

**PHARMACOLOGY – II**  
**Including Fundamentals of Prescribing**  
**Module**

**DESCRIPTION:** This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics & nursing implications. Further it develops understanding of fundamental principles of prescribing in students.

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

1. Explain the drugs used in the treatment of ear, nose, throat and eye disorders.
2. Explain the drugs used in the treatment of urinary system disorders.
3. Describe the drugs used in the treatment of nervous system disorders.
4. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.
5. Explain the drugs used to treat emergency conditions and immune disorders.
6. Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology.
7. Demonstrate understanding about the drugs used in alternative system of medicine.
8. Demonstrate understanding about the fundamental principles of prescribing.

## COURSE OUTLINE

### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	<b>Drugs used in disorders of ear, nose, throat &amp; Eye</b> <ul style="list-style-type: none"> <li>● Antihistamines</li> <li>● Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity-chlorhexidine mouthwash</li> <li>● Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Objective type</li> </ul>
II	4 (T)	Describe drugs acting on urinary system & nurse's responsibilities	<b>Drugs used on urinary system</b> <ul style="list-style-type: none"> <li>● Pharmacology of commonly used drugs                             <ul style="list-style-type: none"> <li>○ Renin angiotensin system</li> <li>○ Diuretics and antidiuretics</li> <li>○ Drugs toxic to kidney</li> <li>○ Urinary antiseptics</li> <li>○ Treatment of UTI – acidifiers and alkalinizers</li> </ul> </li> <li>● Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Objective type</li> </ul>
III	10 (T)	Describe drugs used on nervous system & nurse's responsibilities	<b>Drugs acting on nervous system</b> <ul style="list-style-type: none"> <li>● Basis &amp; applied pharmacology of commonly used drugs</li> <li>● Analgesics and anaesthetics                             <ul style="list-style-type: none"> <li>○ Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs</li> <li>○ Antipyretics</li> <li>○ Opioids &amp; other central analgesics                                     <ul style="list-style-type: none"> <li>✓ General (techniques of GA, pre anesthetic medication) &amp; local anesthetics</li> <li>✓ Gases: oxygen, nitrous, oxide, carbon-dioxide &amp; others</li> </ul> </li> </ul> </li> <li>● Hypnotics and sedatives</li> <li>● Skeletal muscle relaxants</li> <li>● Antipsychotics</li> <li>○ Mood stabilizers</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Antidepressants</li> <li>• Antianxiety Drugs</li> <li>• Anticonvulsants</li> <li>• Drugs for neurodegenerative disorders &amp; miscellaneous drugs</li> <li>• Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse</li> </ul>		
IV	5 (T)	Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities	<b>Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy</b> <ul style="list-style-type: none"> <li>• Estrogens and progesterones <ul style="list-style-type: none"> <li>○ Oral contraceptives and hormone replacement therapy</li> </ul> </li> <li>• Vaginal contraceptives</li> <li>• Drugs for infertility and medical termination of pregnancy <ul style="list-style-type: none"> <li>○ Uterine stimulants and relaxants</li> </ul> </li> <li>• Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
V	3 (T)	Develop understanding about important drugs used for women before, during and after labour	<b>Drugs used for pregnant women during antenatal, labour and postnatal period</b> <ul style="list-style-type: none"> <li>• Tetanus prophylaxis</li> <li>• Iron and Vit K1 supplementation</li> <li>• Oxytocin, Misoprostol</li> <li>• Ergometrine</li> <li>• Methyl prostaglandin F2-alpha</li> <li>• Magnesium sulphate</li> <li>• Calcium gluconate</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI	10 (T)	Describe drugs used in deaddiction, emergency, poisoning, vitamins & minerals supplementation, drugs used for immunization & immune-suppression & nurse's responsibilities	<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>• Drugs used for deaddiction</li> <li>• Drugs used in CPR and emergency- adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone</li> <li>• IV fluids &amp; electrolytes replacement</li> <li>• Common poisons, drugs used for treatment of poisoning <ul style="list-style-type: none"> <li>○ Activated charcoal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Ipecac</li> <li>○ Antidotes,</li> <li>○ Anti-snake venom (ASV)</li> <li>● Vitamins and minerals supplementation</li> <li>● Vaccines &amp; sera (Universal immunization program schedules)</li> <li>● Anticancer drugs: Chemotherapeutic drugs commonly used</li> <li>● Immuno-suppressants and Immunostimulants</li> </ul>		
<b>VII</b>	4 (T)	Demonstrate awareness of common drugs used in alternative system of medicine	<b>Introduction to drugs used in alternative systems of medicine</b> <ul style="list-style-type: none"> <li>● Ayurveda, Homeopathy, Unani and Siddha etc.</li> <li>● Drugs used for common ailments</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Observational visit</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Objective type</li> </ul>
<b>VIII</b>	20 (T)	Demonstrate understanding about fundamental principles of prescribing	<b>Fundamental principles of prescribing</b> <ul style="list-style-type: none"> <li>● Prescriptive role of nurse practitioners: Introduction</li> <li>● Legal and ethical issues related to prescribing</li> <li>● Principles of prescribing</li> <li>● Steps of prescribing</li> <li>● Prescribing competencies</li> </ul>	<ul style="list-style-type: none"> <li>● Completion of module on Fundamental principles of prescribing</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Assignments evaluation</li> </ul>

### **Bibliography: (Pharmacology)**

1. Satoskar, Bhandarkar, Ainapure: Pharmacology and pharmacotherapeutics, 18 Edition Popular Prakashan Mumbai.
2. M M Das: Pharmacology, Books & Allied (p) Ltd, 4 Edition 2001.
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4. Ramesh Karmegan: First aid to Pharmacology for undergraduates, Paras Medical publishers, Hyderabad, India, 1 Edition 2003.
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6. Govoni & Hayes: Drugs and nursing implications, 8 Edition, Appleton & Lange Newyork.
7. Rodman & Smith: Clinical pharmacology in nursing, 2 Edition, J B Lippincott company, Philadelphia.
8. Richard A Lehne : Pharmacology for nursing care , 3 Edition ,W B S aunderers company , Philadelphia, 1990.
9. Lalit Mishra: Drug Today, Vol 12, No 12, Lorina publications Inc. Delhi 2004

## **PATHOLOGY - II AND GENETICS**

**PLACEMENT:** IV SEMESTER

**THEORY:** 1 Credit (20 hours) (Includes lab hours also)

**DESCRIPTION:** This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.

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

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology
2. Rationalize the various laboratory investigations in diagnosing pathological disorders
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests
4. Apply the knowledge of genetics in understanding the various pathological disorders
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

## COURSE OUTLINE

### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Explain pathological changes in disease conditions of various systems	<p><b>Special Pathology:</b></p> <p><b>Pathological changes in disease conditions of selected systems</b></p> <p><b>1. Kidneys and Urinary tract</b></p> <ul style="list-style-type: none"> <li>• Glomerulonephritis</li> <li>• Pyelonephritis</li> <li>• Renal calculi</li> <li>• Cystitis</li> <li>• Renal Cell Carcinoma</li> <li>• Renal Failure (Acute and Chronic)</li> </ul> <p><b>2. Male genital systems</b></p> <ul style="list-style-type: none"> <li>• Cryptorchidism</li> <li>• Testicular atrophy</li> <li>• Prostatic hyperplasia</li> <li>• Carcinoma penis and Prostate.</li> </ul> <p><b>3. Female genital system</b></p> <ul style="list-style-type: none"> <li>• Carcinoma cervix</li> <li>• Carcinoma of endometrium</li> <li>• Uterine fibroids</li> <li>• Vesicular mole and Choriocarcinoma</li> <li>• Ovarian cyst and tumors</li> </ul> <p><b>4. Breast</b></p> <ul style="list-style-type: none"> <li>• Fibrocystic changes</li> <li>• Fibroadenoma</li> <li>• Carcinoma of the Breast</li> </ul> <p><b>5. Central nervous system</b></p> <ul style="list-style-type: none"> <li>• Meningitis.</li> <li>• Encephalitis</li> <li>• Stroke</li> <li>• Tumors of CNS</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides, X-rays and scans</li> <li>• Visit to pathology lab, endoscopy unit and OT</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
II	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	<p><b>Clinical Pathology</b></p> <ul style="list-style-type: none"> <li>• Examination of body cavity fluids:               <ul style="list-style-type: none"> <li>○ Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visit to clinical lab and biochemistry lab</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Analysis of semen:               <ul style="list-style-type: none"> <li>○ Sperm count, motility and morphology and their importance in infertility</li> </ul> </li> <li>• Urine:               <ul style="list-style-type: none"> <li>○ Physical characteristics, Analysis, Culture and Sensitivity</li> </ul> </li> <li>• Faeces:               <ul style="list-style-type: none"> <li>○ Characteristics</li> <li>○ Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc.</li> <li>○ Methods and collection of urine and faeces for various tests</li> </ul> </li> </ul>		

### **Bibliography – Pathology**

1. Harsh Mohan : Text book of Pathology, IV Edition Jaypee Brothers, New Delhi 2000.
2. Heller : Pathology: Comprehensive Review 1999 Edition.
3. Emanuel Rubin M D, John L Farber : Pathology , III Edition , Lippincott, Philadelphia 1999.
4. Carol Mattson Porth : Pathophysiology ,VII Edition Lippincott Philadelphia 2002.
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6. JCE Underwood : General and systemic pathology , III Edition, Churchill liuvingstone , Philadelphia 2000.
7. Canjanov and Linder : Anderson’s pathology, X Edition , Lippincott , Philadelphia 1996.
8. Vinay Kumar M D etal : Basic Pathology , VI Edition W B Saunders coy USA 1997.
9. Walter F Coulson : Surgical Pathology , II Edition J B Lippincott coy Philadelphia, 1988.
10. Parakrama Chandrasoma : Concise pathology, III Edition, Hall International, USA,1998.
11. Lynne’s Gracia, M S & David A Brucker : Diagnostic medical parasitology , III Edition ASM press, Washington’2005.
12. Haber et al : Differential diagnosis in pathology , W B Saunders coy, Philadelphia, 2002.

**GENETICS**  
**COURSE OUTLINE**

**T – Theory**

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



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

### **Bibliography –(Genetics)**

1. S Mandal: Fundamentals of Human Genetics II Edition New Central Book Agency, Kolkota 1996
2. S D Gangane : Human Genetics II Edition, Saurabh Printers, Noida.
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4. J A Fraser Roberts : An introduction to medical genetics ,V Edition, Oxford University,1970.
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10. Mary B Mahowald , et al : Genetics in the clinic, Mosby Philadelphia.2001.
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15. Pansky Ban, Review of Medical Embryology. Macmillian Publishing Company, New York 1982.
- 16.. Smell, Richard S: Clinical Embryology for medical students, Little Brown and Company, Boston,1972.
- 17 .Langman , Jan :Medical Embryology,William& Wilkins, Baltimore 1973.

**PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING  
BIOETHICS PLACEMENT:**

**IV SEMESTER**

**THEORY:** 1 Credit (20 hours)

**DESCRIPTION:** This course is designed to help students to develop an understanding of professionalism and demonstrate professional behavior in their workplace with ethics and professional values. Further the students will be able to identify ethical issues in nursing practice and participate effectively in ethical decision making along with health team members.

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

1. Describe profession and professionalism.
2. Identify the challenges of professionalism.
3. Maintain respectful communication and relationship with other health team members, patients and society.
4. Demonstrate professional conduct.
5. Describe various regulatory bodies and professional organizations related to nursing.
6. Discuss the importance of professional values in patient care.
7. Explain the professional values and demonstrate appropriate professional values in nursing practice.
8. Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting.
9. Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.
10. Advocate for patients 'wellbeing, professional growth and advancing the profession.
11. Identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare.
12. Apply knowledge of ethics and bioethics in ethical decision making along with health team members.
13. Protect and respect patient 's rights.

## COURSE OUTLINE

### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	<p>Discuss nursing as a profession</p> <p>Describe the concepts and attributes of professionalism</p> <p>Identify the challenges of professionalism</p> <p>Maintain respectful communication and relationship with other health team members, patients and society</p> <p>Demonstrate professional conduct</p> <p>Respect and maintain professional boundaries between patients, colleagues and society</p> <p>Describe the roles and responsibilities of regulatory bodies and professional organizations</p>	<p><b>PROFESSIONALISM</b></p> <p><b>Profession</b></p> <ul style="list-style-type: none"> <li>• Definition of profession</li> <li>• Criteria of a profession</li> <li>• Nursing as a profession</li> </ul> <p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>• Definition and characteristics of professionalism</li> <li>• Concepts, attributes and indicators of professionalism</li> <li>• <i>Challenges of professionalism</i> <ul style="list-style-type: none"> <li>○ Personal identity vs professional identity</li> <li>○ Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records</li> <li>○ Communication &amp; Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making</li> <li>○ Relationship with patients and society</li> </ul> </li> </ul> <p><b>Professional Conduct</b></p> <ul style="list-style-type: none"> <li>• Following ethical principles</li> <li>• Adhering to policies, rules and regulation of the institutions</li> <li>• Professional etiquettes and behaviours</li> <li>• Professional grooming: Uniform, Dress code</li> <li>• Professional boundaries: Professional relationship with the patients, caregivers and team members</li> </ul> <p><b>Regulatory Bodies &amp; Professional Organizations: Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Regulatory bodies:</i> Indian Nursing Council, State Nursing Council</li> <li>• <i>Professional Organizations:</i> Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Debate</li> <li>• Role play</li> <li>• Case based discussion</li> <li>• Lecture cum Discussion</li> <li>• Visit to INC, SNC, TNAI</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Objective type</li> <li>• Visit reports</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	5 (T)	<p>Discuss the importance of professional values</p> <p>Distinguish between personal values and professional values</p> <p>Demonstrate appropriate professional values in nursing practice</p>	<p><b>PROFESSIONAL VALUES</b></p> <ul style="list-style-type: none"> <li>• Values: Definition and characteristics of values</li> <li>• Value clarification</li> <li>• Personal and professional values</li> <li>• Professional socialization: Integration of professional values with personal values</li> </ul> <p><b>Professional values in nursing</b></p> <ul style="list-style-type: none"> <li>• Importance of professional values in nursing and health care</li> <li>• Caring: definition, and process</li> <li>• Compassion: Sympathy Vs empathy, Altruism</li> <li>• Conscientiousness</li> <li>• Dedication/devotion to work</li> <li>• Respect for the person- Human dignity</li> <li>• Privacy and confidentiality: Incidental disclosure</li> <li>• Honesty and integrity: Truth telling</li> <li>• Trust and credibility: Fidelity, Loyalty</li> <li>• Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Value clarification exercise</li> <li>• Interactive learning</li> <li>• Story telling</li> <li>• Sharing experiences</li> <li>• Scenario based discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of student's behavior with patients and families</li> </ul>
III	10 (T)	<p>Define ethics &amp; bioethics</p> <p>Explain ethical principles</p> <p>Identify ethical concerns</p> <p>Ethical issues and dilemmas in health care</p>	<p><b>ETHICS &amp; BIOETHICS</b></p> <p><b>Definitions: Ethics, Bioethics and Ethical Principles</b></p> <ul style="list-style-type: none"> <li>• Beneficence</li> <li>• Non-maleficence: Patient safety, protecting patient from harm, Reporting errors</li> <li>• Justice: Treating each person as equal</li> <li>• Care without discrimination, equitable access to care and safety of the public</li> <li>• Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice</li> </ul> <p><b>Ethical issues and ethical dilemma:</b></p> <p><b>Common ethical problems</b></p> <ul style="list-style-type: none"> <li>• Conflict of interest</li> <li>• Paternalism</li> <li>• Deception</li> <li>• Privacy and confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion with examples</li> <li>• Flipping/ self-directed learning</li> <li>• Role play</li> <li>• Story telling</li> <li>• Sharing experiences</li> <li>• Case based Clinical discussion</li> <li>• Role modeling</li> <li>• Group exercise on ethical decision-making following steps on a given scenario</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Quiz</li> <li>• Reflective diary</li> <li>• Case report</li> <li>• Attitude test</li> <li>• Assessment of assignment</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions</p> <p>Explain code of ethics stipulated by ICN and INC</p>	<ul style="list-style-type: none"> <li>• Valid consent and refusal</li> <li>• Allocation of scarce nursing resources</li> <li>• Conflicts concerning new technologies</li> <li>• Whistle-blowing</li> <li>• <i>Beginning of life issues</i> <ul style="list-style-type: none"> <li>○ Abortion</li> <li>○ Substance abuse</li> <li>○ Fetal therapy</li> <li>○ Selective deduction</li> <li>○ Intrauterine treatment of fetal conditions</li> <li>○ Mandated contraception</li> <li>○ Fetal injury</li> <li>○ Infertility treatment</li> </ul> </li> <li>• <i>End of life issues</i> <ul style="list-style-type: none"> <li>○ End of life</li> <li>○ Euthanasia</li> <li>○ Do Not Resuscitate (DNR)</li> </ul> </li> <li>• <i>Issues related to psychiatric care</i> <ul style="list-style-type: none"> <li>○ Non compliance</li> <li>○ Restrain and seclusion</li> <li>○ Refuse to take food</li> </ul> </li> </ul>		

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Outcomes</b>	<b>Content</b>	<b>Teaching/ Learning Activities</b>	<b>Assessment Methods</b>
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		<p>Discuss the rights of the patients and families to make decisions about health care</p> <p>Protect and respect patients' rights</p>	<p><b>Process of ethical decision making</b></p> <ul style="list-style-type: none"> <li>• Assess the situation (collect information)</li> <li>• Identify the ethical problem</li> <li>• Identify the alternative decisions</li> <li>• Choose the solution to the ethical decision</li> <li>• Implement the decision</li> <li>• Evaluate the decision</li> </ul> <p><b>Ethics committee: Roles and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Clinical decision making</li> <li>• Research</li> </ul> <p><b>Code of Ethics</b></p> <ul style="list-style-type: none"> <li>• International Council of Nurses (ICN)</li> <li>• Indian Nursing Council</li> </ul> <p><b>Patients' Bill of Rights-17 patients' rights (MoH&amp;FW, GoI)</b></p> <ol style="list-style-type: none"> <li>1. Right to emergency medical care</li> <li>2. Right to safety and quality care according to standards</li> <li>3. Right to preserve dignity</li> <li>4. Right to nondiscrimination</li> <li>5. Right to privacy and confidentiality</li> <li>6. Right to information</li> <li>7. Right to records and reports</li> <li>8. Right to informed consent</li> <li>9. Right to second opinion</li> <li>10. Right to patient education</li> <li>11. Right to choose alternative treatment options if available</li> <li>12. Right to choose source for obtaining medicines or tests</li> <li>13. Right to proper referral and transfer, which is free from perverse commercial influences</li> <li>14. Right to take discharge of patient or receive body of deceased from hospital</li> <li>15. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure</li> <li>16. Right to protection for patients involved in clinical trials, biomedical and health research</li> <li>17. Right to be heard and seek redressal</li> </ol>		
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**ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY**  
**including Geriatric Nursing AND PALLIATIVE CARE**  
**MODULE**

**PLACEMENT:** IV SEMESTER

**THEORY:** 7 Credits (140 hours)

**PRACTICUM:** Lab/Skill Lab (SL): 1 Credit (40 hours) Clinical: 6 Credits (480 hours)

**DESCRIPTION:** This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative and rehabilitative care to adult patients with various Medical Surgical disorders.

**COMPETENCIES:** On completion of the course the students will apply nursing process and critical thinking in delivering holistic nursing care with selected Medical and Surgical conditions.

At the completion of Adult Health Nursing II course, students will

1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders.
2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection.
3. Identify diagnoses, list them according to priority and formulate nursing care plan.
4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
5. Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
9. Identify the drugs used in treating patients with selected medical surgical conditions.
10. Plan and provide relevant individual and group education on significant medical surgical topics.
11. Maintain safe environment for patients and the health care personnel in the hospital.

## COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders	<p><b>Nursing management of patient with disorders of Ear, Nose and Throat</b> (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management)</p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the ear, nose and throat</li> <li>• History, physical assessment, and diagnostic tests</li> <li>• <b>Ear</b> <ul style="list-style-type: none"> <li>○ External ear: deformities otalgia, foreign bodies and tumors</li> <li>○ Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors</li> <li>○ Inner ear: Meniere’s disease, labyrinthitis, ototoxicity tumors</li> </ul> </li> <li>• Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis</li> <li>• Epistaxis, Nasal obstruction, laryngeal obstruction</li> <li>• Deafness and its management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of hearing aids, nasal packing, medication administration</li> <li>• Visit to audiology and speech clinic</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> <li>• Essay</li> <li>• OSCE</li> <li>• Assessment of skill (using checklist)</li> <li>• Quiz</li> <li>• Drug book</li> </ul>
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye  Describe eye donation, banking and transplantation	<p><b>Nursing management of patient with disorder of eye</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the eye</li> <li>• History, physical assessment, diagnostic assessment</li> </ul> <p><b>Eye Disorders</b></p> <ul style="list-style-type: none"> <li>• Refractive errors</li> <li>• Eyelids: infection, deformities</li> <li>• Conjunctiva: inflammation and infection bleeding</li> <li>• Cornea: inflammation and infection</li> <li>• Lens: cataract</li> <li>• Glaucoma</li> <li>• Retinal detachment</li> <li>• Blindness</li> <li>• Eye donation, banking and transplantation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of visual aids, lens, medication administration</li> <li>• Visit to eye bank</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short Essay</li> <li>• OSCE</li> <li>• Drug book</li> </ul>

<b>III</b>	15 (T) 4 (L/SL)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders</p> <p>Demonstrate skill in genitourinary assessment</p> <p>Prepare patient for genitourinary investigations</p> <p>Prepare and provide health education on prevention of renal calculi</p>	<p><b>Nursing management of patient with Kidney and Urinary problems</b></p> <ul style="list-style-type: none"> <li>• Review of Anatomy and physiology of the genitourinary system</li> <li>• History, physical assessment, diagnostic tests</li> <li>• Urinary tract infections: acute, chronic, lower, upper</li> <li>• Nephritis, nephrotic syndrome</li> <li>• Renal calculi</li> <li>• Acute and chronic renal failure</li> <li>• Disorders of ureter, urinary bladder and Urethra</li> <li>• Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Case Discussion</li> <li>• Health education</li> <li>• Drug book</li> <li>• Field visit – Visits hemodialysis unit</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short Note</li> <li>• Long essay</li> <li>• Case report</li> <li>• Submits health teaching on prevention of urinary calculi</li> </ul>
<b>IV</b>	6 (T)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders</p>	<p><b>Nursing management of disorders of male reproductive system</b></p> <ul style="list-style-type: none"> <li>• Review of Anatomy and physiology of the male reproductive system</li> <li>• History, Physical Assessment, Diagnostic tests</li> <li>• Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Case Discussion</li> <li>• Health education</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>Orchitis</p> <ul style="list-style-type: none"> <li>• Sexual dysfunction, infertility, contraception</li> <li>• Male Breast Disorders: gynecomastia, tumor, climacteric changes</li> </ul>		
V	10 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	<p><b>Nursing management of patient with burns, reconstructive and cosmetic surgery</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the skin and connective tissues</li> <li>• History, physical assessment, assessment of burns and fluid &amp; electrolyte loss</li> <li>• Burns</li> <li>• Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment</li> <li>• Legal and ethical aspects</li> <li>• Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of burn wound assessment, vacuum dressing and fluid calculations</li> <li>• Visit to burn rehabilitation centers</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Short notes</li> </ul>
VI	16 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	<p><b>Nursing management of patient with neurological disorders</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the neurological system</li> <li>• History, physical and neurological assessment, diagnostic tests</li> <li>• Headache, Head injuries</li> <li>• Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia</li> <li>• Spinal cord compression: herniation of in vertebral disc</li> <li>• Intra cranial and cerebral aneurysms</li> <li>• Meningitis, encephalitis, brain, abscess, neuro-cysticercosis</li> <li>• Movement disorders: Chorea, Seizures &amp; Epilepsies</li> <li>• Cerebrovascular disorders: CVA</li> <li>• Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia</li> <li>• Peripheral Neuropathies</li> <li>• Degenerative diseases: Alzheimer's disease, Parkinson's disease</li> <li>• <i>Guillain-Barré syndrome</i>, Myasthenia gravis &amp; Multiple sclerosis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of physiotherapy, neuro assessment, tracheostomy care</li> <li>• Visit to rehabilitation center, long term care clinics, EEG, NCV study unit,</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Short notes</li> <li>• Essay</li> <li>• Drug book</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Rehabilitation of patient with neurological deficit</li> </ul>		
<b>VII</b>	12 (T) 4 (L/SL)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders</p> <p>Prepare and provides health education on prevention of HIV infection and rehabilitation</p> <p>Describe the national infection control programs</p>	<p><b>Nursing management of patients with Immunological problems</b></p> <ul style="list-style-type: none"> <li>Review of Immune system</li> <li>Nursing Assessment: History and Physical assessment</li> <li>HIV &amp; AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS</li> <li>Role of Nurse; Counseling, Health education and home care consideration and rehabilitation</li> <li>National AIDS Control Program – NACO, various national and international agencies for infection control</li> </ul>	<ul style="list-style-type: none"> <li>Lecture, discussion</li> <li>Case Discussion/ seminar</li> <li>Refer Module on HIV/AIDS</li> </ul>	
<b>VIII</b>	12 (T) 4 (L/SL)	<p>Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments</p>	<p><b>Nursing management of patient with Oncological conditions</b></p> <ul style="list-style-type: none"> <li>Structure and characteristics of normal and cancer cells</li> <li>History, physically assessment, diagnostic tests</li> <li>Prevention screening early detections warning sign of cancer</li> <li>Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition</li> <li>Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord.</li> <li>Oncological emergencies</li> <li>Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy</li> <li>Psychological aspects of cancer: anxiety, depression, insomnia, anger</li> <li>Supportive care</li> <li>Hospice care</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Demonstration of chemotherapy preparation and administration</li> <li>Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit</li> </ul> <p>• Completion of palliative care</p>	<ul style="list-style-type: none"> <li>OSCE</li> <li>Essay</li> <li>Quiz</li> <li>Drug book</li> <li>Counseling, health teaching</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				module during clinical hours (20 hours)	
<b>IX</b>	15 (T) 4 (L/SL)	Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with acute emergencies	<p><b>Nursing management of patient in Emergency and Disaster situations</b></p> <p><b>Disaster Nursing</b></p> <ul style="list-style-type: none"> <li>• Concept and principles of disaster nursing, Related Policies</li> <li>• Types of disaster: Natural and manmade</li> <li>• Disaster preparedness: Team, guidelines, protocols, equipment, resources</li> <li>• Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies</li> <li>• Principles of emergency management</li> <li>• Medico legal aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of disaster preparedness (Mock drill) and triaging</li> <li>• Filed visit to local disaster management centers or demo by fire extinguishers</li> <li>• Group presentation (role play, skit, concept mapping) on different emergency care</li> <li>• <b>Refer Trauma care management/ ATCN module</b></li> <li>• Guided reading on National Disaster Management Authority (NDMA) guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Case presentations and case study</li> </ul>
<b>X</b>	10 (T)	<p>Explain the Concept, physiological changes, and psychosocial problems of ageing</p> <p>Describe the nursing management of the elderly</p>	<p><b>Nursing care of the elderly</b></p> <ul style="list-style-type: none"> <li>• History and physical assessment</li> <li>• Aging process and age-related body changes and psychosocial aspects</li> <li>• Stress and coping in elder patient</li> <li>• Psychosocial and sexual abuse of elderly</li> <li>• Role of family and formal and non-formal caregivers</li> <li>• Use of aids and prosthesis (hearing aids, dentures)</li> <li>• Legal and ethical issues</li> <li>• National programs for elderly, privileges, community programs and health services</li> <li>• Home and institutional care</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of communication with visual and hearing impaired</li> <li>• Field visit to old age homes</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Case presentations</li> <li>• Assignment on family systems of India focusing on geriatric population</li> </ul>
<b>XI</b>	15 (T) 8 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units	<p><b>Nursing management of patients in critical Care units</b></p> <ul style="list-style-type: none"> <li>• Principles of critical care nursing</li> <li>• Organization: physical set-up, policies, staffing norms</li> <li>• Protocols, equipment and supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration on the use of mechanical ventilators, cardiac monitors etc.</li> <li>• Clinical practice in</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Short notes</li> <li>• Case presentations</li> <li>• Assessment of skill on monitoring of</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other</li> <li>• Advanced Cardiac Life support</li> <li>• Nursing management of critically ill patient</li> <li>• Transitional care</li> <li>• Ethical and Legal Aspects</li> <li>• Breaking Bad News to Patients and/or their families: Communication with patient and family</li> <li>• End of life care</li> </ul>	different ICUs	<p>patients in ICU.</p> <ul style="list-style-type: none"> <li>• Written assignment on ethical and legal issues in critical care</li> </ul>
<b>XII</b>	5 (T)	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/ industrial health disorders	<p><b>Nursing management of patients occupational and industrial disorders</b></p> <ul style="list-style-type: none"> <li>• History, physical examination, Diagnostic tests</li> <li>• Occupational diseases and management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Industrial visit</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on industrial health hazards</li> </ul>

### **Bibliography:**

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2. Black J.M. Hawk, J.H. (2005) Medical Surgical Nursing Clinical Management for Positive Outcomes. (7<sup>th</sup> ed) Elsevier.
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## CLINICAL PRACTICUM

**CLINICAL PRACTICUM:** 6 Credits (480 Hours) – 20 weeks × 24 hours

**PRACTICE COMPETENCIES:** On completion of the clinical practicum, the students will develop proficiency in applying nursing process and critical thinking in rendering holistic nursing care including rehabilitation to the adult/geriatric patients admitted in Critical Care Units, undergoing cosmetic and reconstructive surgery and with selected medical & surgical disorders of ear, nose, throat, eye, Genitourinary, reproductive, immunologic, nervous systems and in emergency/disaster conditions.

The students will be competent to

1. Utilize the nursing process in providing care to the sick adults in the hospital
  - a. Perform complete health assessment to establish a data base for providing quality patient care.
  - b. Integrate the knowledge of diagnostic tests in patient assignment.
  - c. Identify nursing diagnoses and list them according to priority.
  - d. Formulate nursing care plan, using problem solving approach.
  - e. Apply scientific principles while giving nursing care to patients.
  - f. Develop skill in performing nursing procedures applying scientific principle.
  - g. Establish/develop interpersonal relationship with patients and family members.
  - h. Evaluate the expected outcomes and modify the plan according to the patient needs.
2. Provide comfort and safety to adult patients in the hospital.
3. Maintain safe environment for patients during hospitalization.
4. Explain nursing actions appropriately to the patients and family members.
5. Ensure patient safety while providing nursing procedures.
6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.
7. Provide pre, intra and post-operative care to patients undergoing surgery.
8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders.
9. Integrate evidence-based information while giving nursing care to patients.
10. Demonstrate the awareness of legal and ethical issues in nursing practice.

### **I. Nursing Management of Patients with ENT Disorders**

#### **A. Skill Lab**

##### **Use of manikins and simulators**

- Tracheostomy care
- Instilling Ear and Nasal medications
- Bandage application



## B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ENT Ward and OPD	2	Provide care to patients with ENT disorders  Educate the patients and their families	<ul style="list-style-type: none"> <li>• Examination of ear, nose, throat and History taking</li> <li>• Applying bandages to Ear, Nose</li> <li>• Tracheostomy care</li> <li>• Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures                             <ul style="list-style-type: none"> <li>○ Auditory screening tests</li> <li>○ <b>Audiometric tests</b></li> </ul> </li> <li>• Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing</li> <li>• Preparation and after care of patients undergoing ENT surgical procedures</li> <li>• Instillation of drops/medication</li> </ul>	<ul style="list-style-type: none"> <li>• ENT assessment –1</li> <li>• Case study/ Clinical presentation – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• OSCE</li> <li>• Case report study/ Clinical presentation</li> </ul>

## II. Nursing Management of Patients with Eye Conditions

### A. Skill Lab

#### Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

### B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Ophthalmology unit	2	Develop skill in providing care to patients with Eye disorders  Educate the patients and	<ul style="list-style-type: none"> <li>• History taking, Examination of eyes and interpretation</li> <li>• Assisting procedures                             <ul style="list-style-type: none"> <li>○ Visual acuity</li> <li>○ Fundoscopy, retinoscopy, ophthalmoscopy, tonometry,</li> <li>○ Refraction tests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Eye assessment – 1</li> <li>• Health teaching</li> <li>• Case study/ Clinical Presentation– 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• OSCE</li> <li>• Clinical presentation</li> </ul>
		their families	<ul style="list-style-type: none"> <li>• Pre and post-operative care</li> <li>• Instillation of drops/ medication</li> <li>• Eye irrigation</li> <li>• Application of eye bandage</li> <li>• Assisting with foreign body removal</li> </ul>		

## III. Nursing Management of Patients with Kidney and Urinary System Disorders

### A. Skill Lab

#### Use of manikins and simulators

- Assessment: kidney & urinary system
- Preparation: dialysis
- Catheterization and care
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## B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Renal ward/ nephrology ward including Dialysis unit	2	Develop skill in Management of patients with urinary, male reproductive problems	<ul style="list-style-type: none"> <li>• Assessment of kidney and urinary system               <ul style="list-style-type: none"> <li>○ History taking</li> <li>○ Physical examination</li> <li>○ Testicular self-examination</li> <li>○ digital rectal exam</li> </ul> </li> <li>• Preparation and assisting with diagnostic and therapeutic procedures               <ul style="list-style-type: none"> <li>○ Cystoscopy, Cystometrogram,</li> <li>○ Contrast studies: IVP etc.</li> <li>○ Peritoneal dialysis</li> <li>○ Hemodialysis,</li> <li>○ Lithotripsy</li> <li>○ Specific tests: Semen analysis, gonorrhoea test, Renal/ Prostate Biopsy etc.</li> </ul> </li> <li>• Catheterization: care</li> <li>• Bladder irrigation</li> <li>• I/O recording and monitoring</li> <li>• Ambulation and exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment – 1</li> <li>• Drug presentation – 1</li> <li>• Care study/ Clinical presentation – 1</li> <li>• Preparing and assisting in hemodialysis</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Care plan</li> <li>• OSCE</li> <li>• Quiz</li> <li>• Drug Presentation</li> </ul>

## IV. Nursing Management of Patients with Burns and Reconstructive Surgery

### A. Skill Lab

#### Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

### B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Burns unit/ reconstructive surgical unit	2	<p>Develop skill in burns assessment and providing care to patients with different types of burns</p> <p>Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries</p>	<ul style="list-style-type: none"> <li>• Assessment of burns</li> <li>• First aid of burns</li> <li>• Fluid &amp; electrolyte replacement therapy</li> <li>• Skin care</li> <li>• Care of Burn wounds               <ul style="list-style-type: none"> <li>– Bathing</li> <li>– Dressing</li> </ul> </li> <li>• Pre-operative and post-operative care of patients</li> <li>• Caring of skin graft and post cosmetic surgery</li> <li>• Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• burn wound assessment – 1</li> <li>• care study/case presentation – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation,</li> <li>• Care study/case report</li> </ul>

## V. Nursing Management of Patients with neurological disorders

### A. Skill Lab

#### Use of manikins and simulators

- Range of motion exercises
- Muscle strengthening exercises
- Crutch walking

### B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Neurology-medical/ Surgery wards	3	Develop skill in Management of patients with Neurological problems	<ul style="list-style-type: none"> <li>• History taking; Neurological Examination</li> <li>• Patient monitoring</li> <li>• Prepare and assist for various invasive and non-invasive diagnostic procedures</li> <li>• Range of motion exercises, muscle strengthening</li> <li>• Care of medical, surgical and rehabilitative patients</li> </ul>	<ul style="list-style-type: none"> <li>• euro- assessment –1</li> <li>• Case study/ case presentation – 1</li> <li>• Drug presentation – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Neuro assessment</li> <li>• OSCE</li> <li>• Case report/ presentations</li> </ul>

## VI. Nursing Management of Patients with Immunological Disorders

### A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

### B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward/ Medical ward	1	Develop skill in the Management of patients with immunological disorders	<ul style="list-style-type: none"> <li>• History taking</li> <li>• Immunological status assessment (e.g. HIV) and Interpretation of specific tests</li> <li>• Caring of patients with low immunity</li> <li>• Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of immune status</li> <li>• Teaching of isolation to patient and family care givers</li> <li>• Nutritional management</li> <li>• Care Note – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Care note</li> <li>• Quiz</li> <li>• Health Teaching</li> </ul>

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

### A. Skill Lab

#### Use of manikins and simulators

- Application of topical medication
- Administration of chemotherapy

## B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Oncology wards (including day care radiotherapy unit)	3	Develop skill in providing care to patients with oncological disorders	<ul style="list-style-type: none"> <li>History taking &amp; physical examination of cancer patients</li> <li>Screening for common cancers: TNM classification</li> <li>Preparation, assisting and after care patients undergoing diagnostic procedures                             <ul style="list-style-type: none"> <li>Biopsies/FNAC</li> <li>Pap smear</li> <li>Bone-marrow aspiration</li> </ul> </li> <li>Various modalities of treatment                             <ul style="list-style-type: none"> <li>Chemotherapy</li> <li>Radiotherapy</li> <li>Pain management</li> <li>Stoma therapy</li> <li>Hormonal therapy</li> <li>Immuno therapy</li> <li>Gene therapy</li> <li>Alternative therapy</li> </ul> </li> <li>Stoma care and feeding</li> <li>Caring of patients treated with nuclear medicine</li> <li>Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Assessment – 1</li> <li>Care study/ clinical presentation – 1</li> <li>Pre and post-operative care of patient with various modes of cancer treatment</li> <li>Teaching on BSE to family members</li> <li>Visit to palliative care unit</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>Care study</li> <li>Quiz</li> <li>Drug book</li> </ul>

## VIII. Nursing Management of Patients in emergency conditions

### A. Skill Lab

#### Use of manikins and simulators

- Assessment: primary and secondary survey
- Trauma care: bandaging, wound care, splinting, positions

### B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Emergency room/ Emergency unit	2	Develop skill in providing care to patients with emergency health problems	<ul style="list-style-type: none"> <li>Practicing 'triage'</li> <li>Primary and secondary survey in emergency</li> <li>Examination, investigations &amp; their interpretations, in emergency &amp; disaster situations</li> <li>Emergency care of medical and traumatic injury patients</li> <li>Documentations, assisting in legal procedures in emergency unit</li> <li>Managing crowd</li> <li>Counseling the patient and family in dealing with grieving &amp; bereavement</li> </ul>	<ul style="list-style-type: none"> <li>Triage</li> <li>Immediate care</li> <li>Use of emergency trolley</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>Quiz</li> </ul>

## IX. Nursing Management of geriatric patients

### A. Skill Lab

#### Use of manikins and simulators

- Use of assistive safety devices

### B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Geriatric ward	1	Develops skill in geriatric assessment and providing care to patients with geriatric illness	<ul style="list-style-type: none"> <li>• History taking and assessment of Geriatric patient</li> </ul>	<ul style="list-style-type: none"> <li>• Geriatric assessment – 1</li> <li>• Care of normal and geriatric patient with illness</li> <li>• Fall risk assessment – 1</li> <li>• Functional status assessment – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Care plan</li> </ul>

## X. Nursing Management of Patients in critical care units

### A. Skill Lab

#### Use of manikins and simulators

- Assessment critically ill
- ET tube set up –suction
- TT suction
- Ventilator set up
- Chest drainage
- Bag mask ventilation
- Central & Peripheral line
- Pacemaker

### B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Critical Care Unit	2	Develop skill in assessment of critically ill and providing care to patients with critical health conditions	<ul style="list-style-type: none"> <li>• Assessment of critically ill patients</li> <li>• Assisting in arterial puncture, ET tube intubation &amp; extubation</li> <li>• ABG analysis &amp; interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis</li> <li>• Setting up of Ventilator modes and settings and care of patient on a ventilator</li> <li>• Set up of trolley with instruments</li> <li>• Monitoring and maintenance of Chest drainage system</li> <li>• Bag and mask ventilation</li> <li>• Assisting and maintenance of Central and peripheral lines invasive</li> <li>• Setting up of infusion pump, defibrillator,</li> <li>• Drug administration-infusion, intracardiac, intrathecal, epidural,</li> <li>• Monitoring pacemaker</li> <li>• ICU care bundle</li> <li>• Management of the dying patient in the ICU</li> </ul>	<ul style="list-style-type: none"> <li>• Hemodynamic monitoring</li> <li>• Different scales used in ICU</li> <li>• Communicating with critically ill patients</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• OSCE</li> <li>• RASS scale assessment</li> <li>• Use of VAE bundle VAP, CAUTI, BSI</li> <li>• Case Presentation</li> </ul>