practice</li> <li>• Refer SBA module</li> </ul>	



			<ul style="list-style-type: none"> <li>• Normal postnatal baby blues and recognition of post-natal depression</li> <li>• Transition to parenthood</li> <li>• Care for the woman up to 6 weeks after childbirth</li> <li>• Cultural competence (Taboos related to postnatal diet and practices)</li> <li>• Diet during lactation-review</li> <li>• Post-partum family planning</li> <li>• Follow-up of postnatal mothers</li> <li>• Drugs used in the postnatal period</li> <li>• Records and reports</li> </ul>		
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	<b>Normal neonates</b> <ul style="list-style-type: none"> <li>• Family centered care</li> <li>• Respectful newborn care and communication</li> <li>• Normal Neonate – Physiological adaptation</li> <li>• Newborn assessment – Screening for congenital anomalies</li> <li>• Care of newborn up to 6 weeks after newborn)</li> <li>• Skin to skin contact and thermoregulation</li> <li>• Infection prevention</li> <li>• Immunization</li> <li>• Minor disorders of newborn and its management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Simulated practice session</li> <li>• Supervised clinical practice</li> <li>• Refer safe deliver</li> <li>• app module – newborn management</li> <li>• Partial completion of SBA module</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• OSCE</li> </ul>
VII	8 (T) 2 (L)	Explain various methods of family	<b>Family welfare services</b>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Supervised</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

	<p>40 (C)</p>	<p>planning and role of nurse/midwife in providing family planning services</p> <p>Describe youth friendly services and role of nurses/ midwives</p> <p>Recognize the role of nurses/midwives in gender based violence</p>	<ul style="list-style-type: none"> <li>• Impact of early/frequent childbearing</li> <li>• Comprehensive range of family planning methods</li> <li>• Temporary methods – Hormonal, non-hormonal and barrier methods</li> <li>• Permanent methods – Male sterilization and female sterilization</li> <li>• Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC)</li> <li>• for use of various family planning methods</li> <li>• Emergency contraceptives</li> <li>• Recent trends and research in contraception</li> <li>• Family planning counseling using Balanced Counseling Strategy (BCS)</li> <li>• Legal and rights aspects of FP</li> <li>• Human rights aspects of FP</li> <li>• adolescents</li> <li>• Youth friendly services – SRHR services, policies affecting SRHR and</li> <li>• attitude of nurses and midwives in provision of services (Review)</li> <li>• Importance of follow up and recommended timing</li> </ul>	<ul style="list-style-type: none"> <li>• practice</li> <li>• Field visits</li> <li>• Scenario based learning</li> <li>• Discussion</li> <li>• GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization</li> </ul>	<ul style="list-style-type: none"> <li>• Objective</li> <li>• type</li> <li>• Field visit</li> <li>• reports</li> <li>• Vignettes</li> </ul>
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			<b>Gender related issues in SRH</b> <ul style="list-style-type: none"> <li>• Gender based violence – Physical, sexual and abuse, Laws affecting GBV</li> <li>• and role of nurse/midwife</li> <li>• Special courts for abused people</li> <li>• Gender sensitive health services including family planning</li> </ul>		
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	<b>Midwifery/Obstetrics And Gynecology (OBG) Nursing- I Including SBA Module</b>						
<b>CO1</b>		3	2	2	2	2	2
<b>CO2</b>		2	1	2	2	1	2
<b>CO3</b>		2	1	2	2	1	2
<b>CO4</b>		3	2	2	1	1	2
<b>CO5</b>		2	2	2	1	1	2
<b>CO6</b>		2	2	1	2	1	2
<b>AVERAGE</b>		<b>2.3</b>	<b>1.7</b>	<b>1.8</b>	<b>1.7</b>	<b>1.2</b>	<b>2</b>

**CLINICAL POSTINGS (6 weeks × 40 hours per week = 240 hours)**

<b>Clinical Area</b>	<b>Duration (weeks)</b>	<b>Clinical Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Clinical Requirements</b>
Antenatal OPD and Antenatal ward	1 week	<ul style="list-style-type: none"> <li>• Perform antenatal Assessment</li> <li>• Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures</li> <li>• Counsel antenatal women</li> </ul>	<ul style="list-style-type: none"> <li>• History collection</li> <li>• Physical examination</li> <li>• Obstetric examination</li> <li>• Pregnancy confirmation test</li> <li>• Urine testing</li> <li>• Blood testing for Hemoglobin, grouping &amp; typing</li> <li>• Blood test for malaria</li> <li>• KICK chart</li> <li>• USG/NST</li> <li>• Antenatal counseling</li> <li>• Preparation for childbirth</li> <li>• Birth preparedness and complication readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Antenatal palpation</li> <li>• Health talk</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Case presentation</li> </ul>
Labor room	3 weeks	Monitor labor using partograph Provide care to women during labor Conduct normal childbirth, provide care to mother and immediate care of newborn	Assessment of woman in labor <ul style="list-style-type: none"> <li>• Partograph</li> <li>• Per vaginal examination when indicated</li> <li>• Care during first stage of labor</li> <li>• Pain management techniques</li> <li>• Upright and alternative positions</li> </ul>	<ul style="list-style-type: none"> <li>• Partograph recording</li> <li>• PV examination</li> <li>• Assisting/Conduction of normal child birth</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• case study</li> <li>• Case presentation</li> <li>• OSCE</li> </ul>

			<p>in labor Preparation for labor – articles,</p> <ul style="list-style-type: none"> <li>• physical, psychological</li> <li>• Conduction of normal childbirth</li> <li>• Essential newborn care</li> <li>• Newborn resuscitation</li> <li>• Active management of third stage of labor</li> <li>• Monitoring and care during fourth stage of labor</li> </ul>	<ul style="list-style-type: none"> <li>• Case presentation</li> <li>• Episiotomy and suturing if indicated</li> <li>• Newborn resuscitation</li> </ul>	
Postpartum clinic and Postnatal Ward including FP unit	2 weeks	<ul style="list-style-type: none"> <li>• Perform postnatal Assessment</li> <li>• Provide care to normal postnatal mothers and newborn</li> <li>• Provide postnatal counseling</li> <li>• Provide family welfare services</li> </ul>	<ul style="list-style-type: none"> <li>• Postnatal assessment</li> <li>• Care of postnatal mothers – normal</li> <li>• Care of normal newborn</li> <li>• Lactation management</li> <li>• Postnatal counseling</li> <li>• Health teaching on postnatal and newborn care</li> <li>• Family welfare counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Case presentation</li> <li>• PPIUCD insertion &amp; removal</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Case study</li> <li>• Case presentation</li> </ul>

# **B.SC. NURSING VII SEMESTER**



<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-27</b>
<b>PROGRAMME</b>		<b>B.Sc. (NURSING)</b>
<b>SEMESTER</b>		<b>VII SEMESTER</b>
<b>1</b>	<b>Course Code</b>	
<b>2</b>	<b>Course Title</b>	<b>Community Health Nursing -II</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>260</b>
<b>4</b>	<b>Course Status</b>	<b>CC,AECC,SEC</b>
<b>5</b>	<b>Course Objectives</b>	In respective sub-parts
<b>6</b>	<b>Course Outcome</b>	CO1 Define concepts, scope, principals and historical development of community health. CO2 Explain health care planning and organization of health care at various level. Describe communicationskills in changing behavior. CO3 Discuss environment health, ecosystem and various acts related to environmental protection. Discussthe roles and function of school health nurse. CO4 Explain nutritional assessment, diet plan and nutritional counselling for all age groups focusing onnational nutrition Programs in India CO5 Describe community health nursing approach and specific activities in assisting individuals as well asfamilies to promote and maintain their health. CO6 Describe the concept, approach and methods of epidemiology and management of communicable andnon-communicable diseases.
<b>7</b>	<b>Course Description</b>	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 with in the community in wellness and illness continuum.

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	<p><b>Management of common conditions and emergencies including first aid</b></p> <ul style="list-style-type: none"> <li>• Standing orders: Definition, uses</li> </ul> <p><b>Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System</b></p> <ul style="list-style-type: none"> <li>○ Abdominal pain</li> <li>○ Nausea and vomiting</li> <li>○ Diarrhea</li> <li>○ Constipation</li> <li>○ Jaundice</li> <li>○ GI bleeding</li> <li>○ Abdominal distension</li> <li>○ Dysphagia and dyspepsia</li> <li>○ Aphtha's ulcers</li> </ul> <p><b>Respiratory System</b></p> <ul style="list-style-type: none"> <li>○ Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis</li> <li>○ Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma</li> <li>○ Hemoptysis, Acute chest pain</li> </ul> <p><b>Heart &amp; Blood</b></p> <ul style="list-style-type: none"> <li>○ Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia</li> <li>○ Blood anemia, blood cancers, bleeding disorders</li> </ul> <p><b>Eye &amp; ENT conditions</b></p> <ul style="list-style-type: none"> <li>• Eye – local infections, redness of eye, conjunctivitis, sty, trachoma and refractive</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice Assessment of clients with common conditions and provide referral</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Field visit reports OSCE assessment</li> </ul>



			<p>errors</p> <ul style="list-style-type: none"> <li>• ENT – Epistaxis, ASOM, sore throat, deafness</li> </ul> <p><b>Urinary System</b></p> <ul style="list-style-type: none"> <li>• Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children</li> </ul> <p><b>First aid in common emergency conditions – Review</b></p> <p>High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies</p>		
<b>II</b>	20 (T)	Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings	<p>Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)</p> <ul style="list-style-type: none"> <li>• Present situation of reproductive, maternal and child health in India</li> </ul> <p>Antenatal care</p> <ul style="list-style-type: none"> <li>• Objectives, antenatal visits and examination, nutrition during pregnancy, counseling</li> <li>• Calcium and iron supplementation in pregnancy</li> <li>• Antenatal care at health center level</li> <li>• Birth preparedness</li> <li>• High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits and field practice</li> <li>• Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• OSCE assessment</li> </ul>

		<ul style="list-style-type: none"> <li>• Hypothyroidism, Syphilis</li> <li>• Referral, follow up and maintenance of records and reports</li> </ul> <p>Intra natal care</p> <ul style="list-style-type: none"> <li>• Normal labor – process, onset, stages of labor</li> <li>• Monitoring and active management of different stages of labor</li> <li>• Care of women after labor</li> <li>• Early identification, primary management, referral and follow up – preterm labor, fetal distress, prolonged and obstructed labor, vaginal &amp; perennial tears, ruptured uterus</li> <li>• Care of newborn immediately after birth</li> <li>• Maintenance of records and reports</li> <li>• Use of Safe child birth check list</li> <li>• SBA module – Review</li> <li>• Organization of labor room</li> </ul> <p>Postpartum care</p> <ul style="list-style-type: none"> <li>• Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling</li> <li>• Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression</li> <li>• Postpartum visit by health care provider</li> </ul>		
		<p>Newborn and child care</p> <ul style="list-style-type: none"> <li>• Review: Essential newborn care</li> <li>• Management of common neonatal problems</li> <li>• Management of common child health</li> </ul>		

		<p>Promote adolescent health and youth friendly services</p>	<p>problems: Pneumonia, Diarrhea, Sepsis, screening for congenital anomalies and referral</p> <ul style="list-style-type: none"> <li>• Review: IMNCI Module</li> <li>• Under five clinics</li> </ul> <p>Adolescent Health</p> <ul style="list-style-type: none"> <li>• Common health problems and risk factors in adolescent girls and boys</li> <li>• Common Gynecological conditions – dysmenorrhea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse</li> <li>• Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme</li> <li>• Youth friendly services:             <ul style="list-style-type: none"> <li>○ SRH Service needs</li> <li>○ Role and attitude of nurses: Privacy, confidentiality, nonjudgmental attitude, client autonomy, respectful care and communication</li> </ul> </li> <li>• Counseling for parents and teenagers (BCS – balanced counseling strategy)</li> </ul> <p>National Programs</p> <ul style="list-style-type: none"> <li>• RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategy, Interventions across life stages, Programs management, monitoring and evaluation systems</li> <li>• Universal Immunization Programs (UIP) as per Government of India guidelines – Review</li> </ul>	<ul style="list-style-type: none"> <li>• Screen, manage and refer adolescents</li> <li>• Counsel adolescents</li> </ul>	
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<b>III</b>	4 (T)	Discuss the concepts and scope of demography	<p>Demography, Surveillance and Interpretation of Data</p> <ul style="list-style-type: none"> <li>• Demography and vital statistics – demographic cycle, world population trends, vital statistics</li> <li>• Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications</li> <li>• Sources of vital statistics – Census, registration of vital events, sample registration system</li> <li>• Morbidity and mortality indicators – Definition, calculation and interpretation</li> <li>• Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India</li> <li>• Collection, analysis, interpretation, use of data</li> <li>• Review: Common sampling techniques – random and nonrandom techniques</li> <li>• Disaggregation of data</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> </ul>

<p><b>IV</b></p>	<p>6 (T)</p>	<p>Discuss population explosion and its impact on social and economic development of India</p> <p>Describe the various methods of population control</p>	<p>Population and its Control</p> <ul style="list-style-type: none"> <li>• Population Explosion and its impact on Social, Economic development of individual, society and country.</li> <li>• Population Control – Women Empowerment; Social, Economic and Educational Development</li> <li>• Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (tubectomy, Vasectomy)</li> <li>• Emergency Contraception</li> <li>• Counseling in reproductive, sexual health including problems of adolescents</li> <li>• Medical Termination of pregnancy and MTP Act</li> <li>• National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh)</li> <li>• Family planning 2020</li> <li>• National Family Welfare Program</li> </ul> <p>Role of a nurse in Family Welfare Program</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• OSCE assessment Counseling on familyplanning</li> </ul>
<p><b>V</b></p>	<p>5 (T)</p>	<p>Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs</p>	<p>Occupational Health</p> <ul style="list-style-type: none"> <li>• Occupational health hazards</li> <li>• Occupational diseases</li> <li>• ESI Act</li> <li>• National/ State Occupational Health Programs</li> <li>• Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Clinical performanceevaluation</li> </ul>

<p><b>VI</b></p>	<p>6 (T)</p>	<p>Identify health problems of older adults and provide primary care, counseling and supportive health services</p>	<p>Geriatric Health Care</p> <ul style="list-style-type: none"> <li>• Health problems of older adults</li> <li>• Management of common geriatric ailments: counseling, supportive treatment of older adults</li> <li>• Organization of geriatric health services</li> <li>• National Programs for health care of elderly(NPHCE)</li> <li>• State level programs/Schemes for older adults</li> </ul> <p>Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems</p>		
<p><b>VII</b></p>	<p>6 (T)</p>	<p>Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services</p>	<p>Mental Health Disorders</p> <ul style="list-style-type: none"> <li>• Screening, management, prevention and referral for mental health disorders</li> <li>• Review:             <ul style="list-style-type: none"> <li>○ Depression, anxiety, acute psychosis, Schizophrenia</li> <li>○ Dementia</li> <li>○ Suicide</li> <li>○ Alcohol and substance abuse</li> <li>○ Drug DE addiction program</li> <li>○ National Mental Health Program</li> <li>○ National Mental Health Policy</li> <li>○ National Mental Health Act</li> </ul> </li> </ul> <p>Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Health counseling on promotion of mental health</li> <li>• Suggested field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Visit report on elderlyhome</li> <li>• Essay</li> <li>Short answer</li> </ul>

<b>VIII</b>	4 (T)	Discuss about effective management of health information in community diagnosis and intervention	<p>Health Management Information System (HMIS)</p> <ul style="list-style-type: none"> <li>• Introduction to health management system: data elements, recording and reporting formats, data quality issues</li> <li>• Review: <ul style="list-style-type: none"> <li>◦ Basic Demography and vital statistics</li> <li>◦ Sources of vital statistics</li> </ul> </li> </ul> <p>Common sampling techniques, frequency distribution</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice Group project on community diagnosis – data</li> </ul>	<ul style="list-style-type: none"> <li>• Group project report</li> <li>• Essay Short answer</li> </ul>
<b>IX</b>	12 (T)	Describe the system management of delivery of community health services in rural and urban areas	<p>Management of delivery of community health services:</p> <ul style="list-style-type: none"> <li>• Planning, budgeting and material management of CHC, PHC, SC/HWC</li> <li>• Manpower planning as per IPHS standards</li> <li>• Rural: Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central</li> <li>• Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals</li> <li>• Defense services</li> <li>• Institutional services</li> </ul> <p>Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visits to various health care delivery systems Supervised field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer Filed visit reports</li> </ul>

			systems, Indigenous health services		
X	15 (T)	<p>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</p> <p>Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)</p>	<p>Leadership, Supervision and Monitoring</p> <ul style="list-style-type: none"> <li>• Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHW (Female), Multipurpose health Worker (Male), AWWs and ASHA</li> <li>• Roles and responsibilities of Mid-Level Health Care Providers (MLHPs)</li> <li>• Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles &amp; responsibilities</li> <li>• Health team management</li> <li>• Review: Leadership &amp; supervision – concepts, principles &amp; methods</li> <li>• Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics</li> <li>• Training, Supportive supervision and monitoring – concepts, principles and process e.g. performance of frontline health workers</li> </ul> <p>Financial Management and Accounting &amp; Computing at Health Centers (SC)</p> <ul style="list-style-type: none"> <li>o Activities for which funds are received</li> <li>o Accounting and book keeping requirements – accounting principles &amp; policies, book of accounts to be maintained, basic accounting entries, accounting process, payments &amp; expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting</li> <li>o Preparing a budget</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> </ul> <p>Field practice</p>	<ul style="list-style-type: none"> <li>• Report on interaction with MPHWS, HVs ,ASHA, AWWs</li> <li>• Participation in training programs</li> <li>• Essay</li> </ul> <p>Short answer</p>



			<ul style="list-style-type: none"> <li>○ Audit</li> </ul> <p><b>Records &amp; Reports:</b></p> <ul style="list-style-type: none"> <li>• Concepts of records and reports – importance, legal implications, purposes, use of records, principles of record writing, filing of records</li> <li>• Types of records – community related records, registers, guidelines for maintaining</li> <li>• Report writing – purposes, documentation of activities, types of reports</li> <li>• Medical Records Department – functions, filing and retention of medical records</li> <li>• Electronic Medical Records (EMR) – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER</li> </ul> <p>Nurses’ responsibility in record keeping and reporting</p>		
<b>XI</b>	6 (T)	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management	<p><b>Disaster Management</b></p> <ul style="list-style-type: none"> <li>• Disaster types and magnitude</li> <li>• Disaster preparedness</li> <li>• Emergency preparedness</li> <li>• Common problems during disasters and methods to overcome</li> <li>• Basic disaster supplies kit</li> <li>• Disaster response including emergency relief measures and Life saving techniques</li> </ul> <p>Use disaster management module</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits, and field practice</li> <li>• Mock drills</li> </ul> <p>Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies</p>	

<b>XII</b>	3 (T)	Describe the importance of bio-medical waste management, its process and management	Bio-Medical Waste Management <ul style="list-style-type: none"> <li>• Waste collection, segregation, transportation and management in the community</li> <li>• Waste management in health center/clinics</li> <li>• Bio-medical waste management guidelines – 2016, 2018 (Review)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Field visit to waste management site</li> </ul>	Field visit report
<b>XIII</b>	3 (T)	Explain the roles and functions of various national and international health agencies	Health Agencies <ul style="list-style-type: none"> <li>• International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other</li> <li>• 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</li> </ul> Voluntary Health Association of India (VHA)	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Field visits</li> </ul>	Essay Short answer

<b>CO1</b>	<b>Community Health Nursing II</b>	3	2	2	2	2	2
<b>CO2</b>		3	2	2	2	2	2
<b>CO3</b>		2	2	1	1	1	1
<b>CO4</b>		2	3	3	2	1	2
<b>CO5</b>		3	3	2	2	2	2
<b>CO6</b>		3	3	2	3	2	2
<b>AVERAGE</b>		<b>3</b>	<b>2.5</b>	<b>2</b>	<b>2</b>	<b>1.7</b>	<b>1.8</b>

**COMMUNITY HEALTH NURSING II**  
**Clinical practicum – 2 credits (160 hours)**  
**CLINICAL POSTINGS (4 weeks × 40 hours per week)**

<b>Clinical Area</b>	<b>Duration (Weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
Urban	2 weeks	Screen, diagnose, manage and refer clients with common conditions/ emergencies	<ul style="list-style-type: none"> <li>· Screening, diagnosing, management and referral of clients with common conditions/ emergencies</li> </ul>	<ul style="list-style-type: none"> <li>· Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH&amp;FW</li> <li>· Minor ailments – 2</li> <li>· Emergencies – 1</li> <li>· Dental problems – 1</li> <li>· Eye problems – 1</li> <li>· Ear, nose, and throat problems – 1</li> </ul>	<ul style="list-style-type: none"> <li>· Clinical performance assessment</li> <li>· OSCE during posting</li> <li>· Final clinical examination (University)</li> </ul>
Rural	2 Weeks	Assess and provide antenatal, intrapartum, postnatal and new- born care	<ul style="list-style-type: none"> <li>· Assessment (physical &amp; nutritional) of antenatal, intrapartum, postnatal and newborn</li> <li>· Conduction of normal delivery at health center</li> <li>· Newborn care</li> </ul>	<ul style="list-style-type: none"> <li>· High risk pregnant woman – 1</li> <li>· High risk neonate – 1</li> <li>· Assessment of antenatal – 1, intrapartum – 1, postnatal – 1 and newborn – 1</li> <li>· Conduction of normal delivery at health center and documentation – 2</li> <li>· Immediate newborn care and documentation – 1</li> <li>· Adolescent counseling – 1</li> </ul>	<ul style="list-style-type: none"> <li>· Clinical performance assessment</li> <li>· OSCE</li> </ul>
		Promote adolescent health	<ul style="list-style-type: none"> <li>· · Counsel adolescents</li> </ul>		

	<p>Provide family welfare services</p> <p>Screen, diagnose, manage and refer clients with occupational health problem</p>	<ul style="list-style-type: none"> <li>· Family planning counselling</li> <li>Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives</li> <li>· Screening, diagnosing, management and referral of clients with occupational health problems</li> </ul>	<p>Family planning counselling –1</p> <ul style="list-style-type: none"> <li>· Family case study – 1 (Rural/Urban)</li> </ul> <p>Screening, diagnosing, management and referral of clients with occupational health problems – 1</p>	<ul style="list-style-type: none"> <li>· Family Case study evaluation</li> <li>· Clinical performance evaluation</li> </ul>
	<p>Screen, assess and manage elderly with health problems and refer appropriately</p>	<ul style="list-style-type: none"> <li>· Health assessment of elderly</li> </ul>	<ul style="list-style-type: none"> <li>· Health assessment (Physical &amp; nutritional) of elderly – 1</li> </ul>	<p>OSCE</p>
	<p>Screen, diagnose, manage and refer clients who are mentally unhealthy</p>	<ul style="list-style-type: none"> <li>· Mental health screening</li> </ul>	<ul style="list-style-type: none"> <li>· Mental health screening survey - 1</li> </ul>	<ul style="list-style-type: none"> <li>· Project evaluation</li> </ul>
	<p>Participate in community diagnosis – data management</p>	<ul style="list-style-type: none"> <li>· Participation in Community diagnosis – data management</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Group project:</b> Community diagnosis – data management</li> </ul>	<ul style="list-style-type: none"> <li>· Project evaluation</li> </ul>
	<p>Participate in health center activities</p>	<ul style="list-style-type: none"> <li>· Writing health center activity report</li> </ul>	<ul style="list-style-type: none"> <li>· Write report on health center activities – 1</li> </ul>	<ul style="list-style-type: none"> <li>· Project evaluation</li> </ul>
	<p>Organize and conduct clinics/health camps in the community</p>	<ul style="list-style-type: none"> <li>· Organizing and conducting clinics/camp</li> </ul>	<ul style="list-style-type: none"> <li>· Organizing and conducting Antenatal/under-five clinic/Health camp – 1</li> </ul>	<ul style="list-style-type: none"> <li>· Project evaluation</li> </ul>
	<p>Prepare for disaster preparedness and management</p>	<ul style="list-style-type: none"> <li>· Participation in disaster mock drills</li> </ul>	<p>Participation in disaster mock drills</p>	<ul style="list-style-type: none"> <li>· Project evaluation</li> </ul>
	<p>Recognize the importance and observe the biomedical waste management process</p>		<ul style="list-style-type: none"> <li>· Field visit to bio-medical waste management site</li> <li>· Visit to AYUSH clinic</li> </ul>	<ul style="list-style-type: none"> <li>· Project evaluation</li> </ul>



<b>CO1</b>	<b>Community Health Nursing II</b>	3	2	2	2	2	2
<b>CO2</b>		3	2	2	2	2	2
<b>CO3</b>		2	2	1	1	1	1
<b>CO4</b>		2	3	3	2	1	2
<b>CO5</b>		3	3	2	2	2	2
<b>CO6</b>		3	3	2	3	2	2
<b>AVERAGE</b>		<b>3</b>	<b>2.5</b>	<b>2</b>	<b>2</b>	<b>1.7</b>	<b>1.8</b>

<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc. NURSING</b>
<b>SEMESTER</b>		<b>VII SEMESTER</b>
<b>1</b>	<b>Course Code</b>	
<b>2</b>	<b>Course Title</b>	<b>Nursing Research &amp; statistics</b>
<b>3</b>	<b>Contact Hours- L-D-P</b>	<b>120</b>
<b>4</b>	<b>Course Status</b>	<b>CC, AECC</b>
<b>5</b>	<b>Course Objectives</b>	
<b>6</b>	<b>Course Outcome</b>	CO1 Describe the concept and steps of research and research process and identify the research problem questions. CO2 Discuss review of literature, research approaches and designs used in nursing research. CO3 Explain sampling process and various methods of data collection in nursing research CO4 Analyze and interpret nursing research data. CO5 Explain the importance of statistics and graphical representation of data. CO6 Describe the utilization of nursing research findings
<b>7</b>	<b>Course Description</b>	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.

## OUTLINE OF SYLLABUS: NURSING RESEARCH. & STATISTICS

Unit	Time (Hrs.)		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	6		Describe the concept of research, terms, need and areas of research in nursing.  Explain the steps of research process.	<b>Research and research process</b> <ul style="list-style-type: none"> <li>• Introduction and need for nursing research</li> <li>• Definition of Research &amp; nursing research</li> <li>• Steps of scientific method</li> <li>• Characteristics of good research</li> <li>• Steps of Research process-overview</li> </ul>	Lecture Discussion \Narrate steps of research process followed from examples of published studies	Short answer Objective type
II	2	8	Identify and state the Research problem and objectives	<b>Research Problem Question</b> <ul style="list-style-type: none"> <li>• Identification of problem area</li> <li>• Problem statement</li> <li>• Criteria of a good research problem.</li> <li>• Writing objectives</li> </ul>	Lecture Discussion Exercise on writing statement of problem and objectives	Short answer Objective type
III	4	1	Review the Related Literature	<b>Review of Literatures</b> <ul style="list-style-type: none"> <li>• Location</li> <li>• Sources</li> <li>• On line search; CINHAL, COCHRANE.</li> <li>• Purposes</li> <li>• Method of review</li> </ul>	Lecture Discussion Exercise on reviewing one research report/article for a selected research problem. Prepare annotated Bibliography	Short answer Objective type
IV	6	8	Describe the Research Approaches and designs	<b>Research approaches anti-designs:</b> <ul style="list-style-type: none"> <li>• Historical, survey and Experimental</li> <li>• Qualitative and Quantitative Designs</li> </ul>	Lecture Discussion Explain types of research approaches used from examples of published and unpublished research studies with rationale.	Short answer Objective type

Unit	Time (Hrs.)		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
V	6	8	Explain the sampling process Describe the methods of data collection	<b>Sampling and data collection:</b> <ul style="list-style-type: none"> <li>• Definition of Population, Sample, Sampling criteria, factors influencing</li> <li>• sampling process, types of sampling techniques.</li> <li>• Data- why, what, from whom, when and where to collect.</li> <li>• Data collection methods and instruments:                Methods of data collection                Questioning, interviewing                Observations, record analysis and measurement                Types of instruments                Validity &amp; Reliability of the Instrument Pilot study                Data collection procedure</li> </ul>	Lecture Discussion Reading Conduct assignment on examples of data collection tools. Preparation of sample data collection tool group research project	Short answer Objective type
VI	4	6	Analyze, Interpret and summarize the research data	<b>Analysis of data:</b> Compilation, Tabulation, classification, summarization, presentation, interpretation of data	Lecture Discussion Preparation of sample tables.	Short answer Objective type







<b>SCHOOL: SSNSR</b>		<b>BATCH-2023-2027</b>
<b>PROGRAMME</b>		<b>B.Sc.(NURSING)</b>
<b>SEMESTER</b>		<b>VII SEMESTER</b>
<b>1</b>	<b>Course Code</b>	
<b>2</b>	<b>Course Title</b>	<b>Midwifery/ Obstetrics &amp; Gynecology (OBG) Nursing II including Safe Delivery App Module</b>
<b>3</b>	<b>Contact Hours-L-D-P</b>	<b>420</b>
<b>4</b>	<b>Course Status</b>	<b>CC,AECC,SEC</b>
<b>5</b>	<b>Course Objectives</b>	<p>On completion of the course, the students will be able to:</p> <ol style="list-style-type: none"><li>1. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.</li><li>2. Demonstrate competency in identifying deviation from normal pregnancy.</li><li>3. Describe the assessment, initial management, referral and nursing care of women with high risk labor.</li><li>4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.</li><li>5. Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.</li><li>6. Demonstrate competency in the initial management of complications during the postnatal period.</li><li>7. Demonstrate competency in providing care for high risk newborn.</li><li>8. Apply nursing process in caring for high risk women and their families.</li><li>9. Describe the assessment and management of women with gynecological disorders.</li></ol>
<b>6</b>	<b>Course Outcome</b>	<p>In the end of course, the student will be able to</p> <p><b>CO1-</b> Describe the initial assessment, management referral of women during pregnancy</p> <p><b>CO2-</b> Identify the complicated pregnancy and facilitate positive birthing outcome.</p> <p><b>CO3-</b> Describe the initial assessment, management referral of women with problems during labor within the scope of midwifery practices.</p> <p><b>CO4 -</b>Describe the initial assessment, management referral of women with abnormal postnatal conditions.</p> <p><b>CO5-</b> Explain high risk neonates and their nursing management.</p> <p><b>CO6 -</b>Explain the assessment and management of women with gynecological disorders.</p>
	<b>Course Description</b>	<p>This course is designed for students to develop knowledge and competencies on the concepts and principles of obstetrics and gynecology nursing. It helps them to acquire knowledge and skills in rendering</p>

7	<p>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</p>
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Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 10 (L) 80 (C)	<p>Describe the assessment, initial management, and referral of women with problems during pregnancy.</p> <p>Support women with complicated pregnancy and facilitate safe and positive</p>	<p><b>Recognition and Management of problems during Pregnancy</b></p> <ul style="list-style-type: none"> <li>• Assessment of high-risk pregnancy</li> </ul> <p><b>Problems/Complications of Pregnancy</b></p> <ul style="list-style-type: none"> <li>• Hyper-emesis gravidarum,</li> <li>• Bleeding in early pregnancy – abortion,</li> <li>• ectopic pregnancy, vesicular mole</li> <li>• Unintended or mistimed pregnancy</li> <li>• Post abortion care &amp; counseling</li> <li>• Bleeding in late pregnancy placenta</li> <li>• Previa, abruption placenta, trauma</li> <li>• Medical conditions complicating pregnancy – Anemia, PIH/Preeclampsia,</li> <li>• Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Incompatibility</li> <li>• Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy</li> <li>• Surgical conditions complicating pregnancy – appendicitis, acute abdomen</li> <li>• COVID-19 &amp; pregnancy and children</li> <li>• Multiple pregnancy</li> <li>• Abnormalities of placenta and cord</li> <li>• Intra uterine growth restriction</li> <li>• Intra uterine fetal death</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Video &amp; films</li> <li>• Scan reports</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Drug presentation</li> <li>• Health talk</li> <li>• Simulation</li> <li>• Role play</li> <li>• Supervised Clinical practice</li> <li>• WHO midwifery toolkit</li> <li>• GOI guideline screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM</li> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>

		birthing outcome	<ul style="list-style-type: none"> <li>• Gynecological conditions complicating pregnancy</li> <li>• Mental health issues during pregnancy</li> <li>• Adolescent pregnancy</li> <li>• Elderly prim, grand multiparty</li> <li>• Management and care of conditions as per the GOI protocol</li> <li>• Policy for the referral services</li> <li>• Drugs used in management of high-risk pregnancies</li> <li>• Maintenance of records and reports</li> </ul>	<ul style="list-style-type: none"> <li>• check list</li> <li>• OSCE</li> </ul>	
II	20 (T) 15 (L) 80 (C)	Identify, provide initial management and refer women with problems during labor within the scope of midwifery practice.	<p><b>Recognition and management of abnormal labor</b></p> <ul style="list-style-type: none"> <li>• Preterm labor – Prevention and management of preterm labor; (Use of antenatal corticosteroids in preterm labor)</li> <li>• Premature rupture of membranes</li> <li>• Malposition’s and abnormal presentations (posterior position, breech, brow, face, shoulder)</li> <li>• Contracted Pelvis, Cephalic Pelvic Disproportion (CPD)</li> <li>• Disorders of uterine action – Prolonged labor, Precipitate labor, Dysfunctional labor</li> <li>• Complications of third stage – Retained placenta, Injuries to birth canal,</li> <li>• Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade)</li> <li>• Obstetric emergencies – Fetal distress,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Simulation</li> <li>• Role play</li> <li>• Drug presentation</li> <li>• Supervised clinical practice</li> <li>• WHO midwifery</li> <li>• Tool kit GOI guidelines – use labor, antenatal corticosteroids</li> <li>• GOI guidance noteon</li> <li>• prevention and management of PPH</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with</li> <li>• check list</li> <li>• OSCE</li> </ul>

			<ul style="list-style-type: none"> <li>• Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa Previa,</li> <li>• Obstetrical shock, Amniotic fluid embolism</li> <li>• Episiotomy and suturing</li> <li>• Obstetric procedures – Forceps delivery,</li> <li>• Vacuum delivery, Version</li> <li>• Induction of labor – Medical &amp; surgical</li> <li>• Caesarean section – indications and preparation</li> <li>• Nursing management of women undergoing</li> <li>• Obstetric operations and procedures</li> <li>• Drugs used in management of abnormal Labor</li> <li>• Anesthesia and analgesia in obstetrics</li> </ul>		
III	9 (T) 5 (L) 40 (C)	Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.	<p><b>Recognition and Management of postnatal problems</b></p> <ul style="list-style-type: none"> <li>• Physical examination, identification of deviation from normal</li> <li>• Puerperal complications and its management</li> <li>• Puerperal pyrexia</li> <li>• Puerperal sepsis</li> <li>• Urinary complications</li> <li>• Secondary Postpartum hemorrhage</li> <li>• Valval hematoma</li> <li>• Breast engorgement including mastitis/breast abscess, feeding problem</li> <li>• Thrombophlebitis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Drug presentation</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Simulation</li> <li>• Short answer</li> <li>• OSCE</li> </ul>

			<ul style="list-style-type: none"> <li>• DVT</li> <li>• Uterine sub involution</li> <li>• Vesical vaginal fistula (VVF), Recto vaginal fistula (RVF)</li> <li>• Postpartum depression/psychos</li> <li>• Drugs used in abnormal puerperium</li> </ul> <p>Policy about referral</p>		
IV	7 (T) 5 (L) 40 (C)	Describe high risk neonates and their nursing management	<p><b>Assessment and management of High risk newborn (Review)</b></p> <p>Models of newborn care in India – NBCC; SNCUs</p> <ul style="list-style-type: none"> <li>• Screening of high-risk newborn</li> <li>• Protocols, levels of neonatal care, infection control</li> <li>• Prematurity, Post-maturity</li> <li>• Low birth weight</li> <li>• Kangaroo Mother Care</li> <li>• Birth asphyxia/Hypoxic encephalopathy</li> <li>• Neonatal sepsis</li> <li>• Hypothermia</li> <li>• Respiratory distress</li> <li>• Jaundice</li> <li>• Neonatal infections</li> <li>• High fever</li> <li>• Convulsions</li> <li>• Neonatal tetanus</li> <li>• Congenital anomalies</li> <li>• Baby of HIV positive mothers</li> <li>• Baby of Rh negative mothers</li> <li>• Birth injuries</li> <li>• SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Simulation</li> <li>• Case discussion/presentation</li> <li>• Drug presentation</li> <li>• Supervised Clinical practice</li> <li>• Integrated</li> <li>• Management of Neonatal Childhood Illnesses (IMNCI)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>

			<ul style="list-style-type: none"> <li>• Calculation of fluid requirements,</li> <li>• EBM/formula feeds/tube feeding</li> <li>• Home based newborn care Programs community facility integration in newborn care</li> <li>• Decision making about management and referral</li> <li>• Bereavement counseling</li> <li>• Drugs used for high risk newborns</li> <li>• Maintenance of records and reports</li> </ul>		
V	12 (T) 5 (L) 80 (C)	Describe the assessment and management of women with gynecological disorders.	<p><b>Assessment and management of women with gynecological disorders</b></p> <ul style="list-style-type: none"> <li>• Gynecological assessment – History and Physical assessment</li> <li>• Breast Self-Examination</li> <li>• Congenital abnormalities of female reproductive system</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with <ul style="list-style-type: none"> <li>○ Menstrual abnormalities</li> <li>○ Abnormal uterine bleed</li> <li>○ Pelvic inflammatory disease</li> <li>○ Infections of the reproductive tract</li> <li>○ Uterine displacement</li> <li>○ Endometriosis</li> <li>○ Uterine and cervical fibroids and polyps</li> <li>○ Tumors – uterine, cervical, ovarian, vaginal, valval</li> <li>○ Cysts – ovarian, valval</li> <li>○ Cystocele, rectocele</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Drug presentation</li> <li>• Videos, films</li> <li>• Simulated practice</li> <li>• Supervised Clinical practice</li> <li>• Visit to infertility clinic and ART centers</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>



			<ul style="list-style-type: none"><li>○ Genitor-urinary fistulas</li><li>○ Breast disorders – infections, deformities, cysts, tumors</li><li>○ HPV vaccination</li><li>○ Disorders of Puberty and menopause</li><li>○ Hormonal replacement therapy</li><li>○ Assessment and management of couples with infertility</li><li>○ Infertility – definition, causes</li><li>○ Counseling the infertile couple</li><li>○ Investigations – male and female</li><li>○ Artificial reproductive technology</li><li>○ Surrogacy, sperm and ovum donation, cryopreservation</li><li>○ Adoption – counseling, procedures</li><li>○ Injuries and Trauma; Sexual violence</li><li>○ Drugs used in treatment of</li><li>○ gynecological disorders</li></ul>		
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**CLINICAL POSTINGS (8 weeks × 40 hours per week = 320 hours)**

<p>Antenatal OPD/ infertility clinics/ Reproductive medicine and antenatal ward</p>	<p>2 weeks</p>	<p>Perform/assist in selected advanced antenatal diagnostic procedures</p> <p>Provide antenatal care for women with complications of pregnancy</p> <p>Counsel antenatal Mothers</p> <p>Provide post abortion care and postnatal counselling</p> <p>Provide counselling</p>	<p>Kick chart, DFMC</p> <ul style="list-style-type: none"> <li>• Assist in NST/CTG/USG</li> <li>• Assisting in advanced diagnostic procedures</li> <li>• Care of antenatal women with complications in pregnancy</li> <li>• Antenatal counselling</li> <li>• Preparation for childbirth, Birth</li> <li>• preparedness and complication readiness</li> <li>• Post abortion care</li> <li>• Post abortion counselling</li> <li>• Counselling infertile couples</li> </ul>	<ul style="list-style-type: none"> <li>• Antenatal palpation</li> <li>• Health talk</li> </ul> <p>Case study</p>	<ul style="list-style-type: none"> <li>• Simulation</li> <li>• Case presentation</li> <li>• OSCE</li> </ul>
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Labor room	2 weeks	<ul style="list-style-type: none"> <li>• Conduction of normal childbirth</li> <li>• Conduct/assist in abnormal deliveries</li> <li>• Monitor labor using Pantograph</li> <li>• Identify and manage complications during labor</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of woman in labor</li> <li>• Pantograph</li> <li>• Per-Vaginal examination if indicated</li> <li>• Obstetric examination</li> <li>• Care during first stage of labor</li> <li>• Pain management techniques</li> <li>• Upright and alternative positions in labor</li> <li>• Preparation for labor – articles, physical, psychological</li> <li>• Conduction of normal childbirth</li> <li>• Essential newborn care</li> <li>• Newborn resuscitation</li> <li>• Active management of third stage of labor</li> <li>• Monitoring and care during fourth stage of labor</li> <li>• Identification, stabilization, referral and assisting in management of prolonged labor, cervical dystocia, CPD,</li> <li>• contracted pelvis</li> <li>• Assist in the management of abnormal deliveries – posterior</li> </ul>	<ul style="list-style-type: none"> <li>• Pantograph recording</li> <li>• Pain management during labor</li> <li>• Conduction of normal childbirth</li> <li>• Assisting in abnormal deliveries</li> <li>• Managing complication during labor</li> <li>• Case study</li> <li>• Case presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Case study</li> <li>• Case presentation</li> <li>• Simulation</li> <li>• OSCE</li> </ul>
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			<ul style="list-style-type: none"> <li>• position, breech deliveries,</li> <li>• twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia</li> <li>• Assist in cervical encircle procedures, D&amp;C, D&amp;E</li> <li>• Identify, assist and manage trauma to the birth canal,</li> <li>• retained placenta, post-partum</li> <li>• hemorrhage, uterine atony</li> </ul> <p>Management of obstetric shock</p>		
Postnatal Ward	<ul style="list-style-type: none"> <li>• 1 week</li> </ul>	<ul style="list-style-type: none"> <li>• Perform postnatal assessment and identify postnatal complications</li> <li>• Provide postnatal care</li> <li>• Provide family welfare services</li> </ul>	<ul style="list-style-type: none"> <li>• Postnatal history collection and physical examination</li> <li>• Identify postnatal complications</li> <li>• Care of postnatal mothers – abnormal deliveries, caesarean section</li> <li>• Care of normal newborn</li> <li>• Lactation management</li> <li>• Postnatal counselling</li> <li>• Health teaching on postnatal and newborn care</li> <li>• Family welfare counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Health talk</li> <li>• Postnatal assessment</li> <li>• Newborn assessment</li> <li>• Case studies</li> <li>• Case presentation</li> <li>• PPIUCD insertion and removal</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Assignment</li> <li>• Case study</li> <li>• Case presentation</li> <li>• Simulation</li> <li>• Vignettes</li> <li>• OSCE</li> </ul>

Neonatal Intensive Care Unit	<ul style="list-style-type: none"> <li>• 1 week</li> </ul>	<ul style="list-style-type: none"> <li>• Perform assessment of newborn and identify complications/congenital anomalies</li> <li>• Perform neonatal Resuscitation</li> <li>• Care of high risk Newborn</li> <li>• Provide care for newborns in ventilator, incubator etc.</li> <li>• Assist/perform special neonatal procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Neonatal assessment -</li> <li>• identification of complication, congenital anomalies.</li> <li>• Observation of newborn</li> <li>• Neonatal resuscitation</li> <li>• Phototherapy and management of jaundice in newborn</li> <li>• Assist in Exchange transfusion</li> <li>• Neonatal feeding – spoon NG tube</li> <li>• Care of baby in incubator, ventilator, warmer</li> <li>• Infection control in the nursery</li> <li>• Neonatal medications</li> <li>• Starting IV line for newborn,</li> <li>• drug calculation</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Case presentation</li> <li>• Assignments</li> <li>• Simulated practice</li> </ul>	<ul style="list-style-type: none"> <li>• Case presentation</li> <li>• Care study</li> <li>• Care plan</li> <li>• Simulation, Vignettes</li> <li>• OSCE</li> </ul>
Obstetric/operation theatre Gynecology	<ul style="list-style-type: none"> <li>• 2 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Assist in gynecological and obstetric surgeries</li> <li>• Care for women with gynecological disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Observe/Assist in caesarean, section</li> <li>• Management of retained Placenta</li> <li>• Gynecological surgeries</li> <li>• Hysterectomy</li> <li>• Uterine rupture Care of women with</li> <li>• gynecological conditions</li> <li>• Health education</li> </ul>	<ul style="list-style-type: none"> <li>• Assisting in obstetric and gynecological surgery</li> <li>• Tray set-up for caesarean section</li> <li>• Care plan</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Tray set-up for obstetric and gynecological surgeries</li> <li>• Case presentation</li> <li>• Simulation</li> <li>• Vignettes</li> </ul>



	<b>Midwifery/ Obstetrics &amp; Gynecology (OBG) NursingII including Safe Delivery App Module</b>						
<b>CO1</b>		3	2	2	2	2	2
<b>CO2</b>		2	1	2	2	1	2
<b>CO3</b>		2	1	2	2	1	2
<b>CO4</b>		3	2	2	1	1	2
<b>CO5</b>		2	2	2	1	1	2
<b>CO6</b>		2	2	1	2	1	2
<b>Average</b>		<b>2.3</b>	<b>1.7</b>	<b>1.8</b>	<b>1.7</b>	<b>1.2</b>	<b>2</b>