

Swami Vivekanand Shikshan Prasarak Mandal's



Swami Vivekanand College of Nursing, Udgir

(Approved by Government of Maharashtra, Recognized by Indian Nursing Council, New Delhi and
Maharashtra Nursing Council Mumbai)

Affiliated to Maharashtra University of Health Sciences, Nashik

Survey No. 184, Bodhan Nagar, Jalkot Road, Udgir-413517

Dist. Latur (Maharashtra)

Dr. Sudhir Jagtap (M.Sc., M.Phil., Ph.D.)
President

Ref. No.

Date:

2.6.1

Provision of Regulatory Bodies

SYLLABUS
COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits (40 hours)

DESCRIPTION: The course is designed to enable students to enhance their ability to speak and write the language (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.

COMPETENCIES: On completion of the course, the students will be able to

1. Identify the significance of Communicative English for healthcare professionals.
2. Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.
3. Demonstrate attentive listening in different hypothetical situations.
4. Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or by other means.
5. Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc.
6. Analyse the situation and apply critical thinking strategies.
7. Enhance expressions through writing skills.
8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Identify the significance of communicative English	Communication <ul style="list-style-type: none"> • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals? 	<ul style="list-style-type: none"> • Definitions with examples, illustrations and explanations • Identifying competencies/ communicative strategies in LSRW • Reading excerpts on the above and interpreting them through tasks 	<ul style="list-style-type: none"> • Checking for understanding through tasks



II	5 (T)	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	Introduction to LSRGW <ul style="list-style-type: none"> • L – Listening: Different types of listening • S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R – Reading: Medical vocabulary, • Gr – Grammar: Understanding tenses, linkers • W – Writing simple sentences and short paragraphs – emphasis on correct grammar 	<ul style="list-style-type: none"> • Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions 	<ul style="list-style-type: none"> • Through ‘check your understanding’ exercises
				<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	Attentive Listening <ul style="list-style-type: none"> Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations Reproducing Verbatim Listening to academic talks/ lectures Listening to presentation 	<ul style="list-style-type: none"> Listening to announcements, news, documentaries with tasks based on listening With multiple choice, Yes/No and fill in the blank activities 	<ul style="list-style-type: none"> Checking individually against correct answers Listening for specific information Listening for overall meaning and instructions Listening to attitudes and opinions Listening to audio, video and identify key points
IV	9 (T)	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	Speaking – Effective Conversation <ul style="list-style-type: none"> Conversation situations – informal, formal and neutral Factors influencing way of speaking – setting, topic, social relationship, attitude and language Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations Asking for information, giving instructions and directions Agreeing and disagreeing, giving opinions Describing people, places, events and things, narrating, reporting & reaching conclusions Evaluating and comparing Complaints and suggestions Telephone conversations Delivering presentations 	<ul style="list-style-type: none"> Different types of speaking activities related to the content Guided with prompts and free discussions Presentation techniques Talking to peers and other adults. Talking to patients and Patient attenders Talking to other healthcare professionals Classroom conversation Scenario based learning tasks 	<ul style="list-style-type: none"> Individual and group/peer assessment through live speaking tests Presentation of situation in emergency and routine Handoff Reporting in doctors/nurses' rounds Case presentation Face to face oral communication Speaking individually (Nurse to nurse/patient/ doctor) and to others in the group Telephonic talking
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	<ul style="list-style-type: none"> Reading Reading strategies, reading notes and messages Reading relevant articles and news items Vocabulary for everyday activities, abbreviations and medical vocabulary Understanding visuals, graphs, figures and notes on instructions 	<ul style="list-style-type: none"> Detailed tasks and exercises on reading for information, inference and evaluation Vocabulary games and puzzles for medical lexis 	<ul style="list-style-type: none"> Reading/ summarizing/ justifying answers orally Patient document Doctor's prescription of care Journal/news



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Reading reports and interpreting them • Using idioms and phrases, spotting errors, vocabulary for presentations • Remedial Grammar 	<ul style="list-style-type: none"> • Grammar activities 	<ul style="list-style-type: none"> • reading and interpretation • Notes/Reports
VI	5 (T)	Enhance expressions through writing skills	Writing Skills <ul style="list-style-type: none"> • Writing patient history • Note taking • Summarising • Anecdotal records • Letter writing • Diary/Journal writing • Report writing • Paper writing skills • Abstract writing 	<ul style="list-style-type: none"> • Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar • Guided and free tasks • Different kinds of letter writing tasks 	<ul style="list-style-type: none"> • Paper based assessment by the teacher/ trainer against set band descriptors • Presentation of situation • Documentation • Report writing • Paper writing skills • Verbatim reproducing • Letter writing • Resume/CV
VII	8 (T)	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	LSRW Skills <ul style="list-style-type: none"> • Critical thinking strategies for listening and reading • Oral reports, presentations • Writing instructions, letters and reports • Error analysis regarding LSRW 	<ul style="list-style-type: none"> • Valuating different options/multiple answers and interpreting decisions through situational activities • Demonstration – individually and in groups • Group Discussion • Presentation • Role Play • Writing reports 	<ul style="list-style-type: none"> • Consolidated assessment orally and through written tasks/exerciscs

Books Recommended

1. Living English Grammar & Composition Tickoo M.L. & Subramanian A.E, Oriental Longman, New Delhi.
2. English for practical purposes Valke, Thorat Patil & Merchant, Macmillan Publication, New Delhi.
3. Enriching your competence in English, by Thorat, Valke, Orient Publication, Pune
4. English Grammar & Composition Wren & Martin, S. Chand Publications-2005, Delhi.
5. Selva Rose, Carrier English for Nurses, 1st edition -1999, published by Orient Long man Pvt. Ltd. – 1997, Chennai.



Suggested Assessment/ Evaluation Methods

EXAMINATION SCHEME

S.No.	Course/Subject Title	Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
1.	Communicative English	25	25		2	50

EVALUATION:

INTERNAL ASSESSMENT

S.No.	Name of the Course	Continuous Assessment	Sessional Theory/ Practical Exams	Total Marks
1.	Communicative English	10	15	25

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance		(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)	2	
	Total		255		25
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

APPLIED PSYCHOLOGY

PLACEMENT: 1 SEMESTER

THEORY: 3 Credits (60 Hours)

DESCRIPTION: This course is designed to enable the students to develop understanding about basic concepts of psychology and its application in personal and community life, health, illness and nursing. It further provides students opportunity to recognize the significance and application of soft skills and self-empowerment in the practice of nursing.

COMPETENCIES: On completion of the course, the students will be able to

1. Identify the importance of psychology in individual and professional life.
2. Develop understanding of the biological and psychological basis of human behaviour.
3. Identify the role of nurse in promoting mental health and dealing with altered personality.
4. Perform the role of nurses applicable to the psychology of different age groups.
5. Identify the cognitive and affective needs of clients.
6. Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.
7. Demonstrate basic understanding of psychological assessment and nurse's role.
8. Apply the knowledge of soft skills in workplace and society.
9. Apply the knowledge of self-empowerment in workplace, society and personal life.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Describe scope, branches and significance of psychology in nursing	Introduction <ul style="list-style-type: none"> • Meaning of Psychology • Development of psychology – Scope, branches and methods of psychology • Relationship with other subjects • Significance of psychology in nursing • Applied psychology to solve everyday issues 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer
II	4 (T)	Describe biology of human behaviour	Biological basis of behavior –Introduction <ul style="list-style-type: none"> • Body mind relationship • Genetics and behaviour • Inheritance of behaviour • Brain and behaviour. • Psychology and sensation – sensory process – normal and abnormal 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer



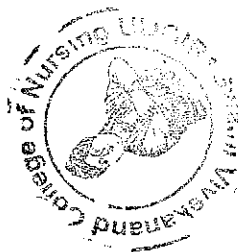
III	5 (T)	Describe mentally healthy person and defense mechanisms	Mental health and mental hygiene <ul style="list-style-type: none"> • Concept of mental health and mental hygiene • Characteristic of mentally healthy person • Warning signs of poor mental health • Promotive and preventive mental health strategies and services • Defense mechanism and its implication • Frustration and conflict – types of conflicts and measurements to overcome • Role of nurse in reducing frustration and conflict and enhancing coping • Dealing with ego 	<ul style="list-style-type: none"> • Lecture • Case discussion • Role play 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
IV	7 (T)	Describe psychology of people in different age groups and role of nurse	Developmental psychology <ul style="list-style-type: none"> • Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying • Role of nurse in supporting normal growth and development across the life span • Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult • Introduction to child psychology and role of nurse in meeting the psychological needs of 	<ul style="list-style-type: none"> • Lecture • Group discussion 	<ul style="list-style-type: none"> • Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			children <ul style="list-style-type: none"> • Psychology of vulnerable individuals – challenged, women, sick etc. • Role of nurse with vulnerable groups 		
V	4 (T)	Explain personality and role of nurse in identification and improvement in altered personality	Personality <ul style="list-style-type: none"> • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality – Introduction • Alteration in personality • Role of nurse in identification of individual personality and improvement in altered personality 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay and short answer • Objective type



VI	16 (T)	Explain cognitive process and their applications	<p>Cognitive process</p> <ul style="list-style-type: none"> • Attention – definition, types, determinants, duration, degree and alteration in attention • Perception – Meaning of Perception, principles, factor affecting perception, • Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies • Learning – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation • Memory-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting • Thinking – types, level, reasoning and problem solving. • Aptitude – concept, types, individual differences and variability • Psychometric assessment of cognitive processes – Introduction • Alteration in cognitive processes 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay and short answer • Objective type
VII	6 (T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	<p>Motivation and emotional processes</p> <ul style="list-style-type: none"> • Motivation – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives • Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other • Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping 	<ul style="list-style-type: none"> • Lecture • Group discussion 	<ul style="list-style-type: none"> • Essay and short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness • Psychometric assessment of emotions and attitude – Introduction • Role of nurse in caring for emotionally sick client 		



VIII	4 (T)	Explain psychological assessment and tests and role of nurse	Psychological assessment and tests – introduction <ul style="list-style-type: none"> • Types, development, characteristics, principles, uses, interpretation • Role of nurse in psychological assessment 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Short answer • Assessment of practice
IX	10 (T)	Explain concept of soft skill and its application in work place and society	Application of soft skill <ul style="list-style-type: none"> • Concept of soft skill • Types of soft skill – visual, aural and communication skill • The way of communication • Building relationship with client and society • Interpersonal Relationships (IPR): Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers • Survival strategies – managing time, coping stress, resilience, work – life balance • Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc. • Use of soft skill in nursing 	<ul style="list-style-type: none"> • Lecture • Group discussion • Role play • Refer/Complete Soft skills module 	<ul style="list-style-type: none"> • Essay and short answer
X	2 (T)	Explain self-empowerment	Self-empowerment <ul style="list-style-type: none"> • Dimensions of self-empowerment • Self-empowerment development • Importance of women's empowerment in society • Professional etiquette and personal grooming • Role of nurse in empowering others 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

Bibliography:

1. Bhctic B. D. & Craig M : Element of psychology and mental hygien for Nurses, Chennai. Orient Longmal.
2. Dodge Fernald and Peter S. Fernald, Introduction to Psychology, 5 edition, AITBS, 2004.
3. Jacob Anthikad, Psychology for Graduate Nurses, 3 edition, Jaypee, 2004.
4. Morgan C.T. & King, Introduction to Psychology, 7 edition, Megrow bill international.
5. Second course in psycholog, Higher secondary std. XII K.T. Basantani, Sheth publishers Pvt.



Ltd,9th ed. 2005

6. Second course in Psychology, Higher secondary std. XI K.T. Basantani, Sheth publishers Pvt.

Ltd,8th ed. 2005

7. Hurlock E : Development psychology : Tata MC grow Hill Book Co.

Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					



APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: This course is designed to enable the students to develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing.

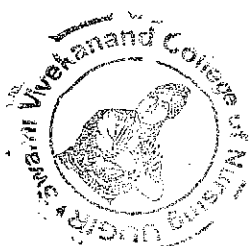
COMPETENCIES: On completion of the course, the students will be able to

1. Identify the scope and significance of sociology in nursing.
2. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients.
3. Identify the impact of culture on health and illness.
4. Develop understanding about types of family, marriage and its legislation.
5. Identify different types of caste, class, social change and its influence on health and health practices.
6. Develop understanding about social organization and disorganization and social problems in India.
7. Integrate the knowledge of clinical sociology and its uses in crisis intervention.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Describe the scope and significance of sociology in nursing	Introduction <ul style="list-style-type: none"> • Definition, nature and scope of sociology • Significance of sociology in nursing 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer
II	15 (T)	Describe the individualization, Groups, processes of Socialization, social change and its importance	Social structure <ul style="list-style-type: none"> • Basic concept of society, community, association and institution • Individual and society • Personal disorganization • Social group – meaning, characteristics, and classification. • Social processes – definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation • Socialization – characteristics, process, agencies of socialization • Social change – nature, process, and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Structure and characteristics of urban, rural and tribal community. Major health problems in urban, rural and tribal communities Importance of social structure in nursing profession 		
III	8 (T)	Describe culture and its impact on health and disease	Culture <ul style="list-style-type: none"> Nature, characteristic and evolution of culture Diversity and uniformity of culture Difference between culture and civilization Culture and socialization Transcultural society Culture, Modernization and its impact on health and disease 	<ul style="list-style-type: none"> Lecture Panel discussion 	<ul style="list-style-type: none"> Essay Short answer
IV	8 (T)	Explain family, marriage and legislation related to marriage	Family and Marriage <ul style="list-style-type: none"> Family – characteristics, basic need, types and functions of family Marriage – forms of marriage, social custom relating to marriage and importance of marriage Legislation on Indian marriage and family. Influence of marriage and family on health and health practices 	<ul style="list-style-type: none"> Lecture 	<ul style="list-style-type: none"> Essay Short answer Case study report
V	8 (T)	Explain different types of caste and classes in society and its influence on health	Social stratification <ul style="list-style-type: none"> Introduction – Characteristics & forms of stratification Function of stratification Indian caste system – origin and characteristics Positive and negative impact of caste in society. Class system and status Social mobility-meaning and types Race – concept, criteria of racial classification Influence of class, caste and race system on health. 	<ul style="list-style-type: none"> Lecture Panel discussion 	<ul style="list-style-type: none"> Essay Short answer Objective type
VI	15 (T)	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	Social organization and disorganization <ul style="list-style-type: none"> Social organization – meaning, elements and types Voluntary associations Social system – definition, types, role and status as structural element of social system. Interrelationship of institutions Social control – meaning, aims and process of social control 	<ul style="list-style-type: none"> Lecture Group discussion Observational visit 	<ul style="list-style-type: none"> Essay Short answer Objective type Visit report



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Social norms, moral and values • Social disorganization – definition, causes, Control and planning • Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 • Vulnerable group – elderly, handicapped, minority and other marginal group. • Fundamental rights of individual, women and children • Role of nurse in reducing social problem and enhance coping • Social welfare programs in India 		
VII	5 (T)	Explain clinical sociology and its application in the hospital and community	Clinical sociology <ul style="list-style-type: none"> • Introduction to clinical sociology • Sociological strategies for developing services for the abused • Use of clinical sociology in crisis intervention 	<ul style="list-style-type: none"> • Lecture, • Group discussion • Role play 	<ul style="list-style-type: none"> • Essay • Short answer

BIBLIOGRAPHY:

1. Sachadeva Y.V., An introduction to sociology, kithab mahal : Allahabad
2. R.K.Manekar, Sociology for Nurses, Sivosankar T.P., Vora Medical Publications
3. K.P.Pothen, S.Pothen, Sociology for Nurses, 3rd Edition, N.R.Brothers, Indore. C.N. Shankar Rao Principals of sociology with introduction to social thoughts, S Chand E Company Publishers
4. Ashok N.Patel, S.S.Hooda, Sociology
5. Dr.N.H.Groenman, Dr.O D'aslevin, M A Bockenham, Social and Behavioural sciences for Nurses, 1st edition, Companion Press Ltd.
6. Dr.Ajithkumar Sinha, Principles of Sociology, Lakshmi Narain Agarwal educational publishers
7. T.B.Bottomore, Sociology A guide to problem and literature, 2nd edition, Blockie & Sons Publishers Pvt. Ltd.



Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					



APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: The course is designed to assist student to acquire comprehensive knowledge of the normal functions of the organ systems of the human body to facilitate understanding of physiological basis of health, identify alteration in functions and provide the student with the necessary physiological knowledge to practice nursing.

COMPETENCIES: On completion of the course, the students will be able to

1. Develop understanding of the normal functioning of various organ systems of the body.
2. Identify the relative contribution of each organ system towards maintenance of homeostasis.
3. Describe the effect of alterations in functions.
4. Apply knowledge of physiological basis to analyze clinical situations and therapeutic applications.

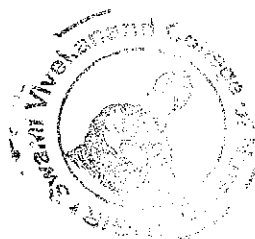
COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe the physiology of cell, tissues, membranes and glands	General Physiology – Basic concepts <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Review – discussion • Lecture cum Discussion • Video demonstrations 	<ul style="list-style-type: none"> • Quiz • MCQ • Short answer
II	6 (T)	Describe the physiology and mechanism of respiration	Respiratory system <ul style="list-style-type: none"> • Functions of respiratory organs • Physiology of respiration 	<ul style="list-style-type: none"> • Lecture • Video slides 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ



		Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<ul style="list-style-type: none"> • 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 		
III	8 (T)	Describe the functions of digestive system	Digestive system <ul style="list-style-type: none"> • Functions of the organs of digestive tract • Saliva – composition, regulation of secretion and functions of saliva • Composition and function of gastric juice, mechanism and regulation of gastric secretion • Composition of pancreatic juice, function, regulation of pancreatic secretion • Functions of liver, gall bladder and pancreas • Composition of bile and function • Secretion and function of small and large intestine • Movements of alimentary tract • Digestion in mouth, stomach, small intestine, large intestine, absorption of food • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video slides 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ
IV	6 (T)	Explain the functions of the	Circulatory and Lymphatic system <ul style="list-style-type: none"> • Functions of heart, conduction system, 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Short answer
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		heart, and physiology of circulation	cardiac cycle, Stroke volume and cardiac output <ul style="list-style-type: none"> • Blood pressure and Pulse • Circulation – principles, factors influencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate – regulation of heart rate • Normal value and variations • Cardiovascular homeostasis in exercise 	<ul style="list-style-type: none"> • Discussion • Video/Slides 	<ul style="list-style-type: none"> • MCQ



			and posture		
			• Application and implication in nursing		

V	5 (T)	Describe the composition and functions of blood	Blood <ul style="list-style-type: none"> • Blood – Functions, Physical characteristics • Formation of blood cells • Erythropoiesis – Functions of RBC, RBC life cycle • WBC – types, functions • Platelets – Function and production of platelets • Clotting mechanism of blood, clotting time, bleeding time, PTT • Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation • Blood groups and types • Functions of reticuloendothelial system, immunity • Application in nursing 	<ul style="list-style-type: none"> • Lecture • Discussion • Videos 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ
VI	5 (T)	Identify the major endocrine glands and describe their functions	The Endocrine system <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture • Explain using charts 	<ul style="list-style-type: none"> • Short answer • MCQ
VII	4 (T)	Describe the structure of various sensory organs	The Sensory Organs <ul style="list-style-type: none"> • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture • Video 	<ul style="list-style-type: none"> • Short answer • MCQ
VIII	6 (T)	Describe the functions of	Musculoskeletal system	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Structured essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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		bones, joints, various types of muscles, its special properties and nerves supplying them	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Discussion • Video presentation 	<ul style="list-style-type: none"> • Short answer • MCQ
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IX	4 (T)	Describe the physiology of renal system	Renal system <ul style="list-style-type: none"> • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Charts and models 	<ul style="list-style-type: none"> • Short answer • MCQ
X	4 (T)	Describe the structure of reproductive system	The Reproductive system <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture • Explain using charts, models, specimens 	<ul style="list-style-type: none"> • Short answer • MCQ



XI	8 (T)	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	<ul style="list-style-type: none"> • Nervous system • Overview of nervous system • Review of types, structure and functions of neurons • Nerve impulse • Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum • Sensory and Motor Nervous system • Peripheral Nervous system • Autonomic Nervous system • Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus • Vestibular apparatus • Functions of cranial nerves • Autonomic functions • Physiology of Pain-somatic, visceral and referred 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video slides 	<ul style="list-style-type: none"> • Brief structured essays • Short answer • MCQ • Critical reflection
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Reflexes • CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier • Application and implication in nursing 		

Note: Few lab hours can be planned for visits, observation and handling (less than 1 credit lab hours are not specified separately)

BIBLIOGRAPHY

1. Waugh, Anne (2003), "Ross & Wilson's Anatomy & Physiology in health & illness" 10th ed., Churchill Livingstone.
2. Anthony & Thibodcon (2000), "Anatomy & Physiology for nurses" 11th ed., C.V. Mosby Co., London.
3. Greig, Rhind, "Riddle's Anatomy & Physiology", 7th ed., Churchill Livingstone.
4. Singh, I. B. (2005), "Anatomy & Physiology for nurses", 1st ed., Jaypee.



5. Tortora, (2003), "Principles of Anatomy & Physiology," 10th ed., Wiley inter.
6. Chaurasia, B.D. (2004), "Human Anatomy", 4th ed., CBS publishers.
7. Sembulingam, "Essentials of Medical Physiology," 3rd Edition 2004 J.P. Publications.
8. Ganong. F. William, "Review of Medical Physiology", 15th Edition, Prentice Hall International Inc., Applcton and Lange.
9. Guyton and Hall, "Textbook of Medical Physiology," 9 th Edition, A Prism2. Indian Edn. Pvt. Ltd.
- 10.T Clenister and Jean Rosy (1974). "Anatomy and Physiology for Nurses" 2 nd Edition, William Hernmarni Medical BK. Ltd.

Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6.	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					



APPLIED ANATOMY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: The course is designed to assist student to recall and further acquire the knowledge of the normal structure of human body, identify alteration in anatomical structure with emphasis on clinical application to practice nursing.

COMPETENCIES: On completion of the course, the students will be able to

1. Describe anatomical terms.
2. Explain the general and microscopic structure of each system of the body.
3. Identify relative positions of the major body organs as well as their general anatomic locations.
4. Explore the effect of alterations in structure.
5. Apply knowledge of anatomic structures to analyze clinical situations and therapeutic applications.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	<p>Define the terms relative to the anatomical position</p> <p>Describe the anatomical planes</p> <p>Define and describe the terms used to describe movements</p>	<p>Introduction to anatomical terms and organization of the human body</p> <ul style="list-style-type: none"> • Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar • Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane) • Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction) • Cell structure, Cell division 	<ul style="list-style-type: none"> • Lecture cum Discussion • Use of models • Video demonstration • Use of microscopic slides • Lecture cum Discussion • Video/Slides 	<ul style="list-style-type: none"> • Quiz • MCQ • Short answer



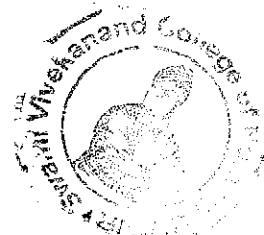
		<p>Organization of human body and structure of cell, tissues membranes and glands</p> <p>Describe the types of cartilage</p> <p>Compare and contrast the features of skeletal, smooth and cardiac muscle</p>	<ul style="list-style-type: none"> • Tissue – definition, types, characteristics, classification, location • Membrane, glands – classification and structure • Identify major surface and bony landmarks in each body region, Organization of human body • Hyaline, fibro cartilage, elastic cartilage • Features of skeletal, smooth and cardiac muscle • Application and implication in nursing 	<ul style="list-style-type: none"> • Anatomical Torso 	
II	6 (T)	<p>Describe the structure of respiratory system</p> <p>Identify the muscles of respiration and examine their contribution to the mechanism of breathing</p>	<p>The Respiratory system</p> <ul style="list-style-type: none"> • Structure of the organs of respiration • Muscles of respiration • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Models • Video/Slides 	<ul style="list-style-type: none"> • Short answer • Objective type



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	6 (T)	Describe the structure of digestive system	The Digestive system <ul style="list-style-type: none"> • Structure of alimentary canal and accessory organs of digestion • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video/Slides • Anatomical Torso 	<ul style="list-style-type: none"> • Short answer • Objective type
IV	6 (T)	Describe the structure of circulatory and lymphatic system.	The Circulatory and Lymphatic system <ul style="list-style-type: none"> • Structure of blood components, blood vessels – Arterial and Venous system • Position of heart relative to the associated structures • Chambers of heart, layers of heart • Heart valves, coronary arteries • Nerve and blood supply to heart • Lymphatic tissue • Veins used for IV injections • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Models • Video/Slides 	<ul style="list-style-type: none"> • Short answer • MCQ
V	4 (T)	Identify the major endocrine glands and describe the structure of endocrine Glands	The Endocrine system <ul style="list-style-type: none"> • Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands 	<ul style="list-style-type: none"> • Lecture • Models/charts 	<ul style="list-style-type: none"> • Short answer • Objective type
VI	4 (Describe the structure of various sensory organs	The Sensory organs <ul style="list-style-type: none"> • Structure of skin, eye, ear, nose and tongue • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture • Explain with Video/ models/charts 	<ul style="list-style-type: none"> • Short answer • MCQ

VII	10 (T)	Describe anatomical position and structure of bones and joints Identify major bones that make up the axial and appendicular skeleton Classify the joints Identify the application and implications in nursing Describe the structure of muscle	The Musculoskeletal system: The Skeletal system <ul style="list-style-type: none"> • Anatomical positions • Bones – types, structure, growth and ossification • Axial and appendicular skeleton • Joints – classification, major joints and structure • Application and implications in nursing 	<ul style="list-style-type: none"> • Review – discussion • Lecture • Discussions • Explain using charts, skeleton and loose bones and torso • Identifying muscles involved in nursing procedures in lab 	<ul style="list-style-type: none"> • Short answer • Objective type
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Apply the knowledge in performing nursing procedures/skills	The Muscular system <ul style="list-style-type: none"> • Types and structure of muscles • Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs • Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis • Major muscles involved in nursing procedures 		
VIII	5 (T)	Describe the structure of renal system	The Renal system <ul style="list-style-type: none"> • Structure of kidney, ureters, bladder, urethra • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Models/charts 	<ul style="list-style-type: none"> • MCQ • Short answer



IX	5 (T)	Describe the structure of reproductive system	The Reproductive system <ul style="list-style-type: none"> • Structure of male reproductive organs • Structure of female reproductive organs • Structure of breast 	<ul style="list-style-type: none"> • Lecture • Models/charts 	<ul style="list-style-type: none"> • MCQ • Short answer
X	6 (T)	Describe the structure of nervous system including the distribution of the nerves, nerve plexuses Describe the ventricular system	The Nervous system <ul style="list-style-type: none"> • Review Structure of neurons • CNS, ANS and PNS (Central, autonomic and peripheral) • Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex • Ventricular system – formation, circulation, and drainage • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Explain with models • Video slides 	<ul style="list-style-type: none"> • MCQ • Short answer

Note: Few lab hours can be planned for visits, observation and handling (less than 1 credit lab hours are not specified separately)

BIBLIOGRAPHY

1. Waugh, Anne (2003), "Ross & Wilson's Anatomy & Physiology in health & illness" 10th ed., Churchill Livingstone.
2. Anthony & Thibodcon (2000), "Anatomy & Physiology for nurses" 11th ed., C.V. Mosby Co., London.
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6. Chaurasia, B.D. (2004), "Human Anatomy", 4th ed., CBS publishers.
7. Sembulingam, "Essentials of Medical Physiology," 3rd Edition 2004 J.P. Publications.
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9. Guyton and Hall, "Textbook of Medical Physiology," 9 th Edition, A Prism2. Indian Edn. Pvt. Ltd
10. T Clenister and Jean Rosy (1974). "Anatomy and Physiology for Nurses" 2 nd Edition, William Hernmarni Medical BK. Ltd.



Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					



EVALUATION PERFORMA FOR WRITTEN ASSIGNMENT

Name of student: - _____

Name of evaluator: - _____

Mark: 10

SR.NO	CRITERIA	MARK ALLOTTED	MARK OBTAINED
1	Format	03	
2	Objective	02	
3	Setting	02	
4	Bibliography	01	
5	Summary and Evaluation	02	
	Total	10	

Remarks: _____

SIGN OF STUDENT

SIGN OF EVALUATOR



EVALUATION PERFORMA FOR SEMINAR/ MICROTEACHING/ INDIVIDUAL PRESENTATION

Name of topic: _____

Date: _____

Name of evaluator: _____

Name of student: _____

Group: _____

Sr no.	Criteria	Marks Allotted	Marks Obtained
1	Introduction	01	
2	Organization of Content	01	
3	Presentation of topic	01	
4	Relevant examples	01	
5	Relevant statistical data	01	
6	Group participation	01	
7	AV Aids	01	
8	Use of Modern technology	01	
9	Physical facilities	01	
10	Personal Appearance and Mannerisms	01	
11	Voice & Clarity	01	
12	References	01	
	TOTAL	12	

General Remarks of the Teacher:

.....

.....

Remarks for Improvement:

.....



SIGNATURE OF STUDENT

SIGNATURE OF EVALUATOR

EVALUATION PERFORMA FOR GROUP PROJECT/WORK/REPORT

Name of Student: -

Name of Evaluator: -

Mark: 06

SR.NO	CRITERIA	MARK ALLOTTED	MARK OBTAINED
1	Organization	01	
2	Adequacy of content	01	
3	Neatness	01	
4	Presentation	02	
5	Summary and Evaluation	01	
	Total	06	

Remarks:

SIGN OF STUDENT

SIGN OF EVALUATOR



EVALUATION PERFORMA FOR CLINICAL PRESENTATION

Name of student :-

Name of evaluator :-

Mark: 10

SR.NO	CRITERIA	MARK ALLOTTED	MARK OBTAINED
1	Format	02	
2	Objective	01	
3	Setting	01	
4	A.V Aids	01	
5	Communication skills	02	
6	Bibliography	01	
7	Summary and Evaluation	02	
	Total	10	

Remarks:

SIGN OF STUDENT

SIGN OF EVALUATOR

EVALUATION PERFORMA FOR DRUG PRESENTATION AND REPORT

Name of Student: -

Name of Evaluator: -

Mark: 10

SR.NO	CRITERIA	MARK ALLOTTED	MARK OBTAINED
1	Content	02	
2	Organization	02	
3	Nursing responsibility	02	
4	Resource used	01	
5	Completeness	01	
6	Neatness	01	
7	Bibliography	01	
	Total	10	

Remarks: _____

SIGN OF STUDENT

SIGN OF EVALUATOR



EVALUATION PERFORMA FOR CASE STUDY REPORT

Name of student: -

Name of evaluator: -

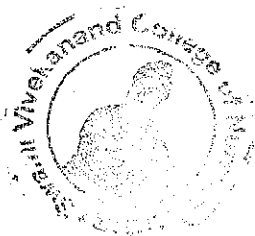
Mark: 10

SR.NO	CRITERIA	MARK ALLOTTED	MARK OBTAINED
1	Assessment/Introduction	01	
2	Knowledge and Understanding of Disease	02	
3	Nursing Care Plan	02	
4	Discharge plan	01	
5	Prognosis	01	
6	Summary and Evaluation	02	
7	Bibliography	01	
	Total	10	

Remarks: _____

SIGN OF STUDENT

SIGN OF EVALUATOR



CLINICAL EVALUATION PERFORMA

Name of the student: - _____

Year: - _____

Subject: - _____

Area of clinical experience: - _____

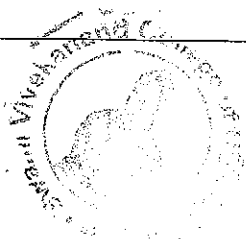
Duration of posting in weeks: - _____

Name of the supervisor: - _____

Total Marks: - 10

Scores:- 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr.No.	EVALUATION CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
I.	Personal & Professional behavior 1. Wears clean & neat uniform and well groomed. 2. Arrives and leaves punctually. 3. Demonstrates understanding of the need for quietness in speech & manner & protects the patient from undue notice. 4. Influential & displaced persuasive assertive leadership behavior	02	
II.	Attitude to Co-workers and patients 1. Works well as member of nursing team. 2. Gives assistance to other in clinical situations. 3. Understands the patient as an individual. 4. Shows skills in gaining the confidence & cooperation of patients and relatives, tactful and considerate.	02	
III.	Application of knowledge 1. Possess sound knowledge of medical surgical conditions. 2. Has sound knowledge of scientific principles. 3. Able to correlate theory with practice.	02	



	<p>4. Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.</p> <p>5. Takes interest in new learning from current literature & seeks help from resourceful people.</p>		
	<p>Nursing Process</p> <p>1. Assessment and Nursing Diagnosis</p> <p>2. Planning</p> <p>3. Implementation</p> <p>4. Evaluation</p> <p>5. Documentation</p>	02	
IV.	<p>Quality of clinical skill</p> <p>1. Identifies problems & sets priorities and grasps essentials while performing duties.</p> <p>2. Applies principles in carrying out procedures & carries out duties promptly.</p> <p>3. Has technical competence in performing nursing procedures.</p> <p>4. Resourceful and practices economy of time material and energy.</p> <p>5. Observes carefully, reports & records signs & symptoms & other relevant information.</p> <p>6. Uses opportunities to give health education to patients & relatives</p>	02	
Grant Total		10	

Remarks for improvement:

Student's Remark:

Signature of the student

Signature of the teacher



EVALUATION PERFORMA FOR OSCE

Name of Student: -

Name of Evaluator: -

Mark: 05

SR.NO	CRITERIA	MARK ALLOTTED	MARK OBTAINED
1	Identifies problems & sets priorities	01	
2	Applies Scientific principles	01	
3	Competence in performing Nursing procedures.	01	
4	Resourceful and practices economy of time material and energy.	01	
5	Recording and Reporting	01	
6	Uses opportunities to give health education to patients & relatives		
	Total	05	

Remarks: _____

SIGN OF STUDENT

SIGN OF EVALUATOR

COMPLETION OF PROCEDURE AND CLINICAL REQUIREMENT

Name of the student: - _____

Year: - _____

Subject: _____

Area of clinical experience: - _____

Duration of posting in weeks: - _____

Name of the supervisor: - _____

Total Marks: - 03

Sr. No.	EVALUATION CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
I.	Personal & Professional behavior	0.5	
II.	Attitude to Co-workers and patients	0.5	
III.	Application of knowledge	0.5	
IV.	Quality of clinical skill	1.5	
Total			

Remarks for Improvement:

Student's Remark:

Signature of the Student

Signature of the Teacher



NURSING FOUNDATION - I (including First Aid module)

PLACEMENT: I SEMESTER

THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab: 2 Credits (80 hours) and Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

COMPETENCIES: On completion of the course, the students will be able to

1. Develop understanding about the concept of health, illness and scope of nursing within health care services.
2. Apply values, code of ethics and professional conduct in professional life.
3. Apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members.
4. Develop skill in recording and reporting.
5. Demonstrate competency in monitoring and documenting vital signs.
6. Describe the fundamental principles and techniques of infection control and biomedical waste management.
7. Identify and meet the comfort needs of the patients.
8. Perform admission, transfer, and discharge of a patient under supervision applying the knowledge.
9. Demonstrate understanding and application of knowledge in caring for patients with restricted mobility.
10. Perform first aid measures during emergencies.
11. Identify the educational needs of patients and demonstrate basic skills of patient education.

***Mandatory Module used in Teaching/Learning:**

First Aid: 40 Hours (including Basic CPR)

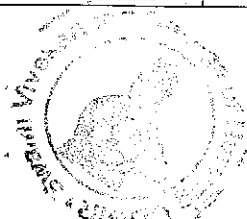
COURSE OUTLINE

T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Describe the concept of health and illness	Introduction to health and illness Concept of Health – Definitions (WHO), Dimensions Maslow's hierarchy of needs Health – Illness continuum Factors influencing health Causes and risk factors for developing illnesses Illness – Types, illness behavior Impact of illness on patient and family	Lecture Discussion	Essay Short answer Objective type



II	5 (T)	Describe the levels of illness prevention and care, health care services	Health Care Delivery Systems – Introduction of Basic Concepts & Meanings <ul style="list-style-type: none"> • Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary • Levels of Care – Primary, Secondary and Tertiary • Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities • Hospitals – Types, Organization and Functions • Health care teams in hospitals – members and their role 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
III	12 (T)	Trace the history of Nursing Explain the concept, nature and scope of nursing Describe values, code of ethics and professional conduct for nurses in India	History of Nursing and Nursing as a profession <ul style="list-style-type: none"> • History of Nursing, History of Nursing in India • Contributions of Florence Nightingale • Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel • Nursing as a profession – definition and characteristics/criteria of profession • Values – Introduction – meaning and importance • Code of ethics and professional conduct for nurses – Introduction 	<ul style="list-style-type: none"> • Lecture • Discussion • Case discussion • Role plays 	<ul style="list-style-type: none"> • Essay • Short answers • Objective type
IV	8 (T) 3 (SL)	Describe the process, principles, and types of communication Explain therapeutic, non-therapeutic and professional communication Communicate effectively with patients, their families and team members	Communication and Nurse Patient Relationship <ul style="list-style-type: none"> • Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication • Methods of effective communication/therapeutic communication techniques • Barriers to effective communication/non-therapeutic communication techniques • Professional communication • Helping Relationships (Nurse Patient Relationship) – Purposes and Phases • Communicating effectively with patient, families and team members • Maintaining effective human relations and communication with vulnerable 	<ul style="list-style-type: none"> • Lecture • Discussion • Role play and video film on Therapeutic Communication 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type



			groups (children, women, physically and mentally challenged and elderly)		
V	4 (T) 2 (SL)	Describe the purposes, types and techniques of recording and reporting Maintain records and reports accurately	Documentation and Reporting <ul style="list-style-type: none"> • Documentation – Purposes of Reports and Records • Confidentiality • Types of Client records/Common Record- keeping forms • 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 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VI	15 (T) 20 (SL)	Describe principles and techniques of monitoring and maintaining vital signs Assess and record vital signs accurately	Vital signs <ul style="list-style-type: none"> • Guidelines for taking vital signs • <i>Body temperature</i> – <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Hot and Cold applications • <i>Pulse:</i> <ul style="list-style-type: none"> ○ Definition, Physiology and Regulation, Characteristics, Factors affecting pulse ○ Assessment of pulse – sites, equipment and technique ○ Alterations in pulse • <i>Respiration:</i> <ul style="list-style-type: none"> ○ 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> <ul style="list-style-type: none"> ○ Definition, Physiology and Regulation, Characteristics, Factors affecting BP ○ Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment ○ Alterations in Blood Pressure • Documenting Vital Signs 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Document the given values of temperature, pulse, and respiration in the graphic sheet • OSCE
VII	3 (T)	Maintain equipment and linen	Equipment and Linen <ul style="list-style-type: none"> • Types – Disposables and reusable <ul style="list-style-type: none"> ○ Linen, rubber goods, glassware, metal, plastics, furniture • Introduction – Indent, maintenance, Inventory 		



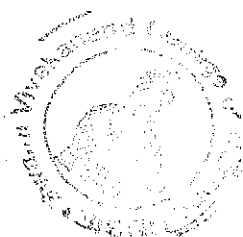
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VIII	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management	<p>Introduction to Infection Control in Clinical setting Infection</p> <ul style="list-style-type: none"> • 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) <p>Introductory concept of Asepsis – Medical & Surgical asepsis</p> <p><i>Precautions</i></p> <ul style="list-style-type: none"> • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions <p><i>Biomedical Waste management</i></p> <ul style="list-style-type: none"> • Types of hospital waste, waste segregation and hazards – Introduction 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Observation of autoclaving and other sterilization techniques • Video presentation on medical & surgical asepsis 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
IX	15 (T) 15 (SL)	Identify and meet the comfort needs of the patients	<p>Comfort, Rest & Sleep and Pain</p> <ul style="list-style-type: none"> • Comfort <ul style="list-style-type: none"> ○ Factors Influencing Comfort ○ Types of beds including latest beds, purposes & bed making ○ Therapeutic positions ○ Comfort devices • Sleep and Rest <ul style="list-style-type: none"> ○ Physiology of sleep ○ Factors affecting sleep ○ Promoting Rest and sleep ○ Sleep Disorders • Pain (Discomfort) <ul style="list-style-type: none"> ○ Physiology ○ Common cause of pain ○ Types ○ Assessment – pain scales and narcotic scales • Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE



			<p>devices, PCA</p> <ul style="list-style-type: none"> • Invasive techniques of pain management • Any other newer measures <ul style="list-style-type: none"> ○ CAM (Complementary & Alternative healing Modalities) 		
X	5 (T) 3 (SL)	Describe the concept of patient environment	<p><i>Promoting Safety in Health Care Environment</i></p> <ul style="list-style-type: none"> • <i>Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control</i> • <i>Reduction of Physical hazards – fire, accidents</i> • <i>Fall Risk Assessment</i> • <i>Role of nurse in providing safe and clean environment</i> • <i>Safety devices –</i> <ul style="list-style-type: none"> ○ <i>Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints-</i> <p><i>Skill and Practice guidelines</i></p> <ul style="list-style-type: none"> ○ <i>Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc.</i> 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type



<p>XI</p>	<p>6 (T) 2 (SL)</p>	<p>Explain and perform admission, transfer, and discharge of a patient</p>	<p>Hospital Admission and discharge</p> <ul style="list-style-type: none"> • Admission to the hospital Unit and preparation of unit <ul style="list-style-type: none"> ○ Admission bed ○ Admission procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse • Discharge from the hospital <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
<p>XII</p>	<p>8 (T) 10 (SL)</p>	<p>Demonstrate skill in caring for patients with restricted mobility</p>	<p>Mobility and Immobility</p> <ul style="list-style-type: none"> • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & 	<ul style="list-style-type: none"> • Essay • Short answer • Objective



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Range of motion exercises ○ Muscle strengthening exercises ○ Maintaining body alignment – positions ○ Moving ○ Lifting ○ Transferring ○ Walking • Assisting clients with ambulation • Care of patients with Immobility using Nursing process approach • Care of patients with casts and splints 	Re-demonstration	<ul style="list-style-type: none"> type • OSCE
XIII	4 (T) 2 (SL)	Describe the principles and practice of patient education	Patient education <ul style="list-style-type: none"> • Patient Teaching – Importance, Purposes, Process • Integrating nursing process in patient teaching 	<ul style="list-style-type: none"> • Discussion • Role plays 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
XIV	20 (T) 20 (SL)	Explain and apply principles of First Aid during emergencies	First Aid* <ul style="list-style-type: none"> • Definition, Basic Principles, Scope & Rules • First Aid Management <ul style="list-style-type: none"> ○ Wounds, Hemorrhage & Shock ○ Musculoskeletal Injuries – Fractures, Dislocation, Muscle injuries ○ Transportation of Injured persons ○ Respiratory Emergencies & Basic CPR ○ Unconsciousness ○ Foreign Bodies – Skin, Eye, Ear, Nose, Throat & Stomach ○ Burns & Scalds ○ Poisoning, Bites & Stings ○ Frostbite & Effects of Heat ○ Community Emergencies 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration • Module completion • National Disaster Management Authority (NDMA) / Indian Red Cross Society (IRCS) First Aid module 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

*Mandatory Module



CLINICAL PRACTICUM

Clinical Practicum: 2 Credits (160 hours), 10 weeks × 16 hours per week

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will be able to

1. Maintain effective human relations (projecting professional image)
2. Communicate effectively with patient, families and team members
3. Demonstrate skills in techniques of recording and reporting
4. Demonstrate skill in monitoring vital signs
5. Care for patients with altered vital signs
6. Demonstrate skill in implementing standard precautions and use of PPE
7. Demonstrate skill in meeting the comfort needs of the patients
8. Provide safe and clean environment
9. Demonstrate skill in admission, transfer, and discharge of a patient
10. Demonstrate skill in caring for patients with restricted mobility
11. Plan and provide appropriate health teaching following the principles
12. Acquire skills in assessing and performing First Aid during emergencies.



SKILL LAB**Use of Mannequins and Simulators**

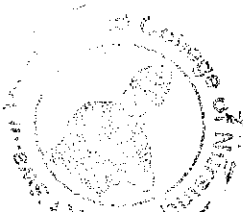
S.No.	Competencies	Mode of Teaching
1.	Therapeutic Communication and Documentation	Role Play
2.	Vital signs	Simulator/Standardized patient
3.	Medical and Surgical Asepsis	Videos/Mannequin
4.	Pain Assessment	Standardized patient
5.	Comfort Devices	Mannequin
6.	Therapeutic Positions	Mannequin
7.	Physical Restraints and Side rails	Mannequin
8.	ROM Exercises	Standardized patient
9.	Ambulation	Standardized patient
10.	Moving and Turning patients in bed	Mannequin
11.	Changing position of helpless patients	Mannequin/Standardized patient
12.	Transferring patients bed to stretcher/wheel chair	Mannequin/Standardized patient
13.	Admission, Transfer, Discharge & Health Teaching	Role Play



CLINICAL POSTINGS – General Medical/Surgical Wards

10 weeks × 16 hours/week = 160 Hours

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	2	<p>Maintain effective human relations (projecting professional image)</p> <p>Communicate effectively with patient, families and team members</p> <p>Demonstrate skills in techniques of recording and reporting</p>	<p>Communication and Nurse patient relationship</p> <ul style="list-style-type: none"> • Maintaining Communication with patient and family and interpersonal relationship • Documentation and Reporting <ul style="list-style-type: none"> ○ Documenting patient care and procedures ○ Verbal report ○ Written report 		<ul style="list-style-type: none"> • OSCE
	2	<p>Demonstrate skill in monitoring vital signs</p> <p>Care for patients with altered vital signs</p> <p>Demonstrate skill in implementing standard precautions and use of PPE</p>	<p><i>Vital signs</i></p> <ul style="list-style-type: none"> • Monitor/measure and document vital signs in a graphic sheet <ul style="list-style-type: none"> ○ Temperature (oral, tympanic, axillary) ○ Pulse (Apical and peripheral pulses) ○ Respiration ○ Blood pressure ○ Pulse oximetry • Interpret and report alteration • Cold Applications – Cold Compress, Ice cap, Tepid Sponging • Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter <p><i>Infection control in Clinical settings</i></p> <ul style="list-style-type: none"> • Hand hygiene • Use of PPE 	<ul style="list-style-type: none"> • Care of patients with alterations in vital signs- 1 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE
	3	<p>Demonstrate skill in meeting the comfort needs of the patients</p>	<p>Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment</p> <p><i>Comfort, Rest & Sleep</i></p> <ul style="list-style-type: none"> • Bed making- <ul style="list-style-type: none"> ○ Open ○ Closed ○ Occupied ○ Post-operative 		<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE



		<ul style="list-style-type: none"> ○ Cardiac bed ○ Fracture bed • Comfort devices <ul style="list-style-type: none"> ○ Pillows ○ Over bed table/cardiac table ○ Back rest ○ Bed Cradle • Therapeutic Positions <ul style="list-style-type: none"> ○ Supine ○ Fowlers (low, semi, high) ○ Lateral ○ Prone ○ Sim's ○ Trendelenburg ○ Dorsal recumbent ○ Lithotomy ○ Knee chest <p><i>Pain</i></p> <ul style="list-style-type: none"> • Pain assessment and provision for comfort <p><i>Promoting Safety in Health Care Environment</i></p> <ul style="list-style-type: none"> • Care of Patient's Unit • Use of Safety devices: <ul style="list-style-type: none"> ○ Side Rails • Restraints (Physical) • Fall risk assessment and Post Fall Assessment 			<ul style="list-style-type: none"> • Fall risk assessment-I
	2	Demonstrate skill in admission, transfer, and discharge of a patient	<p>Hospital Admission and discharge, Mobility and Immobility and Patient education</p> <p><i>Hospital Admission and discharge</i></p> <p>Perform & Document:</p> <ul style="list-style-type: none"> • Admission • Transfer • Planned Discharge 		<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE
		Demonstrate skill in caring for patients with restricted mobility	<p><i>Mobility and Immobility</i></p> <ul style="list-style-type: none"> • Range of Motion Exercises • Assist patient in: <ul style="list-style-type: none"> ○ Moving 	<ul style="list-style-type: none"> • Individual teaching-I 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE



Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
	1	Plan and provide appropriate health teaching following the principles	<ul style="list-style-type: none"> ○ Turning ○ Logrolling ● Changing position of helpless patient ● Transferring (Bed to and from chair/wheelchair/ stretcher) <p><i>Patient education</i></p>		
		Demonstrate skills in assessing and performing First Aid during emergencies	<p>First aid and Emergencies</p> <ul style="list-style-type: none"> ● Bandaging Techniques <ul style="list-style-type: none"> ○ Basic Bandages: <ul style="list-style-type: none"> ▪ Circular ▪ Spiral ▪ Reverse-Spiral ▪ Recurrent ▪ Figure of Eight ○ Special Bandages: <ul style="list-style-type: none"> ▪ Caplin ▪ Eye/Ear Bandage ▪ Jaw Bandage ▪ Shoulder Spica ▪ Thumb spica ▪ Triangular Bandage/ Sling (Head & limbs) <ul style="list-style-type: none"> ▪ Binders 	Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab)	Assessment of clinical skills using checklist ● OSCE (first aid competencies)

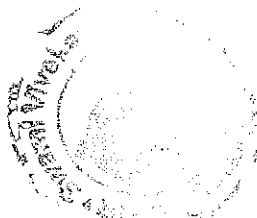
BIBLIOGRAPHY....

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5. Brunner & Sudharth Lippincot manual of nursing practice JB Lippincot company
6. Zwemer A. professional Adjustments and Ethics for nurse in India BI Publications. Bangalore 6 th edition 1995.
7. Rosdhal, Fundamentals of nursing, Lippincott company 2003.
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10. Carl Taylor Fundamental of Nursing, Carol Lillis et al Lippincot, 5th edition 2005.



Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					



Scheme of Internal Assessment of Practical - out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off for IA
1.	Clinical Assignments: - 1 Clinical Presentation 2 Drug presentation & report 3 Case study Report	1 1 1	3 2 5	10	Total=30/3=10 Round off to 10
2	Completion of Procedure and Clinical performance	1	50	3	
3	Continuous evaluation of clinical performance	1	100	10	
4	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
5.	End of Posting OSCE			5	

Sessional Examinations = 15 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off for IA
1.	OSCE	1	50	10	Total=30/2=15 Round off to 15
2.	DOP	1	50	20	
	Total		100		
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					



HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER

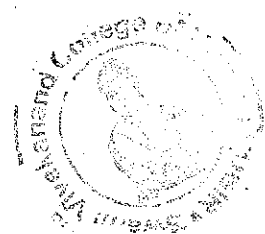
THEORY: 2 Credits (40 hours)

PRACTICAL/LAB: 1 Credit (40 hours)

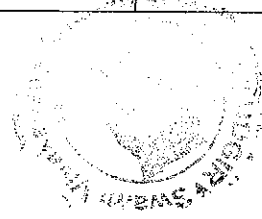
DESCRIPTION: This course is designed to equip novice nursing students with knowledge and skills necessary to deliver efficient informatics-led health care services.

COMPETENCIES: On completion of the course, the students will be able to

1. Develop a basic understanding of computer application in patient care and nursing practice.
2. Apply the knowledge of computer and information technology in patient care and nursing education, practice, administration and research.
3. Describe the principles of health informatics and its use in developing efficient healthcare.
4. Demonstrate the use of information system in healthcare for patient care and utilization of nursing data.
5. Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinical practice.
6. Apply the knowledge of interoperability standards in clinical setting.
7. Apply the knowledge of information and communication technology in public health promotion.
8. Utilize the functionalities of Nursing Information System (NIS) system in nursing.
9. Demonstrate the skills of using data in management of health care.
10. Apply the knowledge of the principles of digital ethical and legal issues in clinical practice.
11. Utilize evidence-based practices in informatics and technology for providing quality patient care.
12. Update and utilize evidence-based practices in nursing education, administration, and practice.

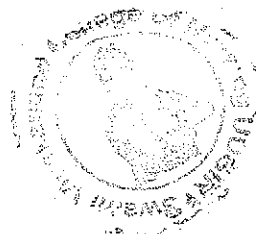


Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
					<ul style="list-style-type: none"> Prepare a report on current EHR standards in Indian setting 	
V	3		Describe the advantages and limitations of health informatics in maintaining patient safety and risk management	<u>Patient Safety & Clinical Risk</u> <ul style="list-style-type: none"> Relationship between patient safety and informatics Function and application of the risk management process 	<ul style="list-style-type: none"> Lecture Discussion 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type
VI	3	6	<p>Explain the importance of knowledge management</p> <p>Describe the standardized languages used in health informatics</p>	<u>Clinical Knowledge & Decision Making</u> <ul style="list-style-type: none"> Role of knowledge management in improving decision-making in both the clinical and policy contexts Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system. 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practical session Work in groups to prepare a report on standardized languages used in health informatics. Visit health informatics department to understand the standardized languages used in hospital setting 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type
VII	3		<p>Explain the use of information and communication technology in patient care</p> <p>Explain the application of public health informatics</p>	<u>eHealth: Patients and the Internet</u> <ul style="list-style-type: none"> Use of information and communication technology to improve or enable personal and public healthcare Introduction to public health informatics and role of nurses 	<ul style="list-style-type: none"> Lecture Discussion Demonstration 	<ul style="list-style-type: none"> Essay Short answer Objective type Practical exam
VIII	3	5	<p>Describe the functions of nursing information system</p> <p>Explain the use of healthcare data in management of health care organization</p>	<u>Using Information in Healthcare Management</u> <ul style="list-style-type: none"> Components of Nursing Information system(NIS) Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations 	<ul style="list-style-type: none"> Lecture Discussion Demonstration on simulated NIS software Visit to health informatics department of the hospital to understand use of healthcare data in decision making 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type
IX	4		<p>Describe the ethical and legal issues in healthcare informatics</p> <p>Explains the ethical and legal issues</p>	<u>Information Law & Governance in Clinical Practice</u> <ul style="list-style-type: none"> Ethical-legal issues pertaining to healthcare information in contemporary clinical practice Ethical-legal issues related to 	<ul style="list-style-type: none"> Lecture Discussion Case discussion Role play 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type



Suggested Assessment/ Evaluation Methods

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6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					



Semester Plan: -

Total weeks per semester: 26 weeks semester

Number of weeks per semester for instruction: 20 weeks (40 hours per week x 20 weeks=800 hours)

Number of working days: Minimum of 100 working days (5 days per week x 20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays; 6 weeks

Vacation 3 Weeks

Holidays 1 week

Examination and Preparatory Holidays; 2 Weeks

COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

S. No.	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/Skill Lab credits	Lab/Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)	
1	First	ENGL 101	Communicative English	2	40						40	
		ANAT 105	Applied Anatomy	3	60						60	
		PHYS 110	Applied Physiology	3	60						60	
		SOCI 115	Applied Sociology	3	60						60	
		PSYC 120	Applied Psychology	3	60						60	
		N-NF (I) 125	Nursing Foundation I including First Aid module	6	120	2	80	2	160	10		360
		SSCC (I) 130	Self-study/Co-curricular									40+40
			TOTAL			20	400	2	80	2	160	20+2+2=24



SCHEME OF EXAMINATION

The distribution of marks in internal assessment, End Semester College Exam, and End Semester University Exam for each course is shown below.

I SEMESTER

S. No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
	Theory					
1.	Communicative English	25	2 5		2	50
2	Applied Anatomy & Applied Physiology	25		75	3	100
3	Applied Sociology & Applied Psychology	25		75	3	100
4	Nursing Foundations I	*25				
	Practical					
5	Nursing Foundations I	*25				

***Will be added to the internal marks of Nursing Foundations II Theory and Practical respectively in the next semester (Total weightage remains the same)**

Example:

Nursing Foundations Theory: Nursing Foundations I Theory Internal marks in 1st semester will be added to Nursing Foundations II Theory Internal in the 2nd semester and average of the two semesters will be taken.



2] FORMAT FOR HISTORY TAKING (CLINICAL EXPERIENCE)

I DEMOGRAPHIC DATA

NAME :- AGE :- SEX
MARITAL STATUS : RELIGION
EDUCATION :
OCCUPATION INCOME :
ADDRESS :

II CHIEF COMPLAINTS / PRESENT MEDICAL HISTORY

III PAST MEDICAL HISTORY :-

IV PAST SURGICAL HISTORY :-

V MENSTRUAL HISTORY (FEMALES) :-

VI FAMILY HISTORY :-

SN	Name of family Members	Age	Sex	Relation with patient	Occupation	Health status	Health habits

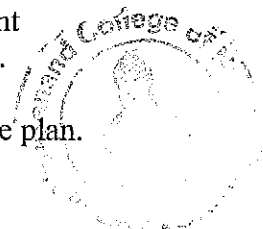
VII DIETARY HISTORY :-

VIII HEALTH HABITS :-

X SOCIO ECONOMIC HISTORY :-

XI PHYSICAL ASSESSMENT :-

Head to foot assessment
- Interpretation of data.
- Nursing diagnosis.
- Proposed nursing care plan.



3] ADULT ASSESSMENT FORMAT

General information:

Name _____

Age _____ Sex _____

Occupation _____ IP No. _____

Admission date _____ Time _____

Diagnosis _____

History of other illness/operation/ Allergy _____

General appearance: Body built (thin / Well / obese)

Posture : _____ grooming : _____

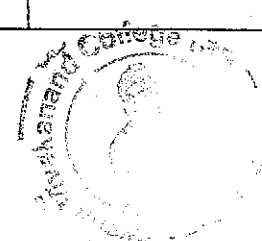
Habits : smoking/ alcohol/drug abuse/other

Behavior : Normal / Relaxed /Anxious/Distressed/Depressed/Withdrawn.

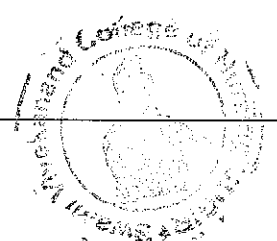
Level of Consciousness : Conscious/Confused/Semiconscious/Unconscious

Assessment of Daily Activities.

ADL	Subjective data(report)	Objective data(exhibits)	Nursing diagnosis
A C T I V I T Y	Usual Activities Gait Limitations Sleep Body movement Deformities	Uses aids Coordinated / uncoordinated Immobile / Partial ambulatory Ambulatory Insomnia / Sleep apnea / other Purposeful movement / tremor Handicap Grasp / muscle strength and grade Deep tendon reflex Cutaneous reflex	
C O M M U N I C A T I O N	Eyes- vision loss Wears glasses / Aid Conjunctiva Corneal reflex Ears - Hearing loss Speech – Problems Skin Nose Pain	Color, vision acuity Visual fields / normal / limited Pale / yellow / Red / other Pupil reaction : present /absent Infection : present /absent Hearing Acuity Communication Verbal / nonverbal relevant / irrelevant Temperature, color / texture / turgor / Any other Response to touch (painful stimuli, hot / cold) Sense of smell Facial grimacing / guarding	



ADL	Subjective data(report)	Objective data(exhibits)	Nursing diagnosis
N U T R I T I O N	Usual diet Eating (Likes & dislikes) Drinking Anorexia Nausea/vomiting Swallowing	Weight height / BMI Recent changes Vomitus I.V. infusion NGT Gag reflex : present / absent	
E L I M I N A T I O N	Usual bowel pattern Bleeding/constipation Diarrhea Uses laxatives Urine Frequency Difficulty Menstruation(Female)	Bowel sounds/abdominal girth Feces Urine-amount/ color Drainage On CBD/condom I&O chart Bleeding Dysmenorrhoea LMP	
R E S P I R A T I O N	Cough Sputum Smoking	Dry / productive Respiratory rate Dyspnoea Cyanosis Sputum (color, consistency, amount) On Auscultation Breath sounds (Rales / Rhonchi / wheezes / pleural friction rub) Chest expansion (Equal / unequal) Oxygen saturation (optional) ABG (optional) use of Anesthetics	
C I R C U L A T I O N	Chest pain, numbness Tingling Extremities	Heart rate Edema Bleeding Wound BP..... HB..... Peripheral pulse... Color-temperature Nail beds Capillary refill Lesion Lymph nodes	



ADL	Subjective data(report)	Objective data(exhibits)	Nursing diagnosis
H Y G I E N E	Skin- wound Mouth/teeth Dirty/odor/Teeth Hair, scalp	Clean / unclean / body odour Drainage / odour Dentures / Swallowing Halitosis / dental caries / any other Lice / dandruff / lesions / other	
EGO integrity	Clam. Anxious Sighs deeply	Calm / tensed / Anxious / relaxed Excited / dull / restless Fearful / nervous	

Remarks : Interpretation of above data

- Proposed nursing care plan.

-Discharge plan :

Signature of Nurse.

Date :



APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

THEORY: 2 credits (40 hours) (includes lab hours also)

DESCRIPTION: The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing.

COMPETENCIES: On completion of the course, the students will be able to

1. Describe the metabolism of carbohydrates and its alterations.
2. Explain the metabolism of lipids and its alterations.
3. Explain the metabolism of proteins and amino acids and its alterations.
4. Explain clinical enzymology in various disease conditions.
5. Explain acid base balance, imbalance and its clinical significance.
6. Describe the metabolism of hemoglobin and its clinical significance.
7. Explain different function tests and interpret the findings.
8. Illustrate the immunochemistry.

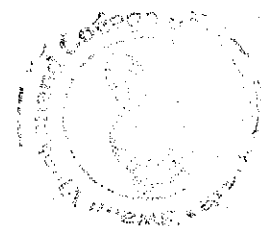
COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Describe the metabolism of carbohydrates and its alterations	<p>Carbohydrates</p> <ul style="list-style-type: none"> • Digestion, absorption and metabolism of carbohydrates and related disorders • Regulation of blood glucose • Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief • Investigations of Diabetes Mellitus <ul style="list-style-type: none"> ○ OGTT – Indications, Procedure, Interpretation and types of GTT curve ○ Mini GTT, extended GTT, GCT, IV GTT ○ HbA1c (Only definition) • Hypoglycemia – Definition & causes 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
IV	4 (T)	Explain clinical enzymology in various disease conditions	<p>Clinical Enzymology</p> <ul style="list-style-type: none"> • Isoenzymes – Definition & properties • Enzymes of diagnostic importance in <ul style="list-style-type: none"> ○ Liver Diseases – ALT, AST, ALP, GGT ○ Myocardial infarction – CK, cardiac troponins, AST, LDH ○ Muscle diseases – CK, Aldolase ○ Bone diseases – ALP ○ Prostate cancer – PSA, ACP 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
V	3 (T)	Explain acid base balance, imbalance and its clinical significance	<p>Acid base maintenance</p> <ul style="list-style-type: none"> • pH – definition, normal value • Regulation of blood pH – blood buffer, respiratory & renal • ABG – normal values • Acid base disorders – types, definition & causes 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides 	<ul style="list-style-type: none"> • Short answer • Very short answer
VI	2 (T)	Describe the metabolism of hemoglobin and its clinical significance	<p>Heme catabolism</p> <ul style="list-style-type: none"> • Heme degradation pathway • Jaundice – type, causes, urine & blood investigations (van den berg test) 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides 	<ul style="list-style-type: none"> • Short answer • Very short answer
VII	3 (T)	Explain different function tests and interpret the findings	<p>Organ function tests (biochemical parameters & normal values only)</p> <ul style="list-style-type: none"> • Renal • Liver • Thyroid 	<ul style="list-style-type: none"> • Lecture cum Discussion • Visit to Lab • Explain using charts and slides 	<ul style="list-style-type: none"> • Short answer • Very short answer



Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					



APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER

THEORY: 3 cred credits (60 hours)

Theory: 45 hours

Lab : 15 hours

DESCRIPTION: The course is designed to assist the students to acquire basic knowledge and understanding of the principles of Nutrition and Dietetics and apply this knowledge in the practice of Nursing.

COMPETENCIES: On completion of the course, the students will be able to

1. Identify the importance of nutrition in health and wellness.
2. Apply nutrient and dietary modifications in caring patients.
3. Explain the principles and practices of Nutrition and Dietetics.
4. Identify nutritional needs of different age groups and plan a balanced diet for them.
5. Identify the dietary principles for different diseases.
6. Plan therapeutic diet for patients suffering from various disease conditions.
7. Prepare meals using different methods and cookery rules.

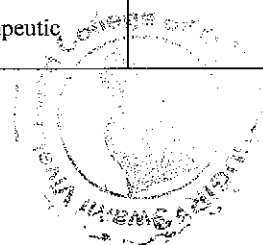
COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	content	Teaching/ Learning Activities	Assessment Methods
1	2 (T)	Define nutrition and its relationship to Health	<p>Introduction to Nutrition</p> <p><i>Concepts</i></p> <ul style="list-style-type: none"> ☐ Definition of Nutrition & Health ☐ Malnutrition – Under Nutrition & OverNutrition ☐ Role of Nutrition in maintaining health ☐ Factors affecting food and nutrition <p><i>Nutrients</i></p> <ul style="list-style-type: none"> ☐ Classification ☐ Macro & Micronutrients ☐ Organic & Inorganic ☐ Energy Yielding & Non-Energy Yielding <p><i>Food</i></p> <ul style="list-style-type: none"> ☐ Classification – Food groups ☐ Origin 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer

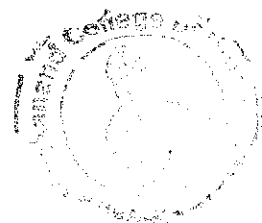


VII	7 (T) 8 (L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	<p>Balanced diet</p> <ul style="list-style-type: none"> • Definition, principles, steps • Food guides – Basic Four Food Groups • RDA – Definition, limitations, uses • Food Exchange System • Calculation of nutritive value of foods • Dietary fibre <p>Nutrition across life cycle</p> <ul style="list-style-type: none"> • 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 & folic acid supplementation and counseling <p>Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning</p>	<ul style="list-style-type: none"> • Lecture cum Discussion • Meal planning • Lab session on <ul style="list-style-type: none"> ○ Preparation of balanced diet for different categories ○ Low cost nutritious dishes 	<ul style="list-style-type: none"> • Short answer • Very short answer
VIII	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	<p>Nutritional deficiency disorders</p> <ul style="list-style-type: none"> • Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role • Childhood obesity – signs & symptoms, assessment, management & prevention and nurses' role • Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders – causes, signs & symptoms, management & prevention and nurses' role • Mineral deficiency diseases – iron, iodine and calcium deficiencies – causes, signs & symptoms, management & prevention and nurses' role 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
IX	4 (T) 7 (L)	Principles of diets in various diseases	<p>Therapeutic diets</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture cum Discussion • Meal planning • Lab session on preparation of therapeutic diets 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer



XII	3 (T)	Describe nutritional problems in India and nutritional programs	<p>National Nutritional Programs and role of nurse</p> <ul style="list-style-type: none"> • Nutritional problems in India • National nutritional policy • <i>National nutritional programs</i> – Vitamin A Supplementation, Anemia Mukh Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced • Role of nurse in every program 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
XIII	2 (T)	<p>Discuss the importance of food hygiene and food safety</p> <p>Explain the Acts related to food safety</p>	<p>Food safety</p> <ul style="list-style-type: none"> • Definition, Food safety considerations & measures • Food safety regulatory measures in India – Relevant Acts • Five keys to safer food • Food storage, food handling and cooking • General principles of food storage of food items (ex. milk, meat) • Role of food handlers in food borne diseases • Essential steps in safe cooking practices 	<ul style="list-style-type: none"> • Guided reading on related acts 	<ul style="list-style-type: none"> • Quiz • Short answer
XIII	2 (T)	<p>Discuss the importance of food hygiene and food safety</p> <p>Explain the Acts related to food safety</p>	<p>Food safety</p> <ul style="list-style-type: none"> • Definition, Food safety considerations & measures • Food safety regulatory measures in India – Relevant Acts • Five keys to safer food • Food storage, food handling and cooking • General principles of food storage of food items (ex. milk, meat) • Role of food handlers in food borne diseases • Essential steps in safe cooking practices 	<ul style="list-style-type: none"> • Guided reading on related acts 	<ul style="list-style-type: none"> • Quiz • Short answer

Food born diseases and food poisoning are dealt in community health Nursing I



NURSING FOUNDATION - II

(Including Health Assessment Module)

PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab: 3 Credits (120 hours), Clinical: 4 Credits (320 hours)

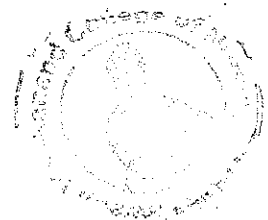
DESCRIPTION: This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

COMPETENCIES: On completion of the course, the students will be able to

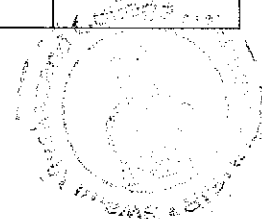
1. Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings
2. Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings
3. Assess the Nutritional needs of patients and provide relevant care under supervision
4. Identify and meet the hygienic needs of patients
5. Identify and meet the elimination needs of patient
6. Interpret findings of specimen testing applying the knowledge of normal values
7. Promote oxygenation based on identified oxygenation needs of patients under supervision
8. Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology
9. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication
10. Calculate conversions of drugs and dosages within and between systems of measurements
11. Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness
12. Explain loss, death and grief
13. Describe sexual development and sexuality
14. Identify stressors and stress adaptation modes
15. Integrate the knowledge of culture and cultural differences in meeting the spiritual needs
16. Explain the introductory concepts relevant to models of health and illness in patient care

*Mandatory Module used in Teaching/Learning:

Health Assessment Module: 40 hours

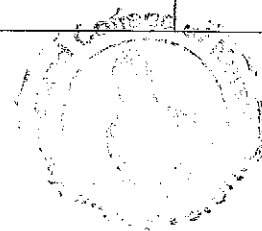


Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		approach	<ul style="list-style-type: none"> o Assessment <ul style="list-style-type: none"> ▪ Collection of Data: Types, Sources, Methods ▪ Organizing Data ▪ Validating Data ▪ Documenting Data o Nursing Diagnosis <ul style="list-style-type: none"> ▫ Identification of client problems, risks and strengths ▫ Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis ▫ NANDA approved diagnoses ▫ Difference between medical and nursing diagnosis o Planning <ul style="list-style-type: none"> ▫ 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 o Implementation <ul style="list-style-type: none"> ▫ Process of Implementing the plan of care ▫ Types of care – Direct and Indirect o Evaluation <ul style="list-style-type: none"> ▫ Evaluation Process, Documentation and Reporting 		
III	5 (T) 5 (SL)	Identify and meet the Nutritional needs of patients	<p>Nutritional needs</p> <ul style="list-style-type: none"> • Importance • Factors affecting nutritional needs • Assessment of nutritional status • <i>Review</i>: special diets – Solid, Liquid, Soft • <i>Review</i> on therapeutic diets • Care of patient with Dysphagia, 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Exercise • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Evaluation of nutritional assessment & diet planning

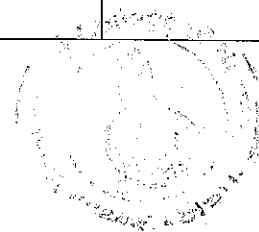


Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Bowel Elimination <ul style="list-style-type: none"> ○ Review of Physiology of Bowel Elimination, Composition and characteristics of feces ○ Factors affecting Bowel elimination ○ Alteration in Bowel Elimination ○ Facilitating bowel elimination: Assessment, equipment, procedures <ul style="list-style-type: none"> ▪ Enemas ▪ Suppository ▪ Bowel wash ▪ Digital Evacuation of impacted feces ▪ Care of patients with Ostomies (Bowel Diversion Procedures) 		
VI	3 (T) 4 (SL)	<p>Explain various types of specimens and identify normal values of tests</p> <p>Develop skill in specimen collection, handling and transport</p>	<p>Diagnostic testing</p> <ul style="list-style-type: none"> • Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
VII	11 (T) 10 (SL)	<p>Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy</p>	<p>Oxygenation needs</p> <ul style="list-style-type: none"> □ Review of Cardiovascular and Respiratory Physiology □ Factors affecting respiratory functioning □ Alterations in Respiratory Functioning □ Conditions affecting <ul style="list-style-type: none"> ○ Airway ○ Movement of air 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ▪ Peripheral venipuncture sites ▪ Types of IV fluids ▪ Calculation for making IV fluid plan ▪ Complications of IV fluid therapy ▪ Measuring fluid intake and output ▪ Administering Blood and Blood components ▪ Restricting fluid intake ▪ Enhancing Fluid intake 		
IX	20 (T) 22 (SL)	<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> <ul style="list-style-type: none"> • Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • Factors influencing Medication Action • Medication orders and Prescriptions • Systems of measurement • Medication dose calculation • Principles, 10 rights of Medication Administration • Errors in Medication administration • Routes of administration • Storage and maintenance of drugs and Nurses responsibility • Terminologies and abbreviations used in prescriptions and medications orders • Developmental considerations • Oral, Sublingual and Buccal routes: Equipment, procedure • Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. • Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes • Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules <p>oCare of equipment: decontamination and disposal of syringes, needles,</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XI	4 (T) 6 (SL)	Explain loss, death and grief	Care of Terminally ill, death and dying <ul style="list-style-type: none"> • Loss – Types • Grief, Bereavement & Mourning • Types of Grief responses • Manifestations of Grief • Factors influencing Loss & Grief Responses • Theories of Grief & Loss – Kubler Ross • 5 Stages of Dying • The R Process model (Rando's) • Death – Definition, Meaning, Types (Brain & Circulatory Deaths) • Signs of Impending Death • Dying patient's Bill of Rights • Care of Dying Patient • Physiological changes occurring after Death • Death Declaration, Certification • Autopsy • Embalming • Last office/Death Care • Counseling & supporting grieving relatives • Placing body in the Mortuary • Releasing body from Mortuary • Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia 	<ul style="list-style-type: none"> • Lecture • Discussion • Case discussions • Death care/last office 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
			PSYCHOSOCIAL NEEDS (A-D)		
XII	3 (T)	Develop basic understanding of self-concept	A. Self-concept <ul style="list-style-type: none"> • Introduction • Components (Personal Identity, Body Image, Role Performance, Self Esteem) • Factors affecting Self Concept • Nursing Management 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Case Discussion/ Role play 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
XIII	2 (T)	Describe sexual development and sexuality	B. Sexuality <ul style="list-style-type: none"> • Sexual development throughout life • Sexual health • Sexual orientation • Factors affecting sexuality 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type



CLINICAL PRACTICUM

Clinical: 4 Credits (320 hours)

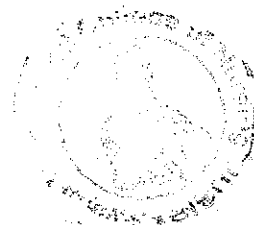
PRACTICE COMPETENCIES: On completion of the course, the student will be able to

1. Perform health assessment of each body system
2. Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach
3. Identify and meet the Nutritional needs of patients
4. Implement basic nursing techniques in meeting hygienic needs of patients
5. Plan and Implement care to meet the elimination needs of patient
6. Develop skills in instructing and collecting samples for investigation.
7. Perform simple lab tests and analyze & interpret common diagnostic values
8. Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation
9. Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances
10. Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness
11. Care for terminally ill and dying patients

SKILL LAB

Use of Mannequins and Simulators

S.No.	Competencies	Mode of Teaching
1.	Health Assessment	Standardized Patient
2.	Nutritional Assessment	Standardized Patient
3.	Sponge bath, oral hygiene, perineal care	Mannequin
4.	Nasogastric tube feeding	Trainer/ Simulator
5.	Providing bed pan & urinal	Mannequin
6.	Catheter care	Catheterization Trainer
7.	Bowel wash, enema, insertion of suppository	Simulator/ Mannequin
8.	Oxygen administration – face mask, venture mask, nasal prongs	Mannequin
9.	Administration of medication through Parenteral route – IM, SC, ID, IV	IM injection trainer, ID injection trainer, IV arm (Trainer)
10.	Last Office	Mannequin



Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
	1	Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	The Nursing Process <ul style="list-style-type: none"> • Prepare Nursing care plan for the patient based on the given case scenario 	<ul style="list-style-type: none"> • Nursing process – 1 	<ul style="list-style-type: none"> • Evaluation of Nursing process with criteria
	2	Identify and meet the Nutritional needs of patients Implement basic nursing techniques in meeting hygienic needs of patients	Nutritional needs, Elimination needs & Diagnostic testing <i>Nutritional needs</i> <ul style="list-style-type: none"> • Nutritional Assessment • Preparation of Nasogastric tube feed • Nasogastric tube feeding <i>Hygiene</i> <ul style="list-style-type: none"> • Care of Skin & Hair: <ul style="list-style-type: none"> – Sponge Bath/ Bed bath – Care of pressure points & back massage • Pressure sore risk assessment using Braden/Norton scale <ul style="list-style-type: none"> – Hair wash – Pediculosis treatment • Oral Hygiene • Perineal Hygiene • Catheter care 	<ul style="list-style-type: none"> • Nutritional Assessment and Clinical Presentation – 1 • Pressure sore assessment – 1 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE
	2	Plan and Implement care to meet the elimination needs of patient Develop skills in instructing and collecting samples for investigation.	Elimination needs <ul style="list-style-type: none"> • Providing <ul style="list-style-type: none"> – Urinal – Bedpan • Insertion of Suppository • Enema • Urinary Catheter care • Care of urinary drainage Diagnostic testing	<ul style="list-style-type: none"> • Clinical Presentation on Care of patient with Constipation – 1 • Lab values – interpretation 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE

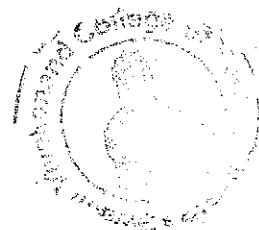


Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Subcutaneous, Intramuscular, Intra Venous Topical, inhalation	<ul style="list-style-type: none"> ▪ -Intramuscular ▪ Instillations ○ Eye, Ear, Nose –instillation of medicated drops, nasal sprays, irrigations 		
	2	<p>Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness</p> <p>Care for terminally ill and dying patients</p>	<p>Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying</p> <p><i>Sensory Needs and Care of Unconscious patients</i></p> <ul style="list-style-type: none"> • Assessment of Level of Consciousness using Glasgow Coma Scale <p><i>Terminally ill, death and dying</i></p> <ul style="list-style-type: none"> • Death Care 	<ul style="list-style-type: none"> • Nursing rounds on care of patient with altered sensorium 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist



Scheme of Internal Assessment of Practical - out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off for IA
1.	Clinical Assignments: - 1 Clinical Presentation 2 Drug presentation & report 3 Case study Report	1 1 1	3 2 5	10	Total=30/3=10 Round off to 10
2	Completion of Procedure and Clinical performance	1	50	3	
3	Continuous evaluation of clinical performance	1	100	10	
4	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
5.	End of Posting OSCE			5	

Sessional Examinations = 15 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off for IA
1.	OSCE	1	50	10	Total=30/2=15 Round off to 15
2.	DOP	1	50	20	
	Total		100		
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					



MEDICAL SURGICAL NURSING

(Adult including Geriatrics) –II

Placement: Third year

Time: Theory –120 hours

(Classroom 103 + Lab 17)

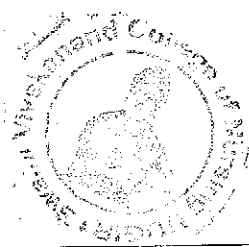
Practical- 270 hours + 60 hrs*

Course Description: The purpose of this course is to acquire knowledge and proficiency in caring for patients with medical and surgical disorders in varieties of health care settings and at home.

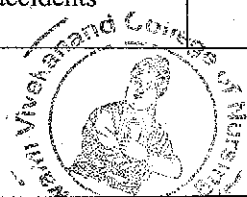
Specific objectives: At the end of the course the student will be able to:

1. Provide care for patients with disorders of ear nose and throat.
2. Take care of patients with disorders of eye.
3. Plan, implement and evaluate nursing management of patients with neurological disorders.
4. Develop abilities to take care of female patients with reproductive disorders.
5. Provide care of patients with burns, reconstructive and cosmetic surgery.
6. Manage patients with oncological conditions
7. Develop skill in providing care during emergency and disaster situations
8. Plan, implement and evaluate care of elderly
9. Develop ability to manage patients in critical care units.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
I	T15 P02	<ul style="list-style-type: none"> • Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear Nose and Throat 	<p>Nursing management of patient with disorders of Ear Nose and Throat</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the Ear Nose and Throat- • Nursing Assessment- History and • Physical assessment • Etiology, pathophysiology, clinical • Manifestations, diagnosis, • Treatment modalities and medical & • Surgical nursing management of Ear Nose and Throat disorders: ○ External ear: deformities otalgia, foreign bodies, and tumours ○ Middle Ear- Impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Practise session • Cans discussions/ seminar • Health education • Supervised clinical practice • Drugbook /presentation • Demonstration of procedures 	<ul style="list-style-type: none"> • Essay type • Short answers • Objectivity type • Assessment of skills of patient and management of problems.



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> • Drugs used in treatment of disorders of eye • Blindness • National blindness control program • Eye Banking • Eye prostheses and rehabilitation • Role of a nurse-Communication with visually impaired patient, Eye camps • Special therapies • Nursing procedures: eye irrigation, assisting with removal of foreign body. 		
III	T17 P02	<ul style="list-style-type: none"> • Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with neurological disorders 	<p>Nursing management of patient With neurological disorders</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the neurological system • Nursing Assessment-History and physical and neurological assessment and Glasgow coma scale • Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of neurological disorders • Congenital malformations • Headache • Head Injuries • Spinal injuries • Paraplegia • Hemiplegia • Quadraplegia • Spinal cord compression <ul style="list-style-type: none"> -Herniation of intervertebral disc • Tumors of the brain & spinal cord • Intra cranial and cerebral aneurysms • Infections: Meningitis, Encephalitis, brain abscess, neurocysticercosis • Movement disorders :Chorea Seizures / Epilepsy • Cerebro vascular accidents (CVA) 	<ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs • Models, films, slides • Demonstration <ul style="list-style-type: none"> • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drugbook /presentation • Visit to rehabilitation drugs used in treatment of disorders of eye center 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with checklist • Assessment of patient management problem



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> • Vaginal disorders; Infections and Discharges, fistulas • Vulvar disorders; Infection, cysts, Tumours • Diseases of breast Deformities Infections Cysts and Tumours • Menopause and hormonal replacement therapy • Infertility • Contraception; Temporary and Permanent • Emergency contraception methods • Abortion-natural, medical and surgical abortion-MTP Act • Toxic shock Syndrome • Injuries and trauma; sexual violence • Drugs used in treatment of gynaecological disorders Special therapies vaginal douche PAP smear • Nursing procedures assisting with diagnostic and therapeutic procedures, self examination of breast. 		
V	T08 P02	Describe the etiology, patho physiology, clinical manifestations, diagnostic measures and nursing management of patients with burns, reconstructive and cosmetic surgery	Nursing management of patients With Burns, reconstructive and Cosmetic surgery <ul style="list-style-type: none"> • Review of anatomy and physiology of the skin and connective tissues • Nursing assessment-History and physical examination & assessment burns • Etiology, Classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical and nursing management of Burns with special emphasis of fluid replacement therapy. • Types of surgeries • Legal Issues, Rehabilitation • Special therapies • Psycho social aspects 	<ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs Models, films, slides • Demonstration • Practise session • Case discussion/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problem



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<p>organizations and International agencies</p> <ul style="list-style-type: none"> • Role of nurse in disaster management • Legal aspects of disaster nursing • Impact on Health and after effects; post Traumatic Stress Disorder • Rehabilitation; physical, psychosocial Social, Financial, Relocation Emergency Nursing Concept, priorities principle and • Scope of emergency nursing • Organization of emergency services: physical setup, staffing, equipment and supplies, protocols, Concepts of triage and role of triage nurse • Coordination and involvement of different departments and facilities • Nursing Assessment-History and physical assessment • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of patient with medical and surgical Emergency • Principles of emergency management • Common Emergencies; • Respiratory Emergencies • Cardiac Emergencies • Shock and Haemorrhage • Pain • Poly-Trauma, road accidents, crush • Injuries, wound • Bites • Poisoning; Food, Gas, Drugs & chemical poisoning • Seizures • Thermal Emergencies; Heatstroke & Cold injuries • Pediatric Emergencies • Psychiatric Emergencies • Obstetrical Emergencies • Violence, Abuse, Sexual assault • Cardio pulmonary Resuscitation • Crisis Intervention • Role of the nurse; Communication And inter personal Relation • Medico-legal Aspects; 	<ul style="list-style-type: none"> • Disaster management drills • Drugbook /presentation 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problem



		<ul style="list-style-type: none"> • Special equipments; ventilators, cardiac monitors, defibrillators, • Resuscitation equipments • Infection Control protocols 	Seminar	problem
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> • Nursing management of critically ill patient; • Monitoring of critically ill patient • CPR-Advance Cardiac life support • Treatments and procedures. • Transitional care • Ethical and Legal Aspects • Communication with patient and family • Intensive care records • Crisis Intervention • Death and Dying-coping with • Drugs used in critical care unit • Nursing procedures; Monitoring of patients in, assisting in therapeutic and diagnostic procedures, CPR, ACLS 	<ul style="list-style-type: none"> • Health education • Supervised clinical practice • Drugbook /presentation 	
X	8	<ul style="list-style-type: none"> • Describe the etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures and management of patients with occupational and industrial health disorder 	<p>Nursing management of patients adults including elderly with occupational and industrial disorders</p> <ul style="list-style-type: none"> • Nursing Assessment-History and physical assessment • Etiology, pathophysiology, clinical manifestations, diagnosis, diagnosis, treatment modalities and medical & surgical nursing management of occupational and industrial health disorders • Role of nurse <p>Special therapies, alternative therapies</p> <p>Nursing procedures</p> <p>Drugs used in treatment of Occupational and industrial disorders</p>		



PRACTICAL

Practical –270 hrs+ 60 hrs*

Areas	Duration (in wks)	Objectives Posting	Skills to be developed	Assignments	Assessment Method
ENT	1	<ul style="list-style-type: none"> provide care to patients with ENT disorders counsel and educate patient and families 	<ul style="list-style-type: none"> perform examination of ear, nose and throat Assist with diagnostic procedures Assist with therapeutic procedures Instillation of drops Perform/assist with irrigations. Apply ear bandage Perform tracheotomy care Teach patients and Families 	<ul style="list-style-type: none"> Provide care to 2-3 assigned patients Nursing care plan-1 Observation reports of OPD Maintain drug book. 	<ul style="list-style-type: none"> Assess each skill with checklist Assess performance with rating scale Evaluation of observation report of OPD Completion of activity record
Ophthalmology	1	<ul style="list-style-type: none"> Provide care to patients with Eye disorders Counsel and educate patient and families 	<ul style="list-style-type: none"> Perform examination of eye Assist with diagnostic procedures Assist with therapeutic procedures Perform/assist with Irrigations. Apply eye bandage Apply eye drops/ ointments Assist with foreign body removal. Teach patients and Families 	<ul style="list-style-type: none"> Provide care to 2-3 assigned patients Nursing care plan-1 Observation reports of OPD & Eye bank Maintain drug book 	<ul style="list-style-type: none"> Assess each skill with checklist Assess performance with rating scale Evaluation of observation report of OPD/ Eye bank Completion of activity record
Neurology	2	<ul style="list-style-type: none"> provide care to patients with neurological disorders counsel and educate patient and families 	<ul style="list-style-type: none"> Perform Neurological Examination Use Glasgow coma scale Assist with diagnostic procedures Assist with therapeutic procedures Teach patient & families Participate in Rehabilitation program 	<ul style="list-style-type: none"> Provide care to assigned 2-3 patients with neurological disorders Case study/Case presentation-1 Maintain drug book Health Teaching-1 	<ul style="list-style-type: none"> Assess each skill with checklist Assess performance with rating scale Evaluation of case study & health Completion of activity record



Areas	Duration (in wks)	Objectives Posting	Skills to be Developed	Assignments	Assessment Method
			<ul style="list-style-type: none"> • Chemotherapy • Radiotherapy • Painmanagement • Stomal therapy • Hormonaltherapy • Immunotherapy • Genetherapy • Alternativetherapy • Participatein palliativecare • Counsel andteach patients families 		
Critical Care unit	2	<ul style="list-style-type: none"> • provide care to critically ill patients • counseland families for grief and bereavement 	<ul style="list-style-type: none"> • Monitoring of patients inICU • Maintain flowsheet • Care of patienton ventilators • PerformEndotracheal suction. • Demonstrates use of ventilators, cardiac monitorsetc. • Collect specimens and interprets ABGanalysis • Assist witharterial puncture • Maintain CVline • Pulseoximetry • CPR-ALS • Defibrillators • Pacemakers • Bag-m askventilation • Emergencytray/ trolley-Crash Cart • Administrationof drugs infusion pump • Epidural • Intrathecal • Intracardiac • Totalparenteral therapy. • Chestphysiotherapy • Perform active& passive exercise • Counsel thepatient and family in dealing with grieving and bereavement 	<ul style="list-style-type: none"> • Provide careto I assigned patient • Observation report of Critical care unit • Drugsbook. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assesseach skill with checklist <input type="checkbox"/> Assess performance with rating scale <input type="checkbox"/> Evaluation of observation report <input type="checkbox"/> Completion of activity record



Internal assessment

Evaluation

Theory		Maximum marks	25
Midterm	50		
Prefinal	75		
<hr/>			
	Total	125	

Practical		Maximum marks	50
Nursing care plan (ENT, Ophthalmology, Gynaec, Burns, Oncology)	5 x 25	125	
Case presentation / case study - neuro	1 x 50	50	
Health teaching	1 x 25	25	
Clinical Evaluation (Neurology and critical care unit)	2 x 100	200	

Internal assessment

Practical

Midterm	50
Prefinal	75
<hr/>	
	Total 525

Practical examination

University examination

Theory

Marks 75

Practical

Marks 50



FORMAT FOR CASE PRESENTATION

Patients Biodata: Name, address, age, sex, religion, marital status, occupation, source of health care, date of admission, provisional diagnosis, date of surgery if any

Presenting complaints: Describe the complaints with which the patient has come to hospital

History of illness

History of present illness – onset, symptoms, duration, precipitating / alleviating factors
 History of past illness – illnesses, surgeries, allergies, immunizations, medications
 Family history – family tree, history of illness in family members, risk factors, congenital problems, psychological problems.

Economic status: Monthly income & expenditure on health, marital assets (own pacca house car, two wheeler, phone, TV etc...)

Psychological status: ethnic background,(geographical information, cultural information) support system available.

Personal habits: consumption of alcohol, smoking, tobacco chewing, sleep, exercise, work elimination, nutrition.

Physical examination with date and time

Investigations

Date	Investigations done	Normal value	Patient value	Inference

Treatment

Sr. No.	Drug (pharmacological name)	Dose	Frequency / time	Action	Side effects & drug interaction	Nursing responsibility

Description of disease

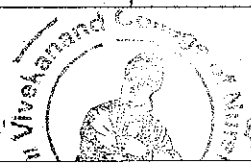
Definition, related anatomy physiology, etiology, risk factors, clinical features, management and nursing care

Clinical features of the disease condition

Clinical features present in the book	Description of clinical features of patient	Pathophysiology

Nursing process:

Patientsname		Date		Ward			
Date	Assessment	Nursing Diagnosis	Objective	Plan of care	Implementa-tion	Rationale	Evaluation



EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT : _____

AREA OF EXPERIENCE : _____

PERIOD OF EXPERIENCE : _____

SUPERVISOR : _____

Total 100 Marks

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5	Score
1	<p>I) Planning and organization</p> <p>a) Formulation of attainable objectives</p> <p>b) Adequacy of content</p> <p>c) Organization of subject matter</p> <p>d) Current knowledge related to subject matter</p> <p>e) Suitable A.V. Aids</p> <p>II) Presentation:</p> <p>a) Interesting</p> <p>b) Clear Audible</p> <p>c) Adequate explanation</p> <p>d) Effective use of A.V. Aids</p> <p>e) Group Involvement</p> <p>f) Time Limit</p> <p>III) Personal qualities:</p> <p>a) Self confidence</p> <p>b) Personal appearance</p> <p>c) Language</p> <p>d) Mannerism</p> <p>e) Self awareness of strong & weak points</p> <p>IV) Feed back:</p> <p>a) Recapitulation</p> <p>b) Effectiveness</p> <p>c) Group response</p> <p>V) Submits assignment on time</p>						

* 100 marks will be converted into 25



**Maharashtra University of Health
Sciences External Practical
Evaluation Guidelines
III Basic B.Sc Nursing
Subject:-Medical SurgicalNursingII**

50Marks

Internal Examiner	25Marks
Nursing Procedure (15 marks)	
Planning and Organizing	5marks
• Preparation of tray	3
• Environment	1
• Preparation of patient	1
Execution of Procedure	7marks
• Apply scientific principles	3
• Proficiency in skill	3
• Ensure sequential order	1
Termination of procedure	3marks
• Make patient comfortable	1
• Reports & Records	1
• After care of articles	1
Viva (10 Marks)	10marks
• Knowledge about common medical surgical conditions- (ENT, eye, neurological, Reproductive System)	4
• Nursing Care of Elderly persons	2
• Preparation of various diagnostic procedures	2
• Instruments and articles	2
External Examiner	25Marks
Nursing Process (15 Marks)	15marks
• Assessment	3
• Nursing Diagnosis	2
• Goal	1
• Outcome criteria	1
• Nursing intervention	3
• Rationale	2
• Evaluation	1
• Nurses notes	2
Viva (10 Marks)	10marks
• Knowledge about common medical surgical conditions (Burns, Reconstructive and cosmetic surgery, Oncological conditions)	4
• Care of Patients in Critical Care Unit	2
• Occupational Disorders	2
• Drugs	2



CHILD HEALTH NURSING.

Placement: Third Year.

Time: Theory-90 Hrs.
(Class 80 + Lab 10hrs
Practical-270Hrs. + 75 Hrs*

Course Description: This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.

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

1. Explain the modern concept of child care and the principles of child health nursing.
2. Describe the normal growth and development of children in various age groups.
3. Explain the physiological response of body to disease conditions in children.
4. Identify the health needs and problems of neonates and children, plan and implement appropriate nursing interventions.
5. Identify the various preventive, promotive and rehabilitative aspects of child care and apply them in providing nursing care to children in the hospital and in the community.

Unit	Learning Objectives	Content	Hrs : allocation.
I	<p>*Explain the modern concept of child care & principles of child health nursing.</p> <p>*Describe national policy Programmes & legislations in relation to child health & welfare.</p> <p>*List major causes of death during infancy, early & late childhood.</p> <p>*Describe the major functions & role of the paediatric nurse in caring for a hospitalized child.</p> <p>*Demonstrate various Paediatric nursing procedures</p>	<p>Introduction: Modern concept of childcare.</p> <ul style="list-style-type: none"> • Introduction to modern concept of child care & history, principles & scope of child health nursing. • Internationally accepted rights of the Child National policy & legislations in relation to child health & welfare. • National programmes related to child health & welfare. • Agencies related to welfare services to the children. • Changing trends in hospital care, preventive, promotive & curative aspects of child health. • Child morbidity & mortality rates. • Differences between an adult & child. • Hospital environment for a sick child. • Impact of hospitalization on the child & family. • Grief & bereavement. • The role of a child health nurse in caring for a hospitalized child. • Principles of pre & post-operative care of infants & children. • Child health nursing procedures. 	<p>T 10 hrs. P 05 hrs</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>5</p>



Unit	Learning Objectives	Content	Hrs : allocation.
V	<p>*Provide nursing care in Common childhood diseases.</p> <p>*Identify measures to prevent common childhood diseases including immunization.</p>	<p>Nursing management in common Childhood diseases-</p> <ul style="list-style-type: none"> • Nutritional deficiency disorders. • Respiratory disorders & infections. • Gastro-intestinal infections, infestations, & congenital disorders. • Cardio-vascular problems: congenital defects & rheumatic fever, rheumatic heart disease. • Genito-urinary disorders: acute glomerulo nephritis, nephritic syndrome, Wilm's tumour, infections, calculi, & congenital disorders. • Neurological infections & disorders: convulsions, meningitis, hydrocephalus, head injury. • Hematological disorders : anemias, thalassemia, ITP, leukemia, hemophilia. • Endocrine disorders: juvenile diabetes mellitus & other diseases. • Orthopaedic disorders : club feet, hip dislocation & fracture. • Disorders of skin, eye & ears. • Common communicable diseases in children, their identification, nursing care in hospital & home & prevention. • Child health emergencies : poisoning, haemorrhage, burns & drowning. • Nursing care of infant and children with HIV/ AIDS 	<p>20 hrs.</p> <p>1</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>3</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
VI	<p>*Manage the child with behavioral & social problems</p>	<p>Management of behavioural & social Problems in children.</p> <ul style="list-style-type: none"> • Management of common behavioral disorders. • Management of common psychiatric problems. • Management of challenged children: • Mentally, physically, & socially challenged. • Welfare services for challenged children in India. • Child guidance clinics. 	<p>10 hrs.</p> <p>4</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p>

PRACTICAL

**Time: 270 hrs (9 weeks)
75 Hrs* (2 weeks)**

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment methods
Pediatric medicine ward	3	<ul style="list-style-type: none"> • Provide nursing care to children with various medical disorders • Counsel and educate parents 	<ul style="list-style-type: none"> • Taking pediatric history • Physical examination and assessment of children • Administer of oral, IM/IV medicine and fluids • Calculation fluid requirements • Prepare different strengths of IV fluids • Apply restraints • Administer O₂ regulation by different methods • Give baby bath • Feed children by katori spoon etc • Collect specimens for common investigations • Assist with common diagnostic procedures • Teach mothers/parents <ul style="list-style-type: none"> ➤ Malnutrition ➤ Oral rehydration therapy ➤ Feeding and weaning ➤ Immunization schedule ➤ Physiotherapy ➤ Specific disease conditions 	<ul style="list-style-type: none"> • Give care to three assigned pediatric patients • Nursing care plan- 1 • Case study /Presentation - 1 	<ul style="list-style-type: none"> • Assess clinical performance with rating scale. • Assess each skill with checklist OSCE/OSPE • Evaluation of case study / presentation and health education session. • Completion of activity record



*** 75 Hrs 2 Weeks**

Area	Duration	Objective	Skills	Assignments	Assessment
Pediatric medicine ward / ICU	1 week	Provide comprehensive care to children with medical conditions	Integrated Practice	Bedside nursing rounds	Assess clinical performance with rating scale
Pediatric surgery ward / ICU	1 week	Provide comprehensive care to children with surgical conditions	Integrated Practice	Bedside nursing rounds	Assess clinical performance with rating scale

***shifted from Integrated practice**



FORMAT FOR CASE PRESENTATION

Patients Biodata: Name, address, age, sex, religion, occupation of parent, source of health care, date of admission, provisional diagnosis, date of surgery if any

Presenting complaints: Describe the complaints with which the patient has come to hospital

History of illness

History of present illness – onset, symptoms, duration, precipitating / alleviating factors

History of past illness – illnesses, surgeries, allergies, immunizations, medications

Family history – family tree, history of illness in family members, risk factors, congenital problems, psychological problems.

Childs personal data

Obstetric history of - prenatal & natal history of mother, growth an development (compare with normal), immunization status, dietary pattern including weaning, play habits, toilet training, sleep pattern, schooling.

Economic status of the family: Monthly income & expenditure on health, food and education material assets (own pacca house car, two wheeler, phone, TV etc...)

Psychological status: ethnic background, (geographical information, cultural information) support system available.

Physical examination with date and time

Investigations

Date	Investigations done	Normal value	Patient value	Inference

Treatment

Sr. No.	Drug (Pharmacological name)	Dose	Frequency / Time	Action	Side effects & drug interaction	Nursing responsibility

Description of disease

Definition, related anatomy physiology, etiology, risk factors, clinical features, management and nursing care

Clinical features of the disease condition

Clinical features present in the book	Description of clinical features of patient	Pathophysiology



Nursing care plan

1. **Patients Biodata:** Name, address, age, sex, religion, occupation of parents, source of health care, date of admission, provisional diagnosis, date of surgery if any
2. **Presenting complaints:** Describe the complaints with which the patient has come to hospital
3. **History of illness**
 History of present illness – onset, symptoms, duration, precipitating / alleviating factors
 History of past illness – illnesses, surgeries, allergies, immunizations, medications
 Family history – family tree, history of illness in family members, risk factors, congenital problems, psychological problems
4. **Childs personal data**
 Obstetric history of - prenatal & natal history of mother, growth and development (compare with normal), immunization status, dietary pattern including weaning, play habits, toilet training, sleep pattern, schooling.
5. **Economic status:** Monthly income & expenditure on health, food and education, material assets (own pucca house car, two wheeler, phone, TV etc...)
6. **Psychological status:** ethnic background,(geographical information, cultural information) support system available.
7. **Personal habits:** consumption of alcohol, smoking, tobacco chewing, sleep, exercise, work elimination, nutrition.
8. **Physical examination with date and time**
9. **Investigations**

Date	Investigations done	Normal value	Patient value	Inference

10. Treatment

SN	Drug (pharmacological name)	Dose	Frequency /time	Action	Side effects & drug interaction	Nursing responsibility

11. Nursing process:

Patients name		Date		Ward			
Date	Assessment	Nursing Diagnosis	Objective	Plan of care	Implementa-tion	Rationale	Evaluation

Discharge planning:

It should include health education and discharge planning given to patient

12. Evaluation of care

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion



CLINICAL EVALUATION PROFORMA

Name of the student : _____
 Year : _____
 Area of clinical experience: _____ Duration of posting in weeks: _____
 _____ Name of the supervisor

Total Marks: - 100

Scores:- 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

SN	EVALUATION CRITERIA	Grades			
		4	3	2	1
I	Personal & Professional behavior				
1	Wears clean & neat uniform and well groomed.				
2	Arrives and leaves punctually				
3	Demonstrates understanding of the need for quietness in speech & manner & protects the patient from undue notice.				
4	Is notably poised and effective even in situations of stress				
5	Influential & displaced persuasive assertive leadership behaviour				
II	Attitude to Co-workers and patients				
6	Works well as member of nursing team				
7	Gives assistance to other in clinical situations				
8	Understands the child as an individual				
9	Shows skills in gaining the confidence & co-operation of child and relatives, tactful and considerate.				
IV	Application of knowledge				
10	Possess sound knowledge of pediatric conditions.				
11	Has sound knowledge of scientific principles				
12	Has knowledge of normal growth and development of children				
13	Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.				
14	Takes interest in new learning from current literature & seeks help from resourceful people.				



Grade			
	Very good	=	70 % and above
	Good	=	60 – 69 %
	Satisfactory	=	50- 59 %
	Poor	=	Below 50 %

Remarks for improvement:

Student's Remark:

Signature of the student

Signature of the teacher

Assessment of growth & development reports

(Neonate, infant, toddler, preschooler, & School age)



II] Examination of the baby

Characteristics	In the Baby	Comparison with the normal
1. Weight		
2. Length		
3. Head circumference		
4. Chest circumference		
5. Mid-arm circumference		
6. Temperature		
7. heart rate		
8. Respiration		

III] General behavior and observations

Color :
 Skin/ Lanugo :
 Vernixcaseosa :
 Jaundice :
 Cyanosis :
 Rashes :
 Mongolian spot :
 Birthmarks :
Head :

- Anterior fontanel:

- Posterior fontanel:

- Any cephal hematoma / caput succedaneum

- Forceps marks(if any) :

Face:

Eyes:

Cleft lip / palate

Ear Cartilage :

Trunk:

- Breast nodule

- Umbilical cord

- Hands :

Feet /Sole creases :

Legs

Genitalia :

Muscle tone :

Reflexes :

- Clinging

- Laughing/ sneezing :

- Sucking :

- Rooting :

- Gagging :

- Grasp :

- Moro :

- Tonic neck reflex :



**Maharashtra University of Health
Sciences External Practical
Evaluation Guidelines
III Basic B.Sc
Nursing Subject : Child
Health Nursing**

50Marks

Internal Examiner

25Marks

Nursing Procedure (15 marks)

Planning and Organizing

5marks

- Preparation of tray
- Environment
- Preparation of patient

3

1

1

Execution of Procedure

7marks

- Applies scientific principles
- Proficiency in skill
- Ensures sequential order

3

3

1

Termination of procedure

3marks

- Makes patient comfortable
- Reports & Records
- After care of articles

1

1

1

Viva(10Marks)

10marks

- Knowledge about common pediatric medical surgical conditions
- Preparation of various diagnostic procedures
- Instruments and articles
- Growth and Development

3

2

2

3

External Examiner

25Marks

Nursing Process(15Marks)

15marks

- Assessment
- Nursing Diagnosis
- Goal
- Outcome criteria
- Nursing intervention
- Rationale
- Evaluation
- Nurses notes

3

2

1

1

3

2

1

2

Viva(10Marks)

10marks

- National Health Programs for child care including IMNSI
- Behavioral and social problem in children
- Drugs
- Nursing care of neonates

2

3

3

2

MENTAL HEALTH NURSING – PRACTICAL

Placement : Third Year

Time : Practical – 270 hours (9 weeks)

Areas	Durati on (in week)	Objectives	Skills	Assignments	Assessment Methods
Psychiatric OPD	1	<ul style="list-style-type: none"> Assess patients with mental health problems Observe and assist in therapies Counsel and educate patient, and families 	<ul style="list-style-type: none"> History taking Perform mental status examination (MSE) Assist in Psychometric assessment Perform Neurological examination Observe and assist in therapies Teach patients and family members 	<ul style="list-style-type: none"> History taking and Mental status examination-2 Health education-1 Observation report of OPD 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Assessment of children with various mental health problems Counsel and educate children, families and significant others 	<ul style="list-style-type: none"> History taking Assist in psychometric assessment Observe and assist in various therapies Teach family and significant others 	<ul style="list-style-type: none"> Case work – 1 Observation report of different therapies -1 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of the observation report
Inpatient ward	6	<ul style="list-style-type: none"> Assess patients with mental health problems To provide nursing care for patients with various mental health problems Assist in various therapies Counsel and educate patients, families and significant 	<ul style="list-style-type: none"> History taking Perform mental status examination (MSE) Perform Neurological examination Assist in psychometric assessment Record therapeutic communication Administer medications Assist in Electro-convulsive Therapy (ECT) 	<ul style="list-style-type: none"> Give care to 2-3 patients with various mental disorders Case study-1 Care plan-2(based on nursing process) Clinical presentation I Process recording 1 Maintain drug book 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of the case study care plan, clinical presentatio, process recording Completion of activity record.



Evaluation

Evaluation

Internal assessment

Theory

Maximum marks 25

Midterm

50

Prefinal

75

Total 125

Practical

Maximum marks 50

Nursing care plan

2 x 25

50

Case presentation

1 x 50

50

Case study

1 x 50

50

Health teaching

1 x 25

25

History taking & mental status examination
& process recording

2 x 50

100

Observation report of various therapies in psychiatry

1 x 25

25

Clinical Evaluation

2 x 100

200

Total marks

500

Practical examination

mid term

50

prefinal

50

(600)

Total mark

100

University examination

Theory

75

Practical

50



Care plan evaluation

EVALUATION CRITERIA FOR NURSING CARE PLAN –

S.No.	Topic	Max Marks
1.	History	05
2.	M.S.E. & Diagnosis	05
3.	Management & Nursing. Process	10
4.	Discharge planning and evaluation	03
5.	Bibliography	02
TOTAL		25

FORMAT FOR CASE PRESENTATION

1. Patients Biodata: Name, sex, bed No., hosp Reg. No, marital status, religion, literacy, language, nationality, identification mark, address, date of admission, method of admission, date of discharge, duration of hospitalization, final diagnosis, informant.

2. Presenting complaints: Describe the complaints with which the patient has come to hospital

3. History of illness: This includes the following data such as presenting complaints with duration, history of presenting complaints, past history of illness, personal history, legal history, family history, personality (Personality prior to illness)

a. History of present illness – onset, symptoms, duration, precipitating / alleviating factors nature of problem, associated problems (disturbance in sleep, appetite, wt), effect of present illness on ADL, patients understanding regarding present problem

b. History of past illness – illnesses, surgeries, allergies, immunizations, medications, history of past hospitalization for psychiatric illness, any complication e.g. suicidal attempt, completeness of recovery.

c. Personal history: Birth, early development, educational, occupational, menstrual, sexual, marital, religious, social activity, interests and hobbies.

d. Legal history: any arrest imprisonment, divorce etc...

e. Family history – family tree, type of family, parental history, occupation, history of illness in family members, risk factors, congenital problems, psychological problems, family dynamics, family events (initiating and exacerbating illness)

f. Personality history: personality traits, habits, hobbies, interest, belief, attitudes, social relationship, coping resources, alcohol or drug use, any criminal record.

4. Mental status examination with conclusion

5. Description of disease

Definition, etiology, risk factors, clinical features, management and nursing care
Clinical features of the disease condition

Clinical features present in the book	Description of clinical features of patient	Pathophysiology

6. Investigations

Date	Investigations done	Normal value	Patient value	Inference



EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT : _____

AREA OF EXPERIENCE : _____

PERIOD OF EXPERIENCE : _____

SUPERVISOR : _____

Total 100 Marks

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5	Score
1	D) Planning and organization a) Formulation of attainable objectives b) Adequacy of content c) Organization of subject matter d) Current knowledge related to subject Matter e) Suitable A.V. Aids II) Presentation: a) Interesting b) Clear Audible c) Adequate explanation d) Effective use of A.V. Aids e) Group Involvement f) Time Limit III) Personal qualities: a) Self confidence b) Personal appearance c) Language d) Mannerism e) Self awareness of strong & weak points IV) Feed back: a) Recapitulation b) Effectiveness c) Group response V) Submits assignment on time						

* 100 marks will be converted into 25

Mental Status Examination

1. General Appearance & behaviour & grooming:

LOC- Conscious/ semiconscious/ unconscious

Body Built- Thin

Moderate

Obese

Hygiene- Good

Fair

Poor

Dress- Proper/clean

According to the season

Poor-Untidy, Eccentric, Inappropriate.

Hair- Good Combined in position.

Fair

Poor

Disheveled

Facial expression-

Anxious

Depressed

Not interested

Sad looking

Calm

Quiet

Happy

Healthy/Sickly

Maintains eye contact

Young / Old

Any other

2. Attitude:-

Cooperative

Friendly (mania)

Trustful (mania)

Attentive

Interested

Negativistic

Resistive

Non-caring

Any other

Seductive

1. Attention seeking

2. Dramatic

3. Emotional

Evasive

Defensive

Guarded) Paranoia

3. Posture:-

Good – Straight/proper

Relaxed

Rigid/Tense/Unsteady

Bizarre Position

Improper – Explain

4. Gait, Carriage & Psychomotor activities:-

Walks straight / coordinated movements

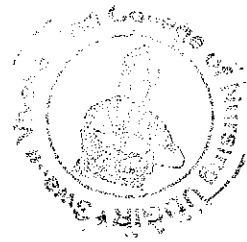
Uncoordinated movements

Mannerism / Stereotypes / Echolalia

Purposeless/hyperactivity/aimless/purposeless activity

Hypo activity/Tremors/Dystonia

Any other



Déjà vu/Deja pense/Deja entendu/Deja raconte/Deja eprouve/
Deja fait/Jamais

9. Thought process / thinking

At formation level-

At content – continuity / lack of continuity

I. At progress level / stream

a. Disorders of Tempo

* Schizophrenia talking-Epilepsy

- Loose association

- Thought block

- Flight of ideas

* Circumstantial talking – Epilepsy

* Tangential-taking without any conclusion

* Neologism – New words invented by patients.

* Incoherence

b. Disorders of continuity

* Perseveration:- Repetition of the same words over and over again.

* Blocking:- Thinking process stops altogether.

* Echolalia: - Repetition of the interviewer's word like a parrot.

II. Possession and control

* Obsessions: - Persistent occurrence of ideas, thoughts, images, impulses or phobias.

* Phobias: - Persistent, excessive, irrational fear about a real or an imaginary object, place or a situation.

* Thought alienation:- The patient thinks that others are participating in his thinking.

* Suicidal/homicidal thoughts.

III. Content:-

* Primary Delusion:- Fixed unshakable false beliefs, and they cannot be explained on the basis of reality.

* Delusional mood

* Delusional perception

* Sudden delusional ideas

* Secondary delusion

Content of Delusions:-

- Persecution.
- Self reference
- Innocence
- Grandiosity
- Ill health or Somatic function
- Guilt
- Nihilism
- Poverty
- Love or erotomania
- Jealousy or infidelity

10. Judgement:-

According to the situation

e.g.(If one inmate accidentally falls in a well and you do)

EVALUATION FORMAT PROCESS RECORDING

1. Identification data of the patient.
2. Presenting Complaints
 - a. According to patient
 - b. According to relative
3. History of presenting complaints
4. Aims and objectives of interview
 - a. Patients point of view
 - b. Students point of view
5. 1st Interview
 - Date
 - Time
 - Duration
 - Specific objective

Sr.No.	Participants	Conversation	Inference	Technique used

6. Summary
 - Summary of inferences
 - Introspection
 - Interview techniques used: Therapeutic/Non therapeutic
7. Over all presentation & understanding.
8. Termination.

Evaluation format of process recording

History taking	02
Interview technique	03
Inferences drawn from interview	03
Overall understanding	02

Total marks 10

Observation report of various therapies

ECT CARE STUDY

- Select a patient who has to get electro convulsive therapy
- Preparation of articles for ECT
- Preparation of physical set up
 - Waiting room
 - ECT room
 - Recovery room
- Preparation of patient prior to ECT
- Helping the patient to undergo ECT
- Care of patient after ECT
- Recording of care of patient after ECT



CLINICAL POSTING EVALUATION

Name of the student : _____

Year : _____

Area of clinical experience : _____

Duration of posting in weeks : _____

Name of the supervisor : _____

Total Marks: - 100

Scores:- 5 = excellent , 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

SN	EVALUATION CRITERIA	Grades				
		5	4	3	2	1
I	Understanding of patient as a person					
	A] Approach 1] Rapport with patient (family)relatives 2] Has she collected all information regarding the patient/family. B] Understanding patients health problems 1] Knowledge about the disease of patient 2] Knowledge about investigations done for disease. 3] Knowledge about treatment given to patient 4] Knowledge about progress of patients					
II	Planning care.					
	1] Correct observation of patient 2] Assessment of the condition of patient 3] Identification of the patients needs 4] Individualization of planning to meet specific health needs of the patient. 5] Identification of priorities					
III	Teaching skill.					
	1] Economical and safe adaptation to the situation available facilities 2] Implements the procedure with skill/speed, completeness. 3] Scientific knowledge about the procedure.					
IV	Health talk					
	1] Incidental/planned teaching (Implements teaching principles) 2] Uses visual aids appropriately					
V	Personality					
	1] Professional appearance (Uniform, dignity, helpfulness, interpersonal relationship, punctuality, etc.) 2] Sincerity, honesty, sense of responsibility					

Remarks of supervision in terms of professional strength and weakness

Sign of the student

Sign of the Supervisor



**Maharashtra University of Health
Sciences External Practical
Evaluation Guidelines
III Basic B.Sc Nursing
Subject:-Mental Health Nursing**

50 Marks

Internal Examiner

25 Marks

Nursing Process (15 marks)

15 marks

- Assessment
- Nursing Diagnosis
- Goal
- Outcome criteria
- Nursing intervention
- Rationale
- Evaluation
- Nurses notes

3

2

1

1

3

2

1

2

Viva (10 Marks)

10 Marks

- Knowledge about common psychiatric conditions (psychotic, moods disorders)
- Therapies used in mental disorders
- Drugs used in psychiatric disorders

5

2

3

External Examiner

25 Marks

Mental Status Examination (15 Marks)

15 marks

- General appearance, behavior.
- Mood and affect
- Thought Process and speech
- Perception
- Cognitive function (memory, orientation, attention, concentration, Intelligence, Abstraction)
- Insight and Judgment

2

2

4

2

3

2

Viva (10 Marks)

10 Marks

- Knowledge about common psychiatric conditions (neurotic, stress related disorders, substance abuse, personality, sexual and eating disorders)
- National Mental Health Programs
- Community-based Care
- Therapeutic Approach

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MENTAL HEALTH NURSING

Placement: Third year

Time: Theory –120hours

Practical – 270 Hours+45* Hrs of Internship (Integrated Practice)

Course Description:

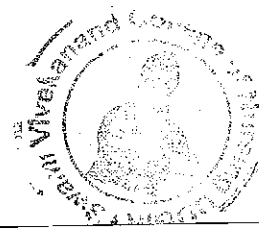
This course is designed for developing an understanding of the modern approach to mental health, identification, prevention, rehabilitation and nursing management of common mental health problems with special emphasis on therapeutic interventions for individuals, family and community.

Specific objectives: At the end of the course student will be able to:

1. Understand the historical development and current trends in mental health nursing.
2. Comprehend and apply principles of psychiatric nursing in clinical practice.
3. Understand the etiology, psychodynamics and management of psychiatric disorders.
4. Develop competency in assessment, therapeutic communication and assisting with various treatment modalities.
5. Understand and accept psychiatric patient as an individual and develop a deeper insight into her own attitudes and emotional reactions.
6. Develop skill in providing comprehensive care to various kinds of psychiatric patients.
7. Develop understanding regarding psychiatric emergencies and crisis interventions.
8. Understand the importance of community health nursing in psychiatry.

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
1	5	<ul style="list-style-type: none"> • Describes the historical development & current trends in mental health nursing • Describe the epidemiology of mental health problems • Describe the National Mental Health Act, programmes and mental health policy. • Discusses the scope of mental health nursing • Describe the concept of normal & abnormal behaviour 	<p>Introduction</p> <ul style="list-style-type: none"> • Perspectives of Mental Health and Mental Health Nursing : evolution of mental health services, treatments and nursing practices. • Prevalence and incidence of mental health problems and disorders. • Mental Health Act • National Mental health policy vis a vis National Health Policy. • National Mental Health programme. • Mental health team. • Nature and scope of mental health nursing. • Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour. 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Objective type • Short answer • Assessment of the field visit reports

		<ul style="list-style-type: none"> Describe therapeutic impasse and its intervention. 	<ul style="list-style-type: none"> Types of relationship, Ethics and responsibilities Elements of nurse patient contract Review of technique of IPR- Johari Window Goals, phases, tasks, therapeutic techniques. Therapeutic impasse and its intervention 	<p>recording</p>	
5	14	<ul style="list-style-type: none"> Explain treatment modalities and therapies used in mental disorders and role of the nurse. 	<p>Treatment modalities and therapies used in mental disorders.</p> <ul style="list-style-type: none"> Psycho Pharmacology Psychological therapies : Therapeutic community, psycho therapy – Individual : psycho-analytical, cognitive & supportive, family, Group, Behavioral, Play Psycho-drama, Music, Dance, Recreational and Light therapy, Relaxation therapies : Yoga, Meditation, bio feedback. Alternative systems of medicine. Psychosocial rehabilitation process Occupational therapy. Physical Therapy: electro convulsive therapy. Geriatric considerations Role of nurse in above therapies. 	<ul style="list-style-type: none"> Lecture discussion Demonstration Group work. Practice session Clinical practice. 	<ul style="list-style-type: none"> Essay type Short answers Objective type
6	5	<ul style="list-style-type: none"> Describe the etiology, psychopathology clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders Geriatric considerations Follow-up and home care and rehabilitation. 	<ul style="list-style-type: none"> Nursing management of patient with Schizophrenia, and other psychotic disorders Classification : ICD Etiology, psychopathology, types, clinical manifestations, diagnosis Nursing Assessment- History, Physical and mental assessment. Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders Geriatric considerations 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems



9	5	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorders 	<p>Nursing management of patient with substance use disorders</p> <ul style="list-style-type: none"> Commonly used psychotropic substance : Classification, forms, routes, action, intoxication and withdrawal Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis, Nursing Assessment- History, Physical, mental assessment and drug assay Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders. Geriatric considerations Follow-up and home care and rehabilitation. 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems
10	4	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with personality, Sexual and Eating disorders 	<p>Nursing management of patient with Personality, Sexual and Eating disorders</p> <ul style="list-style-type: none"> Classification of disorders Etiology, psycho-pathology, characteristics, diagnosis, Nursing Assessment – History, Physical and mental assessment. Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders Geriatric considerations Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems
11	6	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent including mental deficiency 	<p>Nursing management of childhood and adolescent disorders including mental deficiency</p> <ul style="list-style-type: none"> Classification Etiology, psychopathology, characteristics, diagnosis Nursing Assessment-History, Physical, mental and IQ assessment Treatment modalities and 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems



NURSING RESEARCH AND STATISTICS

Total Hours : Theory – 45 Hour
 Practical – 30 Hours per Week

Course Description:

The course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics and to enable them to conduct/participate in need based research studies in various settings. Further the students will be able to utilize the research findings to provide quality-nursing care.

Total marks – 100

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

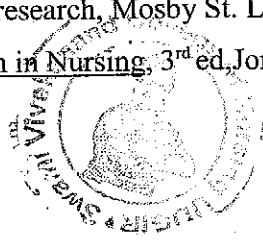
1. Define the terms and concepts of nursing research.
2. Identify needs and scope of nursing research.
3. Define research problems.
4. Locate and list sources of literature review including operational definitions and conceptual framework.
5. Describe different approaches and research designs in nursing research.
6. Describe sample and sampling technique.
7. Develop tool for data collection.
8. Conduct pilot study to confirm reliability and validity of tool before data collection
9. To enumerate steps of data analysis and present data summary
10. Use descriptive and co- relational statistics in data analysis.
11. Conduct group project and write report.

Unit	Time (Hrs)	Learning Objectives	Content	Training Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> • Describe the concept of research, terms, need and areas of research in nursing. • Explain the steps of research process. 	Research and research process <ul style="list-style-type: none"> • Introduction and need for nursing research. • Definition of Research & nursing research. • Steps of scientific method. • Characteristics of research. • Steps of research process -overview 	<ul style="list-style-type: none"> • Lecture Discussion. • Narrate steps of research process followed from examples of published studies. 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Objectives	Content	Training Learning Activities	Assessment Methods
VI	15	<ul style="list-style-type: none"> • Explain the use of statistics, scales of measurement and graphical presentation of data • Describe the measures of central tendency and variability and methods of correlation 	Introduction to statistics <ul style="list-style-type: none"> • Definition, use of statistics, scales of measurement • Frequency distribution and graphical presentation of data • Mean, Median, Mode, standard deviation • Normal probability and tests of significance • Coefficient of correlation • Inferential statistics and types • Statistical packages and its application 	<ul style="list-style-type: none"> • Lecture, discussion • Practice on graphical presentations • Practice on computation of measures of central tendency, variability & correlation 	<ul style="list-style-type: none"> • Short answer • Objective type
VII	4	<ul style="list-style-type: none"> • Analyze, interpret and summarize the research data 	Analysis of Data <ul style="list-style-type: none"> • Compilation, Tabulation • Classification, summarization, presentation, interpretation of data 	<ul style="list-style-type: none"> • Lecture, discussion • Preparation of sample tables 	<ul style="list-style-type: none"> • Short answer • Objective type
VIII	4	<ul style="list-style-type: none"> • Communicate and utilize the research findings. 	Communication and utilization of Research <ul style="list-style-type: none"> • Communication of research findings - Verbal report - Writing research report - Writing scientific article/ paper-Critical review of published research & Utilization of research findings 	<ul style="list-style-type: none"> • Lecture, discussion • Writing group research project & presentation 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of group research Project

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INTRODUCTION TO NURSING RESEARCH AND STATISTICS

PRACTICAL EXPERIENCE GUIDELINE AND EVALUATION FOR

3rdBSc.Nursing

NURSING RESEARCH: "PROJECT"

Time Allotted Practical- 45 hrs.

Guideline for Research Project

I Aim: Student will identify the role of nurse in conducting research, writing research proposal based on scientific steps and will analyze the data using simple statistical methods. While conducting research project.

II Objectives: Preparing nursing research proposal

- 1) To get an opportunity to select topic or problem to formulate research proposal.
- 2) To follow the steps in research while writing research proposal and conducting project.
- 3) To differentiate and plan specific design in nursing research i.e. experimental and non-experimental including methodology.
- 4) To get an opportunity to frame/construct simple tool or questionnaire to collect data.
- 5) To follow the basic principles of data analysis including simple tables and statistical methods for proceedings and interpretation of data.
- 6) To be familiar to write research report to communicate the findings including bibliography, foot notes and future recommendations.
- 7) To present nursing research proposal as group activity.
- 8) Learns to use computers.

III Guide line / check list to prepare / Nursing research proposal & project

- 1) Selection of research problem: Select your interest area of research, based on felt need, issues, social concern in nursing field.
 - a) State the problem, brief concise, clear.
 - b) State the purpose of selected study & topic
 - c) State objective of study/proposal/project.
 - d) State the hypothesis if necessary (optional).
 - e) Prepare conceptual framework based on operational definition (optional).
 - f) Write scope and delimitation of Research Proposal.

2) Organizing for Review of Literature

- a) It ad as in to needs to conduct Research project.
- b) To study related and relevant literature which helps to decide conceptual framework and research design to be selected for your study.
- c) To add specific books, bulletins, periodicals, reports, published and unpublished dissertations, encyclopedia, textbooks.
- d) Organize literature as per operational definition.
- e) To prepare summary table for review of literature.(Optional)

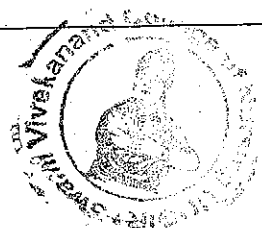
EVALUATION CRITERIA FOR PROJECT REPORT

Maximum Marks: 100

Sr. No.	Criteria	Rating					Remarks
		1	2	3	4	5	
I	Statement of the problem						
	1. Significance of the problem selected						
	2. Framing of title and objectives						
II	Literature Review						
	3. Inclusion of related studies on the topic, and its relevance						
	4. Operational definition						
III	Research Design						
	5. Use of appropriate research design						
	6. Usefulness of the research design to draw the inferences among stud variables /conclusion						
IV	Sampling design						
	7. Identification and description of the target population						
	8. Specification of the inclusion and exclusion criteria						
	9. Adequate sample size justifying he study design to draw conclusions.						
V	Data Collection Procedure						
	10. Preparation of appropriate tool						
	11. Pilot study including validity and reliability of tool						
	12. Use of appropriate procedure / method for data collection						
VI	Analysis of Data & Interpretation						
	13. Clear and logical organization of the findings						
	14. Clear presentation of the tables (Title, table & Column heading)						
	15. Selection of appropriate statistical tests						



Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th.	Pr.				
	2			<ul style="list-style-type: none"> • Directing & Leading: delegation, participatory management <ul style="list-style-type: none"> ➤ Assignments, rotations, delegations ➤ Supervision & guidance ➤ Implement standards, policies, procedures and practices ➤ Staff development & welfare ➤ Maintenance of discipline • Controlling/ Evaluation <ul style="list-style-type: none"> ➤ Nursing rounds/ visits, Nursing protocols, Manuals ➤ Quality assurance model, documentation ➤ Records and reports • Performance appraisal 		
V	(5)		<ul style="list-style-type: none"> • Describe the concepts, theories and techniques of • Organizational behavior and human relations 	Organizational behavior and human relations <ul style="list-style-type: none"> • Concepts and theories of organizational behaviors • Review of channels of communication • Leadership styles, Power, types • Review of motivation: concepts and theories • Group dynamics • Techniques of: <ul style="list-style-type: none"> ➤ Communication and ➤ Interpersonal relationships ➤ Human relations • Public relations in context of nursing • Relations with professional associations and employee union • Collective bargaining 	<ul style="list-style-type: none"> • Lecture • Discussion • Role plays • Group games • Self assessment • Case discussion • Practice session 	<ul style="list-style-type: none"> • Essay type • Short answers • Assessment of problem solving
VI	(5)	5	Participate in planning and organizing in-service education program	In-service education <ul style="list-style-type: none"> • Nature & scope of in-service education program • Organization of in-service education • Principles of adult learning • Planning for in-service education program, techniques, methods, and evaluation of staff education program • Preparation of report 	<ul style="list-style-type: none"> • Lecture • Discussion • Plan and conduct an educational session for in-service nursing personnel 	<ul style="list-style-type: none"> • Essay type • Short answers • Assess the planning and conduct of educational session



Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th.	Pr.				
	2 1 2			<ul style="list-style-type: none"> • Practice standards for nursing; INC • Consumer Protection Act • Legal aspects in Nursing <ul style="list-style-type: none"> ➤ Legal terms related to practice; Registration and licensing ➤ Legal terms related to Nursing practice; Breach and penalties ➤ Malpractice and Negligence 		
IX	(4) 1 1 1 1		Explain various opportunities for professional advancement	Professional Advancement <ul style="list-style-type: none"> • Continuing education • Career opportunities • Collective bargaining • Membership with Professional Organizations; National and International • Participation in research activities • Publications; Journals, Newspaper etc. 	<ul style="list-style-type: none"> • Lecture Discussion • Review/ Presentation of published articles • Group work on maintenance of bulletin board 	<ul style="list-style-type: none"> • Short answers

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9. Francis, E M & Desouza, Mario. Hospital Administration, 3rd edn, Jaypee Brothers Medical Publishers: New Delhi, 2000.
10. Goddard, H A. Principles of Administration applied to Nursing Practice. WHO: Geneva, 1966.
11. Hersey, P., Blanchard, H K & Johnson, E D. Management of Organizational Behavior, Pearson Education Indian Branch: New Delhi, 2002.
12. Barret, Jean. Ward Management and Teaching, 2nd edn, English Book Society: New Delhi, 1967.



ASSIGNMENT FORMAT FOR GROUP SEMINAR

1. Introduction to the topic
2. Concept, Definition
3. History
4. Subject matter
5. Application in nursing field
6. Summary
7. Conclusion
8. References

EVALUATION CRITERIA

Subject :
Topic :
Name of the student :
Group :

Date:
Time:
Total Marks: 100
Marks allotted:

S No	Criteria	1	2	3	4	5	Remarks
I	Subject Matter 1. Introduction 2. Organization of Content 3. Presentation of topic 4. Relevant examples 5. Relevant statistical data 6. Group participation 7. Control of group 8. Conclusion						
II	A V Aids 9. Appropriate to topic 10. Self Explanatory 11. Useful 12. Attractive 13. Planning and preparation 14. Use of appropriate technology						
III	Physical facilities 15. Environment 16. Classroom preparation 17. Classroom management						
IV	Personal Qualities 18. Voice and clarity 19. Mannerism 20. References						



GUIDELINES FOR ASSIGNMENTS: DIET SHEET

1. Diet sheet

a) Daily basis

- Study the different types of hospital diets & their dietary allowances and write a brief report
- Notes the prescribed diet for each patient
- Records in diet sheet

b) Give references and illustrations (Figure, graph and picture)

c) Conclusion (Highlight learning achieved)

EVALUATION CRITERIA

1. Clarity and comprehensiveness	5
2. Accuracy of diet sheet	5
3. Preparation of diet sheet	5
4. Reference & Illustration	5
5. Conclusion	5

Total: 25

MARKS OBTAINED

Pen picture of student

Signature of student

Signature of clinical supervisor

Signature of Coordinator

Signature of Principal

COMMUNITY HEALTH NURSING – II

Time : Theory – 90 hours
Practical – 135 hours

Course description:

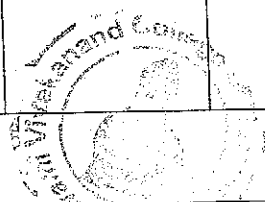
This course is designed for students to practice community health nursing for the individual, family and groups at both urban and rural setting by using concept and principles of health and community health nursing

Specific objectives: At the end of the course student will be able to:

1. Understand the concepts, scope, principles and historical development of community health and community health nursing.
2. Appreciate the national health planning, policies, problems.
3. Describe the system of delivery of community health services in rural and urban area.
4. Develop understanding about community health nursing approaches, concepts and roles and responsibilities of nursing personnel.
5. Participate in assisting individuals and groups to promote and maintain their health.
6. Appreciate the national health and family welfare programme and the role of the nurse.
7. Understand the health agencies at the international and national level.

Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> • Define Concepts, scope, Principles and historical development of Community Health and Community health Nursing 	Introduction <ul style="list-style-type: none"> • Definition, concept & scope of community health nursing • Historical development of <ul style="list-style-type: none"> □ Community Health □ Community Health Nursing - Pre- Independence - Post – Independence Client's rights-CPA Professional responsibility in community health care Ethical principles Application of ethics in Community health practice Govt. & legal influence on community health nursing practice Law in community health nursing 	<ul style="list-style-type: none"> • Lecture discussion 	<ul style="list-style-type: none"> • Essay Type • Short answers

Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Components of health services <ul style="list-style-type: none"> □ Environmental sanitation □ Health education □ Vital statistics □ M.C.H. antenatal, natal, postnatal, MTP Act, female feticide act, child adoption act □ Family welfare □ National health programmes □ School health services □ Occupational health □ Defense service □ Institutional services • Systems of medicine and health care <ul style="list-style-type: none"> □ Allopathy □ Indian system of medicine and Homeopathy □ Alternative health care systems like yoga, meditation, social and spiritual healing etc. • Referral system 		
IV	25	<ul style="list-style-type: none"> • Describe Community Health Nursing approaches and concepts • Describe the roles and responsibility of Community health nursing personnel 	<p>Community health nursing approaches, concepts and roles and responsibilities of nursing personnel</p> <ul style="list-style-type: none"> • Approaches <ul style="list-style-type: none"> □ Nursing theories and nursing process □ Epidemiological approach □ Problem solving approach □ Evidence based approach empowering people to care for themselves • Concepts of primary Health Care: <ul style="list-style-type: none"> □ Equitable distribution □ Community participation □ Focus on prevention □ Use of appropriate technology □ Multi sectoral approach 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised field practice • Participation in camps • Group project 	<ul style="list-style-type: none"> • Essay type • Short answers



Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <input type="checkbox"/> Temperature and Blood pressure monitoring <input type="checkbox"/> Menstrual cycle <input type="checkbox"/> Breast, self examination and testicles <input type="checkbox"/> Warning signs of various diseases <input type="checkbox"/> Tests: Urine for sugar and albumin, blood sugar B. Seek health services for <ul style="list-style-type: none"> <input type="checkbox"/> Routine checkup <input type="checkbox"/> Immunization <input type="checkbox"/> Counseling diagnosis <input type="checkbox"/> Treatment <input type="checkbox"/> Follow up C. Maintenance of health records for self and family D. Continue medical care and follow up in community for various diseases and disabilities E. Carryout therapeutic procedures as prescribed/ required for self and family F. Waste Management <ul style="list-style-type: none"> <input type="checkbox"/> Collection and disposable of waste at home and community G. Sensitize and handle social issues affecting health and development for self and family <ul style="list-style-type: none"> • Women Empowerment • Women and child abuse • Abuse of elders • Female feticide • Commercial sex workers • Food adulteration • Substance abuse H. Utilize community resources for self and family <ul style="list-style-type: none"> <input type="checkbox"/> Trauma services <input type="checkbox"/> Old age homes <input type="checkbox"/> Orphanage <input type="checkbox"/> Homes for physically and mentally challenged individuals <input type="checkbox"/> Homes for destitute 	<ul style="list-style-type: none"> • Individual group/ family/ community health education 	



Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
VII	5	<ul style="list-style-type: none"> Explain the roles and functions of various national and international health agencies 	<p>Health Agencies International – WHO, UNFPA, UNDP, World Bank, FAO, UNICERF, DANIDA, European, Commission (EC), Red Cross, USAID, UNESCO, Colombo plan, ILO, CARE etc. National – Indian Red Cross, Indian Council for child welfare, Family planning Association of India etc.</p>	<ul style="list-style-type: none"> Lecture discussion Field visits 	<ul style="list-style-type: none"> Essay type Short answers

Student References (Bibliography)

- Jayawanti, TNAI Nursing Manual, TNAI publication
- K.Park, 'Text Book Of Preventive & Social Medicine'
- K.Park, Essentials Of Community Health Nursing,
- Rao Kasturi, 'An Introduction To Community Health Nursing', I publications.
- Freeman Ruth, 'Community Health Nursing Practice'
- Stanthope Lancaster, 'Community Health Nursing Process & Practice', Popular publication.
- Basvantappa B.T, 'Community Health Nursing'
- Anderson, 'Community as Partner, Theory & Practice'.
- Allender, 'Community Health Nursing' B.I. Publications
- Harpson, 'Hand Book of Community Health Nursing'
- Shastr, 'Preventive & Social Medicine', National Publications
- Sathe, 'Epidemiology & management of Health Care', Popular Publications
- Vasundhara & Basvantappa, 'Community Health Nursing', Jaypee Publication
- Mc. Evens M. 'Community based Nursing', Sanmdess publication
- Kulkarni & Baride, 'Text Book of Community medicine', Vora Publications.
- Cookfair Joan, 'Nursing Care in Community', Moby Publications
- Maxey Public, 'Health & Preventive Medicine', Applin Colage Publications
- Lippincotts, 'Community Health Nursing', Lrppincotts Publications
- K.Park, 'Text Book of Preventive & Social Medicine'
- Saunder, 'Essentials of Community based Nursing', Jones & Balet Publications
- Mahajan Gupta, 'Textbook of Preventive & Social Medicine', Jaypee Publications
- Walton, 'Community Concepts & Practice', Scuzt Foresmen Publications
- Ghai Gupta, 'Essential Preventive Medicine', Vikas Publications
- Babu Sheshu, 'Review in Community Medicine', Paras Publication
- Lancaster, 'Community Health Nursing Process and Practice for Promoting Health', Morby Publications
- Bhalerao, 'Synopsis in Preventive & Social Medicine', National Publications
- Fromer Margareg, 'Community Health care & the Nursing Process', CV Mosby & Company Publications
- Clarke, 'Preventive & Community Medicine', Boston Little Brown Company.

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
			<ul style="list-style-type: none"> • Counsel and teach individual, family and community about: HIV, TB, Diabetes, Hypertension, Mental Health, Adolescents, elderly's health, physically and mentally challenged individuals etc. • Collect and calculate vital health statistics • Document and maintain <ul style="list-style-type: none"> □ Individual, family and administrative records □ Write reports center, disease, and national health programme/projects. 		



FAMILY CARE STUDY (FORMAT)

I Initial Data

1. Name of head of family
2. Address
3. Date of visit commenced
4. Date of visit conducted

II Bio data

Name of Family Members	Relation With Head of Family	Socio Economic Health								
		Age	Sex	Edn	Occupation	Income	Marital Status	Health Status	Nutritional Status	F P

Immunization								Remark		
BCG	DPT			Polio			Measles		Booster	Any Other
	1	2	3	1	2	3				

III Resources

A. Community Resource used by family members

- a. Regular
- b. In emergencies

B. Financial

- a. Monthly family income
- b. Possessions
- c. Cattle & pets
- d. Numbers of dependents
- e. Monthly pattern of family expenditure
 - i. Food
 - ii. Education
 - iii. Medical
 - iv. Electricity bill
 - v. Clothing & entertainment

IV Environment

A. Community

- Socio economic Status
- Cleanliness
- Water Facility
- Toilet
- Location of Slum area

VI Family Health

1. Health of family – past & present
2. Gynaec & Obst. history of female adults

VII. Nutrition

VIII. Family life style

- a. Basic life style of family
- b. Family decision-making pattern
- c. Family relationship & communication
- d. Family response in crisis situation.
- e. Family attitude towards health

Nursing Care Plan

Summary:

Conclusion :

COMMUNITY HEALTH NURSING
HEALTH TALK FORMAT

Name of the student:

Topic:

Group to be taught:

aids:

Area:

Date & Time:

Method of teaching:

Language:

Aim:

Specific objectives:

Introduction:

Sr. No.	Time	Specific objectives	Subject matter	T/L activity	A.V aids	Evaluation
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Summary

Bibliography

EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT: -----

AREA OF EXPERIENCE: _____

PERIOD OF EXPERIENCE: _____

SUPERVISOR: _____

Total 100 Marks

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5
1	I) Planning and organization a) Formulation of attainable objectives b) Adequacy of content c) Organization of subject matter d) Current knowledge related to subject Matter e) Suitable A.V.Aids II) Presentation: a) Interesting b) Clear Audible c) Adequate explanation d) Effective use of A.V. Aids e) Group Involvement f) Time Limit III) Personal qualities: a) Self confidence b) Personal appearance c) Language d) Mannerism e) Self awareness of strong & weak points. IV) Feed back: a) Recapitulation b) Effectiveness c) Group response V) Submits assignment on time					

Signature of the student

Signature of the teacher



4. FAMILY HEALTH

Name	Age	Height	Weight	Immunizations	Habits/ Addictions	Developmental Stage	Summary of Health History	Current Status including Medications

5. Family Health Practice

- a. Nutritional status – diet, meal pattern, shopping habits, knowledge of good nutrition.
- b. Recreation & exercise
- c. Sleeping pattern.
- d. Family use of health resource, person responsible for health care decision-making
- e. Any other attitudes, which significantly relate to health status.
- f. Family strengths & limitations related to their health practice

6. Family life style

- a. Basic life style
- b. Inter family relationship & communication pattern
- c. Family decision-making
- d. Family response in crisis
- e. Dominant values of family
- f. Family attitude towards health care & health care providers

7. Nursing Care Plan

8. Student remarks

- a. How did family perceive overall expenses of your visit (give supportive data)
- b. Discuss achievement of goals & nursing interventions
- c. In what aspect of nursing practice did your experience most growth & in what area would you like to improve?

COMMUNITY SURVEY REPORT FORMAT

INTRODUCTION

Objectives:

- 1 To assess the area & identify health problems of people
- 2 To understand the socioeconomic status of the community
- 3 To identify the sources of health services available in community
- 4 To identify various health practices prevailing in the community

Community as a place – boundaries, environment, housing

Community as a social system –recreational facilities, transportation, stores & shops, official health agencies, communication media, education, socioeconomic status, occupational status, social activities related to health.

Health problems and needs in the area

Conclusion

SURVEY REPORT

Sr. No.	Particular
1	Introduction
2	Community as a place <ul style="list-style-type: none">• Boundary• Environment• Housing
3	Social system <ul style="list-style-type: none">• Recreational facilities• Transportation• Stores & Shops• Official health Agencies• Communication media• Education• Socioeconomic status• Occupational Status
4	• Social activities related to health Planning and organization <ul style="list-style-type: none">• Formulation of objectives• Selection of method of presentation• Adequacy of content• Organisation of Subject matter
5	• Presentation
6	Individual participation Submission on time

**Maharashtra University of Health
Sciences External Practical
Evaluation Guidelines IV Basic
B.Sc Nursing
Subject:- Community Health Nursing**

50 Marks

Internal Examiner

25 Marks

Nursing Procedure (Home visit) (15 marks)

15 marks

- Approach to family
- Selection of need based procedure
- Bag Technique (Skills in performing procedure)
- Follow the scientific principles
- Post care of bag and equipment

3
3
4
3
2

Viva (10 Marks)

10 Marks

- Health planning and national health policies
- Family health care
- Role and responsibilities of CHN in primary health care
- National and International agencies

2
3
3
2

External Examiner

25 Marks

Nursing Process (Health Education) (15 Marks)

15 marks

- Need based health teaching
- Content, Organization and Presentation
- Used of A.V.aids
- Professional qualities
- Effectiveness

3
4
3
3
2

Viva (10 Marks)

10 Marks

- National Health and family welfare programmes
- Public health and community health nursing administration
- Health Care delivery system (Rural and Urban)

3
3
4



MIDWIFERY AND OBSTETRICAL NURSING

Placement: Fourth Year (N)

**Time: Theory-90 Hours
Practical-180Hours**

Course Description:

This course is designed for students to appreciate the concepts and principles of Midwifery and obstetrical nursing. It helps them to acquire knowledge and skills in rendering nursing care to normal and high risk pregnant woman during antenatal, natal and post natal periods in hospitals and community settings. It also helps to develop skills in managing normal and high-risk neonates and participate in family welfare programme.

Specific objectives: At the end of the course student will be able to:

1. Describe the normal pregnancy, labor and puerperium and demonstrate the application of knowledge and skill in giving need-based care.
2. Demonstrate safe management of all stages of labour.
3. Identify the high risk factor during pregnancy, labor and puerperium as well as neonates and take appropriate interventions.
4. Motivate the mother for care of the baby and adapting family planning methods to maintain small family norms.
5. Prepare the mothers for self care during the pregnancy, labor and puerperium.

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
II	8 •	Describe the anatomy and physiology of female reproductive system	<p>Review of anatomy and physiology of female reproductive system and foetal development</p> <ul style="list-style-type: none"> • Female pelvis-general description of the bones joints, ligaments, planes of the pelvis diameters of the true pelvis important landmarks, variations in pelvis shape. • Female organs of reproduction-external genitalia, internal genital organs and their anatomical relations, musculature-blood- supply, nerves, lymphatics, pelvic cellular tissue, pelvic peritoneum. • Physiology of menstrual cycle • Human sexuality • Foetal development <ul style="list-style-type: none"> □ Conception □ Review of fertilization, implantation (embedding of the ovum), development of the embryo and placenta at term-function, abnormalities, the foetal sac, amniotic fluid, the umbilical chord, □ Foetal circulation, foetal skull, bones, sutures and measurements. • Review of Genetics 	<p>*Lecture discussion</p> <p>*Review with charts and models</p>	<p>*Short answers</p> <p>*Objective type</p>



Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
			<ul style="list-style-type: none"> • Antenatal preparation <ul style="list-style-type: none"> □ Antenatal counseling □ Antenatal exercises □ Diet □ Substance use Education for child-birth □ Husband and families □ Preparation for safe-confinement □ Prevention from radiation • Psycho-social and cultural aspects of pregnancy <ul style="list-style-type: none"> □ Adjustment to pregnancy □ Unwed mother □ Single parent □ Teenage pregnancy □ Sexual violence * Adoption 		



Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
			<ul style="list-style-type: none"> □ Receiving the newborn <ul style="list-style-type: none"> - Neonatal resuscitation initial steps & subsequent resuscitation - Care of umbilical cord - Immediate assessment including screening for congenital anomalies - Identification - Bonding - Initiate feeding - Screening and transportation of the neonate • Third Stage <ul style="list-style-type: none"> □ Signs and symptoms; normal and abnormal □ Duration □ Method of placenta expulsion □ Management; Principles and techniques □ Examination of the placenta □ Examination of perineum □ Maintaining records & reports <p style="text-align: center;">Fourth Stage</p>		



Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
VI	6	<ul style="list-style-type: none"> Describe the assessment and management of normal neonate 	<p>Assessment and management of normal neonates.</p> <ul style="list-style-type: none"> Normal neonates; Physiological adaptation, Initial & Daily assessment Essential newborn care ; Thermal control, Breast feeding, prevention of infections Immunization Minor disorders of newborn and its management Levels of neonatal care (level I,II& III) At primary, secondary and tertiary levels Maintenance of Reports & Records 	<ul style="list-style-type: none"> Lecture discussion Demonstration Practice session Supervised Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Objective type Assessment of skills with check list *Assessment of patient management problems
VII	10	<ul style="list-style-type: none"> Describe the identification and management of women with high risk pregnancy 	<p>High risk pregnancy-assessment & management</p> <ul style="list-style-type: none"> Screening & assessment Ultrasonics, cardiotomography, NST, CST, non-invasive & invasive, Newer modalities of diagnosis High – risk approach Levels of care ;primary, 	<ul style="list-style-type: none"> Lecture discussion Demonstration Practice session Supervised Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Objective type Assessment of skills with check list Assessment of patient management problems



			<ul style="list-style-type: none"> □ Pregnancy induced hypertension & diabetes, Toxemia of pregnancy, Hydramnios, □ Rh incompatibility □ Mental disorders • Adolscnt pregnancy, Elderly primi and grand multipara • Multiple Pregnancy • Abnormalities of placenta & cord • Intra – uterine growth–retardation • Nursing management of mothers with high- risk pregnancy • Maintenance of Records & Report 		
--	--	--	---	--	--

			* Nursing management of women undergoing Obstetrical operations and procedures.		
IX	4	*Describe management of postnatal complications	<p>Abnormalities during postnatal periods</p> <ul style="list-style-type: none"> • Assessment and management of woman with postnatal complications □ Puerperial infections, breast engorgement & infections, UTI, thrombo-Embolic disorders, Post-partum haemorrhage, Eclampsia and sub involution, □ Psychological complications: <ul style="list-style-type: none"> - Post partum Blues - Post partum Depression - Post partum Psychosis 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problems



			<p>convulsants;</p> <ul style="list-style-type: none">• Analgesics and anesthetics <p>in obstetrics.</p> <ul style="list-style-type: none">• Effects of maternal medication on foetus & neonate		<p>patient management problems</p>
--	--	--	---	--	------------------------------------



			<p>welfare programme</p> <ul style="list-style-type: none">• Training /Supervision/ Collaboration with other functionaries in community like ANMs. LHV's, Anganwadi workers, TBAs(Traditional birth attendant-Dai)		
--	--	--	--	--	--



Practical

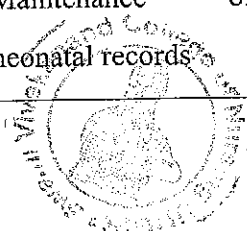
Placement: Fourth Year

Time: Practical-180 Hours

Practical 180 hrs (Integrated Practice) *

Areas	Duration (Weeks)	Objectives	Skills	Assessments	Assessment Methods
Antenatal Clinic/OPD	2	* Assessment of pregnant women	<ul style="list-style-type: none"> • Antenatal history taking • Physical Examination • Recording of weight & B.P • Hb & Urine testing for sugar and albumin • Antenatal examination- abdomen & breast • Immunization • Assessment of risk status • Teaching antenatal mothers • Maintenance of Antenatal records 	<ul style="list-style-type: none"> *Conduct Antenatal *Examinations 30 • Health talk-1 • Case book recordings 	<ul style="list-style-type: none"> *Verification of findings of Antenatal examinations * Completion of casebook recordings
Post natal ward	4	<ul style="list-style-type: none"> • Provide nursing care to post natal 	<ul style="list-style-type: none"> • Examination & assessment of mother & baby 	<ul style="list-style-type: none"> • Give care to post natal mothers-20 	<ul style="list-style-type: none"> • Assessment of clinical performanc

Areas	Duration (week)	Objectives	Skills	Assessments	Assessment Methods
Newborn nursery	2	*Provide nursing care to Newborn at risk	<ul style="list-style-type: none"> • Newborn assessment • Admission of neonates • Feeding of at risk neonates □ Katori spoon, paladi, tube feeding, total parenteral nutrition • Thermal management of neonates-kangaroo mother care, care of baby in incubator • Monitoring and care of neonates • Administering medications • Intravenous therapy • Assisting with diagnostic procedure • Assisting with exchange transfusion • Care of baby on ventilator • Phototherapy • Infection control protocols in the nursery • Teaching & counseling of parents • Maintenance of neonatal records 	<ul style="list-style-type: none"> • Case study-1 • Observation study-1 	<ul style="list-style-type: none"> *Assessment of clinical performance • Assessment of each skill with checklists <p>Evaluation of & Observation study</p>



MIDWIFERY & OBSTETRIC PRACTICE

HOURS:

Hours prescribed		IV year (Hours)	Integr. Practice (Hours)
Theory		90	-
Practical		180	240+180
TOTALHRS:	THEORY	90	+ PRACTICAL 600

EXAMINATIONS:

	Marks	THEORY		Marks	PRACTICAL	
			IV year			IV year
Viva	--		--			
Midterm	50		✓	50		✓
Pre final	75		✓	50		✓
TOTAL		125			100	

ASSIGNMENTS:

THEORY				
NO	ASSIGNMENT	MARKS	III YEAR	IV YEAR
1	Seminar	50	✓	-
2	Drug study	50	-	✓
	TOTAL	100	-	-

NO	ASSIGNMENT / CLINICAL EVALUATION	NUMBER	MARKS	PLACEMENT
1	Health talk	1	25	IV
2	Care study: ANC PNC New born	1	50	IV
		1	50	IV
		1	50	IV

Evaluation

Internal assessment

Theory:

Maximum marks 25

Mid term examination –	50
Pre final –	75

	125

Out of 15

Assignments:

Seminar01	50
Drugstudy 01	50

	100

Out of 10

Practical

Casepresentation01
Antenatal ward / postnatal ward

Marks 50

Care study 03

Marks 150

Antenatal ward-01 (50 marks each)

Postnatal ward 01

Newborn 01

Healtheducation01

Marks25

Newborn assessment 01

Marks25

Casebook (4th year & internship)

Mark100

Clinicalevaluation04

Marks 400

ANC ward 01



SEMINAR EVALUATION CRITERIA

NAME :-

DATE:-

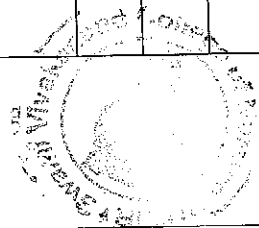
AUDIENCE:-

TIME:-

TOPIC:-

MARKS :-

Sr. No.	Factors/ Elements	1	2	3	4	5	Total	Remarks
I	Subject Matter 1) Introduction 2) Organization of Topic 3) Presentation of Topic 4) Relevant Examples 5) Relevant Statistical data 6) Group participation 7) Control of group 8) Conclusion							
II	A.V. AIDS 1) Appropriate to subject 2) Proper use of A.V. Aids 3) Self -Explanatory 4) Attractive 5) Planning &Preparation 6) Use of Modern Technology							
III	Personal Appearance 1) Voice and Clarity 2) Mannerism							
IV	References(Books, Journals & Resource Person)							



Drug study

- Index of drug
- Introduction
- Classification of drugs
- Factors affecting action of drugs
- Name of the drug (Trade & Pharmaceutical name)
- Preparation, strength and dose
- Indications and contraindications
- Actions
- Adverse effects and drug interactions
- Nursing responsibility
- Conclusion
- References

Evaluation criteria

Planning and organization -----	05
Content -----	10
Nursing responsibility -----	05
Conclusion & References -----	05
Total	25



PNC CASE STUDY / PRESENTATION FORMAT

Identification data

**Patient: Name, Age in years, Dr's unit, reg. no
education, occupation, income, religion, marital
status, duration of marriage**

**Gravida, para, abortion, living, blood group
Husband: Name, Age, education, occupation, income**

Present complaints

History of illness

**Menstrual history: age of menarche, duration of menstrual cycle, duration of cycle in days,
regularity, amount of flow, LMP, EDD, associated complaints**

Contraceptive history:

Antenatal attendance:

**Date, weight, pallor, edema, BP, Ut. Ht, presentation/position, FHS, Hb, Urine
albumin/sugar, treatment**

Obstetric history:

H/O Previous pregnancy / deliveries,

**Period of pregnancy, type of labour/delivery, birth weight, PNC condition, Condition of
new born, remarks**

Present pregnancy:

Date of booking, number of ANC visits, H/O minor ailments

Past medical, surgical history:

Family history:

Diet history:

Socioeconomic status

Personal habits

Psychosocial status

Physical assessment:

**Mother: General examination: head to foot
Baby: new born assessment**

Conclusion

Investigation

Ultrasonography

Treatment

Description of disease

Therapeutic diet plan



Nursing care plan

Nurse's notes

Discharge planning

Antenatal advice

Evaluation of care

References

NEW BORN CASE STUDY FORMAT

Name, date of birth / discharge, reg. no, Dr's unit,

Mother's previous obstetric history, present pregnancy, labour history, baby's birth history

General examination: head to foot

Daily observation chart

Nursing care plan



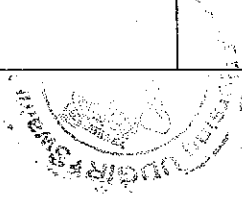
EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT: _____
AREA OF EXPERIENCE: _____
PERIOD OF EXPERIENCE: _____
SUPERVISOR: _____

Total 100 Marks

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5	Score
1	<p>D) Planning and organization</p> <p>a) Formulation of attainable objectives</p> <p>b) Adequacy of content</p> <p>c) Organization of subject matter</p> <p>d) Current knowledge related to subject Matter</p> <p>e) Suitable A.V. Aids</p> <p>II) Presentation:</p> <p>a) Interesting</p> <p>b) Clear Audible</p> <p>c) Adequate explanation</p> <p>d) Effective use of A.V. Aids</p> <p>e) Group Involvement</p> <p>f) Time Limit</p> <p>III) Personal qualities:</p> <p>a) Self confidence</p> <p>b) Personal appearance</p> <p>c) Language</p> <p>d) Mannerism</p> <p>e) Self awareness of strong & weak points</p> <p>IV) Feed back:</p> <p>a) Recapitulation</p> <p>b) Effectiveness</p> <p>c) Group response</p> <p>V) Submits assignment on time</p>						



Internship (Integrated Practice)

Sr. No	Subject	Theory	Practical (In hrs)	In weeks
1.	Midwifery and Obstetrical nursing		240	5
2.	Midwifery and Obstetrical nursing*		180	4
3.	Community Health Nursing II		195	4
4.	Medical Surgical Nursing (adult And Geriatrics) with nursing administration		370	8
5.	Child Health Nursing		70	2
6.	Mental Health Nursing		50	1
	Total Hours		1105	24

Note:

1. Internship means 8 hours of integrated clinical duties in which 2 weeks of evening and night shift duties are included.
2. Recommended hours of theory should be completed as day system/ block system prior to each posting.
3. Internship should be carried out as 8 hours per day @ 48 hours per week
4. Students during internship will be supervised by nursing teachers
5. Fourth year final examination to be held only after completing internship.
6. * as per INC Notification shifted from third year

**Obstetrical Nursing –
Practical - 5 weeks (240hours)**

Area	Duration in weeks	Objective	Skills	Assignment	Assessment methods
Labour ward	2	Provide comprehensive care to mothers and neonates	Integrated practice	Completion of other essential requirements. Case book recordings	Assess clinical performance with rating scale Completion of case book recordings
Neonatal intensive care unit/ NICU	1				
Antenatal	2				

**Community Health Nursing II –
Practical- 4 weeks (195 hours)**

Area	Duration	Objectives	Skills	Assessment
Urban	4 Weeks	<input type="checkbox"/> Provide comprehensive care to individual, family and community	<input type="checkbox"/> Integrated practice and group project- / research project 1 in urban	<input type="checkbox"/> Assess clinical performance with rating scale <input type="checkbox"/> Evaluation of project



<p>OT laproscopic orthopedic Eye ENT</p>	<p>2</p>	<ul style="list-style-type: none"> • To gain proficiency in OT nursing • Develop advance skill in special procedures used in OT. • Identify potential problems and provide accordingly • Skills in setting the trolley • Record accurately findings and medications. • Develop IPR with family members. • Acquint with OT technique 	<ul style="list-style-type: none"> • Identify instruments • Assist in OT set up • Supervise sterilization • Assist in OT table layout. • Observe immediately after operation. • Supervise infection control 	<ul style="list-style-type: none"> • Assist – 5 cases 	<ul style="list-style-type: none"> • Record book • Checking with supervisor
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IVth

COURSE OF INSTRUCTION FOURTH YEAR BASIC B.SC. NURSING

SN	SUBJECT	THEORY HRS		PRACTICAL HRS	HRS
		Class	Lab		
1	Midwifery and Obstetrical nursing	90	-	180	
2	Community Health Nursing	90		135	
3	Management of nursing services and education	60	30		
		240	30	315	
		270			
	TOTAL HOURS	585			

SCHEME OF EXAMINATION FOURTH YEAR

SN	SUBJECT	HOURS	INTERNAL ASSESSMENT	EXTERNAL EXAM	TOTAL
1	Midwifery and Obstetrical nursing	3	25	75	100
2	Community Health Nursing	3	25	75	100
3	Management of nursing services and education	3	25	75	100
	Practical and viva voce Midwifery and Obstetrical nursing		50	50	100
	Community Health Nursing		50	50	100



Sr No	Subjects	Maximum marks for internal assessment	Assignments / tests	Weightage	Maximum marks of assessment / tests
3	Management of nursing services and education	25	Midterm Test – 1 Prefinal Exam – 1 Assignment: Seminar Ward management Diet sheet Clinical evaluation	50 75 100 25 25 100 <hr/> 250	15 marks <hr/> 10 marks

