



**RAMAIAH  
UNIVERSITY**  
OF APPLIED SCIENCES

**M.S.Ramaiah University of Applied Science**  
**Programme Structure and Course Details**  
**Of**  
**B.Sc. Nursing Programme**  
**Batch 2022 Onwards**

**M.S.Ramaiah University of Applied Science**  
**Ramaiah Institute of Nursing Education and**  
**Research**

  
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Bangalore - 560 054

  
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Approved by the Academic council at its 27<sup>th</sup> meeting held on 26<sup>th</sup> September 2022

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## REGULATIONS AND CURRICULUM FOR B.SC. (NURSING) PROGRAM, REGULATIONS, 2022

### SHORT TITLE AND COMMENCEMENT

These Regulations may be called the Ramaiah University of Applied Sciences (Revised Regulations and Curriculum for B.Sc. (Nursing) Program) Regulations, 2022.

### I. INTRODUCTION OF THE PROGRAM

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

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

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

### II. PHILOSOPHY

The Ramaiah University of Health Sciences believes that:

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

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

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

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

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

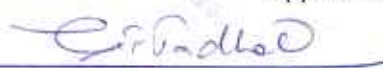
### III.AIMS & OBJECTIVES

#### Aims (Programme outcomes)

The B.Sc. nursing graduate nurse will be able to:

- **PO1-** Patient centered care: Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
- **PO2-** Professionalism: Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
- **PO3-** Teaching & Leadership: Influence the behaviour of individuals and groups within their

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environment and facilitate establishment of shared goals through teaching and leadership


- **PO4- System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.
- **PO5- Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
- **PO6- Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
- **PO7- Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.
- **PO8- Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- **PO9- Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.
- **PO10- Evidence based practice:** Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

### Objectives (Programme specific outcomes)

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

- **PSO1-** Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioral sciences, and humanities, in the practice of professional nursing and midwifery.
- **PSO2-** Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences.
- **PSO3-** Provide promotive, preventive and restorative health services in line with national health policies and programs.
- **PSO4-** Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.
- **PSO5-** Respect the dignity, worth, and uniqueness of self and others.
- **PSO6-** Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care.

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- **PSO7-** Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.
- **PSO8-** Communicate effectively with patients, peers, and all health care providers.
- **PSO9-** Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.
- **PSO10-** Integrate research findings and nursing theory in decision making in evidence-based practice.
- **PSO11-** Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.
- **PSO12-** Participate in the advancement of the profession to improve health care for the betterment of the global society

#### Medium of Instruction

The medium of instruction for B.Sc. Nursing Program is English.

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

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

1. **Patient centered care:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
3. **Teaching & Leadership:** Influence the behaviour of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership
4. **System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.
5. **Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
6. **Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
7. **Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.
8. **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
9. **Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.

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

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

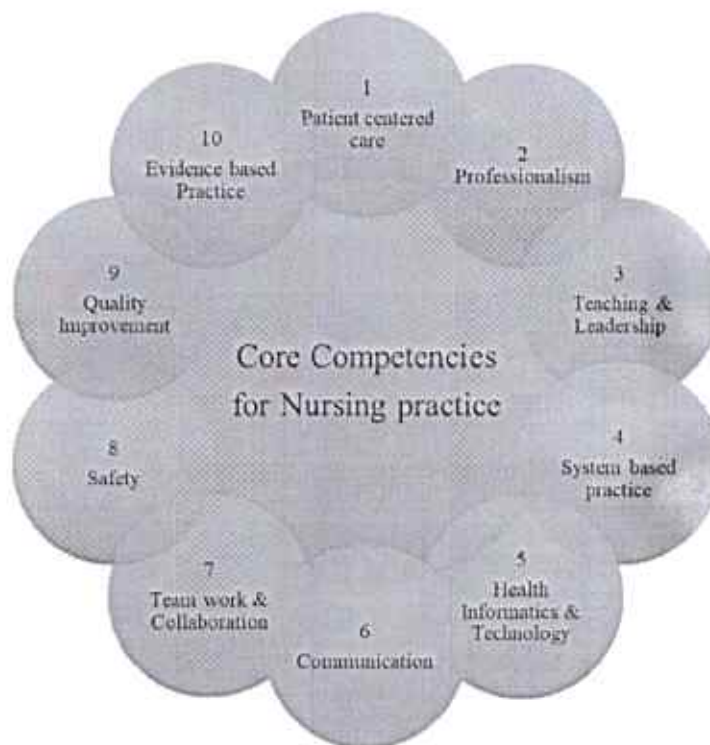


Figure 1. Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate {Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016)}

## V. ADMISSION TERMS AND CONDITIONS

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

### 2. Minimum Educational Qualification

- a) Candidate with Science who have passed the qualifying 12<sup>th</sup> Standard examination (10+2) and must have obtained a minimum of 45% marks in Physics, Chemistry and Biology taken together and passed in English individually.
- b) Candidates are also eligible from State Open School recognized by State Government and National Institute of Open School (NIOS) recognized by Central Government having Science subjects and English only.
- c) English is a compulsory subject in 10+2 for being eligible for admission to B.Sc. (Nursing).

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3. Colour blind candidates are eligible provided that colour corrective contact lens and spectacles are worn by such candidates.
4. Candidate shall be medically fit.
5. Married candidates are also eligible for admission.
6. Students shall be admitted once in a year.
7. Selection of the candidates shall be based on the merit in the entrance examination conducted by RUAS. Entrance test shall include multiple choice questions from:

Aptitude for Nursing	20 marks
Physics	10 marks
Chemistry	10 marks
Biology	20 marks
English	20 marks

The minimum qualifying criteria of entrance test to admission to B.Sc. Nursing is as under:

General 50th percentile

SC/ST/OBC 40th percentile

General - PwD 45th percentile (Person with Disability)

SC/ST/OBC - PwD 40th percentile

**For Government seats:**

Eligible candidates are allotted to the college through Karnataka Examination Authority (KEA), Govt. of Karnataka, counselling

### 8.Reservation Policy

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

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


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

- **Reservation for disability**

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

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

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**Note:**

- i. Reservations shall be applicable within the sanctioned number of the seats.
- ii. The start of the semester shall be 1<sup>st</sup> August every year.
- iii. No admission after the cut-off date i.e. 30<sup>th</sup> September will be undertaken. Further Hall Tickets/Admit Card shall not be issued to the candidates who are admitted after 30<sup>th</sup> September.
- iv. The responsibility of obtaining and verifying the requisite documents for admission lies with the Institution and University.

**9.Foreign Nationals:**

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

**10.Admission/Selection Committee**

This committee should comprise of:

- Registrar, Ramaiah University of Applied Sciences
- Principal, Ramaiah Institute of Nursing Education and Research
- Admission Director, Ramaiah University of Applied Sciences
- Professor/Associate Professor, Ramaiah Institute of Nursing Education and Research

Final decision of admission shall be based on admission committee's recommendations

**VI.CURRICULUM**

**Curricular Framework**

The Ramaiah University of Applied Sciences adopts the B.Sc. Nursing programme curriculum prescribed by Indian Nursing Council in 2020.

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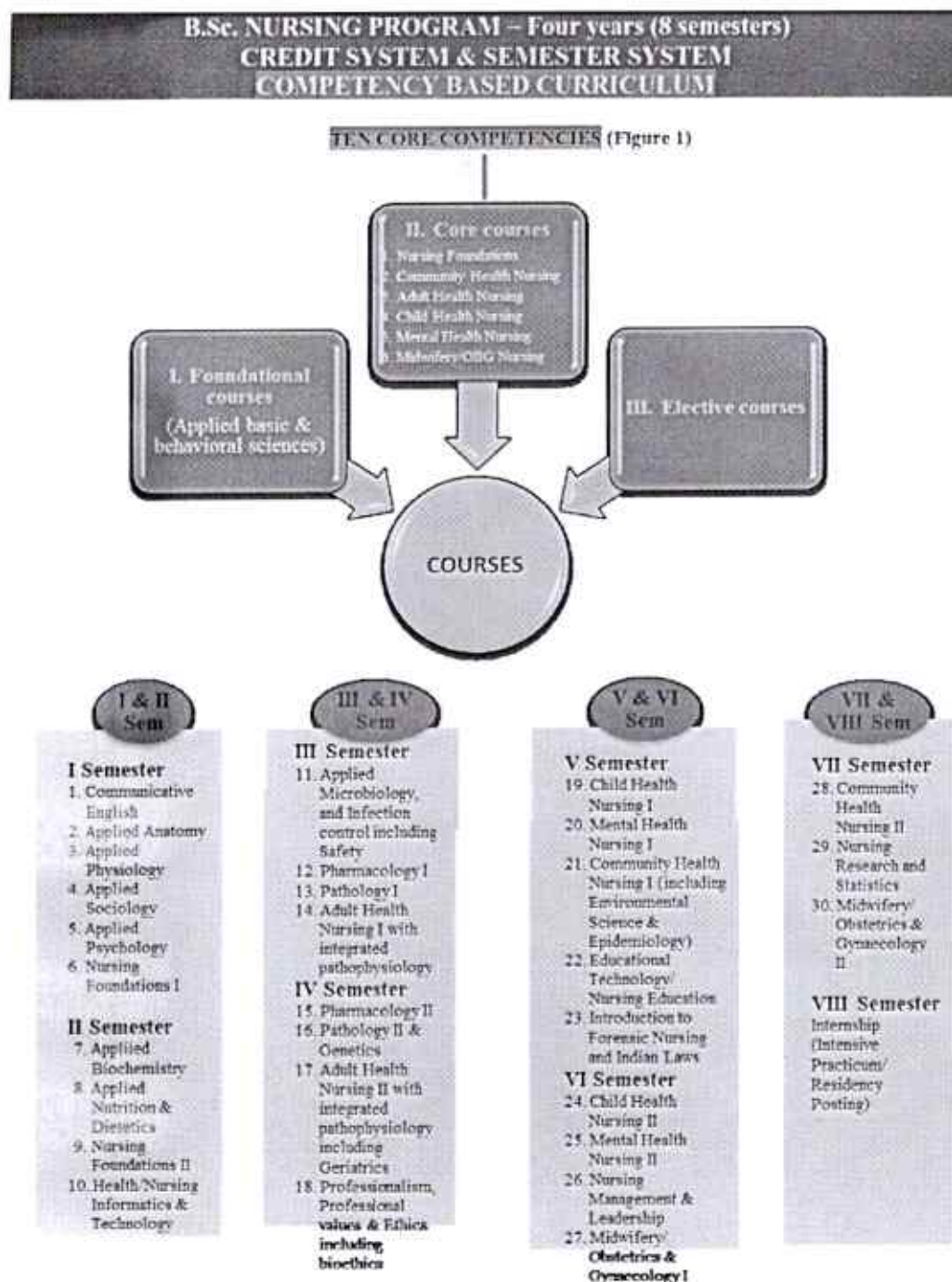


Figure 2. Curricular Framework

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*[Signature]*  
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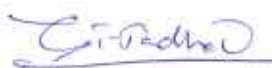


## 1. Program Structure

B.Sc. Nursing Program Structure			
I Semester	III Semester	V Semester	VII Semester
1. Communicative English	1. Applied Microbiology and Infection Control including Safety	1. *Child Health Nursing I	1. Community Health Nursing II
2. Applied Anatomy	2. Pharmacology I	2. Mental Health Nursing I	2. Nursing Research & Statistics
3. Applied Physiology	3. Pathology I	3. Community Health Nursing I (including Environmental Science & Epidemiology)	3. Midwifery/Obstetrics and Gynecology (OBG) Nursing II
4. Applied Sociology	4. *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology	4. Educational Technology/Nursing Education	
5. Applied Psychology		5. Introduction to Forensic Nursing and Indian Laws	
6. *Nursing Foundations I		<b>Mandatory Modules</b> *Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part of Child Health Nursing	<b>Mandatory Modules</b> *Safe delivery app under OBG Nursing I/II (VI/VII Semester)
7. Kannada Language			<b>Elective Module</b> 1) Job Readiness And Employability In Health Care Settings 2) Adolescent Health
<b>Mandatory Module</b> *First Aid as part of Nursing Foundation I Course	<b>Mandatory Module</b> *BCLS as part of Adult Health Nursing I		
<b>Elective Module</b> Yoga for Health And Wellness	<b>Skill Enhancement Course</b> Basics of ECG  <b>Elective Module</b> Diabetes Foot Care		
II Semester	IV Semester	VI Semester	VIII Semester
1. Applied Biochemistry	1. *Pharmacology II	1. Child Health Nursing II	Internship (Intensive Practicum/Residency Posting)
2. Applied Nutrition and Dietetics	2. Pathology II & Genetics	2. Mental Health Nursing II	
3. *Nursing Foundations II	3. Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing	3. Nursing Management & Leadership	
4. Health/Nursing Informatics & Technology	4. Professionalism, Professional Values & Ethics including Bioethics	4. *Midwifery/Obstetrics and Gynecology (OBG) Nursing I	
	<b>Mandatory Module</b> *Fundamentals of Prescribing under Pharmacology II	<b>Mandatory Module</b> *SBA Module under OBG Nursing I/II (VI/VII Semester)	
<b>Mandatory Module</b> *Health Assessment as part of Nursing Foundation II Course	*Palliative care module under Adult Health Nursing II	<b>Elective Module</b> 1) Lactation Counselling 2) Introduction to Health Economics	

**Note:** Attitude, ethics and communication (AETCOM) Module will be delivered as part of curricular activity throughout the eight semester

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## 2. Curriculum Implementation: Overall Plan

Duration of the program: 8 semesters

1-7 Semesters

One Semester Plan for the first 7 Semesters

Total Weeks per Semester: 26 weeks per semester

Number of Weeks per Semester for instruction: 20 weeks (40 hours per week  $\times$  20 weeks = 800 hours)

Number of Working Days: Minimum of 100 working days (5 days per week  $\times$  20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays: 6 weeks.

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

Vacation: 3 weeks

8<sup>th</sup> Semester

One semester: 22 weeks.

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

Vacation: 1 week

  
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### 3.Courses of Instruction with Credit Structure

S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor y Contact hours	Lab/ Skill Lab credits	Lab/ Skill Lab Contact hours	Clinical credits	Clinic al 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
		BNA101A	Kannada language		30						30
		BNE101A	Yoga for health and wellness	1	20						20
			<b>TOTAL</b>	<b>21</b>	<b>450</b>	<b>2</b>	<b>80</b>	<b>2</b>	<b>160</b>	<b>21+2+ 690+80 = 770</b>	
2	Second	BIOC 135	Applied Biochemistry	2	40						40
		NUTR 140	Applied Nutrition and Dietetics	3	60						60
		N-NF (II) 125	Nursing Foundation II including Health Assessment module	6	120	3	120	4	320		560
		HNIT 145	Health/Nursing Informatics & Technology	2	40	1	40				80
		SSCC (II) 130	Self-study/Co-curricular								40+20
			<b>TOTAL</b>	<b>13</b>	<b>260</b>	<b>4</b>	<b>160</b>	<b>4</b>	<b>320</b>	<b>13+4+ 740+60 = 800</b>	
3	Third	MICR 201	Applied Microbiology and Infection Control including Safety	2	40	1	40				80
		PHAR (I) 205	Pharmacology I	1	20						20
		PATH (I) 210	Pathology I	1	20						20
		N-AHN (I) 215	Adult Health Nursing I with integrated pathophysiology including BCLS module	7	140	1	40	6	480		660
		BNM201A	Basics of ECG	1	20						20
		BNE201A	Diabetes Foot Care	1	20						20
		SSCC (I) 220	Self-study/Co-curricular								20
			<b>TOTAL</b>	<b>12</b>	<b>240</b>	<b>2</b>	<b>80</b>	<b>6</b>	<b>480</b>	<b>12+2+ 800+20 = 820</b>	
4	Fourth	PHAR (II) 205	Pharmacology II including Fundamentals of prescribing module	3	60						60

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**Programme structure and course details of B.Sc. Nursing-2022**

		PATH (II) 210	Pathology II and Genetics	1	20					20
		N-AHN (II) 225	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module	7	140	1	40	6	480	660
		PROF 230	Professionalism, Professional Values and Ethics including bioethics	1	20					20
		SSCC(II) 220	Self-study/Co-curricular							40
			<b>TOTAL</b>	<b>12</b>	<b>240</b>	<b>1</b>	<b>40</b>	<b>6</b>	<b>480</b>	<b>12+1+760+40=800</b>
5	Fifth	N-CHN(I) 301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	60	1	40	2	160	260
		N-MHN(I) 305	Mental Health Nursing I	3	60			1	80	140
		N-COMH(I) 310	Community Health Nursing I including Environmental Science & Epidemiology	5	100			2	160	260
		EDUC 315	Educational Technology/Nursing Education	2	40	1	40			80
		N-FORN 320	Introduction to Forensic Nursing and Indian laws	1	20					20
		SSCC(I) 325	Self-study/Co-curricular							20+20
			<b>TOTAL</b>	<b>14</b>	<b>280</b>	<b>2</b>	<b>80</b>	<b>5</b>	<b>400</b>	<b>14+2+760+40=800</b>
6	Sixth	N-CHN(II) 301	Child Health Nursing II	2	40			1	80	120
		N-MHN(II) 305	Mental Health Nursing II	2	40			2	160	200
		NMLE 330	Nursing Management & Leadership	3	60			1	80	140
		N-MIDW(II) / OBGN 335	Midwifery/Obstetrics and Gynecology (OBG) Nursing I including SBA module	3	60	1	40	3	240	340
		BNE301A	Lactation counselling	1	20					20
		BNE302A	Introduction to Health Economics	1	20					20
		SSCC(II) 325	Self-study/Co-curricular							-
			<b>TOTAL</b>	<b>11</b>	<b>220</b>	<b>1</b>	<b>40</b>	<b>7</b>	<b>560</b>	<b>11+1+7=19</b>
7	Seventh	N-COMH(II) 401	Community Health Nursing II	5	100			2	160	260
		NRST 405	Nursing Research & Statistics	2	40	2	80			120
		N-MIDW(II)/ OBGN 410	Midwifery/Obstetrics and Gynecology (OBG) Nursing II including Safe delivery app module	3	60	1	40	4	320	420
		BNE401A	Job readiness and employability in healthcare	1	20					20

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**Programme structure and course details of B.Sc. Nursing-2022**

			settings						
		BNE402A	Adolescent Health	1	20				20
			Self-study/Co-curricular						
			<b>TOTAL</b>	<b>11</b>	<b>220</b>	<b>3</b>	<b>120</b>	<b>6</b>	<b>480 11+3+6=20 820</b>
8	Eight (Internship)	INTE 415	Community Health Nursing – 4 weeks						
		INTE 420	Adult Health Nursing – 6 weeks						
		INTE 425	Child Health Nursing – 4 weeks						
		INTE 430	Mental Health Nursing- 4weeks						
		INTE 435	Midwifery – 4 weeks						
			<b>TOTAL = 22 weeks</b>				<b>12</b>		<b>1056</b>
							(1 credit = 4 hours per week per semester)		(4 hours × 22 weeks = 88 hours × 12 credits = 1056 hours) (48 hours per week × 22 weeks)
		BNV001A	Attitude, Ethics and Communication (AETCOM) module	Attitude, ethics and communication (AETCOM) Module will be delivered as part of curricular activity throughout the eight semester					
<b>Total Credits</b>				<b>94</b>	<b>1910</b>	<b>15</b>	<b>600</b>	<b>48</b>	<b>3936 157 6446+240 (SS)=6686</b>

1 credit theory – 1 hour per week per semester

1 credit practical/lab/skill lab/simulation lab – 2 hours per week per semester

1 credit clinical – 4 hours per week per semester

1 credit elective course – 1 hour per week per semester

**Total Semesters = 8**

(Seven semesters: One semester = 20 weeks × 40 hours per week = 800 hours)

(Eighth semester – Internship: One semester = 22 weeks × 48 hours per week = 1056 hours)

**Total number of course credits including internship, electives and skill enhancement course – 157**

**(141+12+3+1)**

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## Programme structure and course details of B.Sc. Nursing-2022

### Distribution of credits and hours by courses, internship and electives

S.No.	Credits	Theory (Cr/Hrs)	Lab (Cr/Hrs)	Clinical (Cr/Hrs)	Total credits	Hours
1	Course credits	90 credit per 1800 hours	15/600	36/2880	141	5280
2	Internship*				12	1056
3	Electives				3	60
	<b>TOTAL</b>				<b>156</b>	<b>6396</b>
4	Self-study and Co-curricular	Saturdays (one semester = 5 hours per week × 20 weeks × 7 semesters = 700 hours)			12 35	240 700
					<b>47</b>	<b>940</b>

### Distribution of credits, hours and percentage for theory and practicum (Skill Lab & Clinical) across eight semesters

S.No.	Theory & Practicum (Skill Lab & Clinical)	Credits	Hours	Percentage
1	Theory	90	1800	28
2	Lab/Skill Lab	15	600	10
3	Clinical	36	3936	62
	<b>Total</b>	<b>141</b>	<b>6336 hours</b>	<b>100</b>

#### Practicum (7 semesters) excluding internship

Lab/skill lab/simulation lab – 600 (17%)

Clinical – 2880 (83%)

Total – 3480

Lab/skill lab/simulation lab = 17% of the total practicum planned

**Note:** Besides the stipulated lab and clinical hours, a maximum of 13% (400-450 hours) from the clinical hours can be used in simulation lab/skill lab for skill lab/simulation learning and not to exceed 30% of total hours.

#### 4.Scheme of Examination

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

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## I SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
	Theory					
1	Communicative English	25	25		2	50
2	Applied Anatomy & Applied Physiology	25		75	3	100
3	Applied Sociology & Applied Psychology	25		75	3	100
4	Nursing Foundations I	*25				
5	Kannada	25	25		2	50
	Practical					
6	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 1<sup>st</sup> semester will be added to Nursing Foundations II Theory Internal in the 2<sup>nd</sup> semester and average of the two semesters will be taken.

## II SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
	Theory					
1	Applied Biochemistry and Applied Nutrition & Dietetics	25		75	3	100
2	Nursing Foundations (I & II)	25 I Sem-25 & II Sem-25 (with average of both)		75	3	100
3	Health/Nursing Informatics & Technology	25	25		2	50
	Practical					
4	Nursing Foundations (I & II)	50 I Sem-25 & II Sem-25		50		100

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# Programme structure and course details of B.Sc. Nursing-2022

## III SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	<b>Theory</b>					
1	Applied Microbiology and Infection Control including Safety	25		75	3	100
2	Pharmacology I and Pathology I	*25				
3	Adult Health Nursing I	25		75	3	100
	<b>Practical</b>					
4	Adult Health Nursing I	50		50		100

\*Will be added to the internal marks of Pharmacology II and Pathology II & Genetics in the next semester (Total weightage remains the same).

## IV SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	<b>Theory</b>					
1	Pharmacology & Pathology (I & II) and Genetics	25 III Sem-25 & IV Sem-25 (with average of both)		75	3	100
2	Adult Health Nursing II	25		75	3	100
3	Professionalism, Ethics and Professional Values	25	25		2	50
	<b>Practical</b>					
4	Adult Health Nursing II	50		50		100

## V SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	<b>Theory</b>					
1	Child Health Nursing I	*25				
2	Mental Health Nursing I	*25				
3	Community Health Nursing I including Environmental Science & Epidemiology	25		75	3	100
4	Educational Technology/Nursing Education	25		75	3	100
5	Introduction to Forensic Nursing and Indian Laws	25	25		2	50
	<b>Practical</b>					

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**Programme structure and course details of B.Sc. Nursing-2022**

6	Child Health Nursing I	*25				
7	Mental Health Nursing I	*25				
8	Community Health Nursing I	50		50		100

**\*Will be added to the internal marks of Child Health Nursing II and Mental Health Nursing II in both theory and practical respectively in the next semester (Total weightage remains same).**

**VI SEMESTER**

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	<b>Theory</b>					
1	Child Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
2	Mental Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
3	Nursing Management & Leadership	25		75	3	100
4	Midwifery/Obstetrics & Gynecology I	*25				
	<b>Practical</b>					
5	Child Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
6	Mental Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
7	Midwifery/Obstetrics & Gynecology I	*25				

**\*Will be added to Internal marks of Midwifery II theory and practical respectively in the next semester (Total weightage remains the same)**

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## VII SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
Theory						
1	Community Health Nursing II	25		75	3	100
2	Nursing Research & Statistics	25		75	3	100
2	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	25 Sem VI-25 & Sem VII-25 (with average of both)		75	3	100
Practical						
3	Community Health Nursing II	50		50		100
4	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	50 (Sem VI-25 & Sem VII-25)		50		100

## VIII SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
	Practical					
1	Competency Assessment	100		100		200

## 5.Examination Regulations

Note:

1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
4. Applied Biochemistry and Applied Nutrition and Dietetics: Question paper will consist of Section-A Applied Biochemistry with 25 marks and Section-B Applied Nutrition and Dietetics with 50 marks.
5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.

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7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. Following exams shall be conducted as College exams. The minimum pass is 50% except for Communicative English. The marks for all the college exams listed below alongside all other university exams must be sent to university for inclusion in the mark sheet and shall be considered for calculating aggregate and ranking for awards by university.
  - i. Communicative English
  - ii. Kannada
  - iii. Health/Nursing Informatics and Technology
  - iv. Professionalism, Professional Values and Ethics including Bioethics
  - v. Introduction to Forensic Nursing & Indian Laws

Award of rank will not be considered for those who fail in one or more courses and must have completed the program by 4 years. The mark sheet with grades and grade point average shall be given by the University for all courses. Communicative English, Kannada and Elective Modules are not included for calculating Semester Grade Point Average (SGPA).

10. Minimum pass marks shall be 40% (P grade/4 point) for English, Kannada and elective modules.
11. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
12. The student has to pass in all mandatory modules placed within courses and the pass mark for each module is 50%.
13. A candidate has to pass in theory and practical exam separately in each of the paper.
14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
16. The candidate shall appear for exams in each semester:
  - i. The candidate shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
  - ii. The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
  - iii. The candidate shall have cleared all the previous examination before appearing for final year examination.
- iv. The maximum period to complete the course successfully should not exceed 8 years.

17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
19. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.

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20. All practical examinations must be held in the respective clinical areas.
21. One internal and one external examiner should jointly conduct practical examination for each student.
22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundations course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.
23. Examiner for Competency Assessment – VIII Semester: There must be a total of five examiners, one from each specialty i.e. External examiners – 2 and Internal examiners – 3. The internal examiners may be from the college faculty or from hospital with the required qualification and experience i.e. M.Sc. (Nursing) in respective specialty with minimum three years of teaching experience.
24. Question paper setting: The question papers shall be set by two examiners (one internal and one external) and shall be moderated by the Professor/ Associate professor of the department.
25. Valuation
  - Each answer script will be evaluated by two evaluators (One internal and one external)
  - When the difference of marks between the two valutors is 15% or more the script shall be considered for third valuation. The 15% deviation should be calculated with actual marks and later it may be rounded off. For e.g.

Marks	15% deviation	Cut off value
75	11.25	10.5
38	5.7	5.5
37	5.55	5.5
Similar procedure may be adopted for the other papers carrying different maximum marks		

## VII. ASSESSMENT GUIDELINES

### 1. Formative Assessment Guidelines

The marks distribution of internal assessment is shown below

#### INTERNAL ASSESSMENT : DISTRIBUTION OF MARKS

##### I SEMESTER

S.No.	Name of the Course	Continuous Assessment	Sessional exams- Theory/Practical	Total Internal Marks
<b>Theory</b>				
1	Communicative English	10	15	25
2	Applied Anatomy & Applied Physiology	10	15	25
3	Applied Sociology & Applied Psychology	10	15	25
4	Nursing Foundation I	10	15	25
5	Kannada	10	15	25
<b>Practical</b>				
6	Nursing Foundation I	10	15	25

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## II SEMESTER

S.No.	Name of the Course	Continuous Assessment	Sessional exams- Theory/Practical	Total Internal Marks
<b>Theory</b>				
1	Applied Biochemistry and Applied Nutrition & Dietetics	10	15	25
2	Nursing Foundations II including First Aid I & II	10	15	25 I & II =25+25=50/2
3	Health/Nursing Informatics & Technology	10	15	25
<b>Practical</b>				
4	Nursing foundations II I & II	10	15	25 I &

## III SEMESTER

S.No.	Name of the Course	Continuous Assessment	Sessional exams- Theory/Practical	Total Internal Marks
<b>Theory</b>				
1	Applied Microbiology and Infection Control including Safety	10	15	25
2	Pharmacology I and Pathology I	10	15	25
3	Adult Health Nursing I with integrated pathophysiology including BCLS module	10	15	25
<b>Practical</b>				
4	Adult Health Nursing I	20	30	50

## IV SEMESTER

S.No.	Name of the Course	Continuous Assessment	Sessional exams- Theory/Practical	Total Internal Marks
<b>Theory</b>				
1	Pharmacology II & Pathology II I & II	10	15	25 I & II = 25+25=50/2
2	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing	10	15	25
3	Professional, Professional values and Ethics including bioethics	10	15	25
<b>Practical</b>				
4	Adult Health Nursing II	20	30	50

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**Programme structure and course details of B.Sc. Nursing-2022**

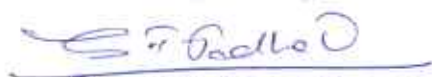
**V SEMESTER**

S.No.	Name of the Course	Continuous Assessment	Sessional exams- Theory/Practical	Total Internal Marks
<b>Theory</b>				
1	Child Health Nursing I	10	15	25
2	Mental Health Nursing I	10	15	25
3	Community Health Nursing I	10	15	25
4	Educational technology/Nursing education	10	15	25
5	Introduction to Forensic Nursing and Indian Laws	10	15	25
<b>Practical</b>				
6	Child Health Nursing I	10	15	25
7	Mental Health Nursing I	10	15	25
8	Community Health Nursing I	20	30	50

**VI SEMESTER**

S.No.	Name of the Course	Continuous Assessment	Sessional exams- Theory/Practical	Total Internal Marks
<b>Theory</b>				
1	Child Health Nursing II I & II	10	15	25 I & II= 25+25=50/2
2	Mental Health Nursing II I & II	10	15	25 I & II= 25+25=50/2
3	Nursing Management and Leadership	10	15	25
4	Midwifery/Obstetrics and Gynecology I	10	15	25
<b>Practical</b>				
5	Child Health Nursing II I & II	10	15	25 I & II= 25+25=50
6	Mental Health Nursing II I & II	10	15	25 I & II= 25+25=50
7	Midwifery/ Obstetrics and Gynecology (OBG) Nursing I	10	15	25

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VII SEMESTER

S.No.	Name of the Course	Continuous Assessment	Sessional exams-Theory/Practical	Total Internal Marks
<b>Theory</b>				
1	Community Health Nursing II	10	15	25
2	Nursing Research & Statistics	10	15	25
3	Midwifery /Obstetrics and Gynecology (OBG) Nursing II I & II	10	15	25 I & II= 25+25=50/2
<b>Practical</b>				
4	Community Health Nursing II	10	15	25 I & II= 25+25=50
5	Midwifery / Obstetrics and Gynecology (OBG ) Nursing II I & II	10	15	25 I & II= 25+25=50

VIII SEMESTER (Internship )

S.No.	Name of the Course	Continuous Assessment	Sessional exams-Theory/Practical	Total Internal Marks
1	Competency assessment- 5 specialties x 20 marks	Each specialty-10 5x10 =50 marks	Each Specialty-10 5x10=50 marks	100

I. CONTINUOUS ASSESSMENT: 10 marks


- Attendance – 2 marks (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
- Written assignments (Two) – 10 marks
- Seminar/microteaching/individual presentation (Two) – 12 marks
- Group project/work/report – 6 marks

Total = 30/3 = 10

If there is mandatory module in that semester, marks obtained by student out of 10 can be added to 30 totaling 40 marks

Total = 40/4 = 10 marks

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## II. SESSIONAL EXAMINATIONS: 15 marks

Two sessional exams per course

### Exam pattern:

MCQ (No choice) marks	4×1 marks	= 4
Essay (Choose any one out of two) marks	1×10 marks	= 10
Short answers (Choose any two out of four) marks	2×5 marks	= 10
Very Short answers (No choice) marks	3×2 marks	= 6
30 marks × 2 = 60/4 = 15		

## PRACTICAL

### I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance – 2 marks (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
  2. Clinical assignments – 10 marks  
(Clinical presentation – 3, drug presentation & report – 2, case study report – 5)
  3. Continuous evaluation of clinical performance – 10 marks
  4. End of posting OSCE – 5 marks
  5. Completion of procedures and clinical requirements – 3 marks
- Total = 30/3 = 10

### II. SESSIONAL EXAMINATIONS: 15 marks

#### Exam pattern:

OSCE – 10 marks (2-3 hours)  
DOP – 20 marks (4-5 hours)  
{DOP – Directly observed practical in the clinical setting}  
Total = 30/2 = 15

**Note:** For Adult Health Nursing I, Adult Health Nursing II, Community Health Nursing I & Community Health Nursing II, the marks can be calculated as per weightage. Double the weightage as 20 marks for continuous assessment and 30 for sessional exams.

### COMPETENCY ASSESSMENT: (VIII SEMESTER)

Internal assessment

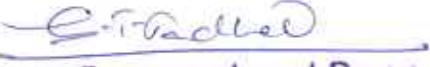
Clinical performance evaluation – 10 × 5 specialty = 50 marks OSCE = 10 × 5 specialty = 50 marks

Total = 5 specialty × 20 marks = 100

## 2. Summative evaluation guidelines

The theory question paper pattern and practical exam pattern are shown below

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**1. UNIVERSITY THEORY QUESTION PAPER PATTERN (For 75 marks)**

**1. Section A – 37 marks and Section B – 38 marks**

- a. **Applied Anatomy & Applied Physiology:** Applied Anatomy – Section A and Applied Physiology – Section B,
- b. **Applied Sociology & Applied Psychology:** Applied Sociology – Section A and Applied Psychology – Section B
- c. **Applied Microbiology & Infection Control including Safety:** Applied Microbiology – Section A and Infection Control including Safety – Section B

**Section A (37 marks)**

MCQ (No choice)	6 × 1 mark	= 6 marks
Essay (Choose any one out of two)	1 × 10 marks	= 10 marks
Short answers (Choose any three out of five)	3 × 5 marks	= 15 marks
Very Short answers (No choice)	3 × 2 marks	= 6 marks

**Section B (38 marks)**

MCQ (No choice)	7 × 1 mark	= 7 marks
Essay (Choose any one out of two)	1 × 10 marks	= 10 marks
Short answers (Choose any three out of five)	3 × 5 marks	= 15 marks
Very Short answers (No choice)	3 × 2 marks	= 6 marks

**2. Section A – 25 marks and Section B – 50 marks**

**Applied Biochemistry & Nutrition & Dietetics:** Applied Biochemistry – Section A and Applied Nutrition & Dietetics – Section B

**Section A (25 marks)**

MCQ (No choice)	4 × 1 mark	= 4 marks
Short answers (Choose any three out of five)	3 × 5 marks	= 15 marks
Very Short answers (No choice)	3 × 2 marks	= 6 marks

**Section B (50 marks)**

MCQ (No choice)	8 × 1 mark	= 8 marks
Essay/situation type (Choose any one out of two)	1 × 10 marks	= 10 marks
Short answers (Choose any four out of six)	4 × 5 marks	= 20 marks
Very Short answers (No choice)	6 × 2 marks	= 12 marks

**3. Section A – 38 marks, Section B – 25 marks and Section C – 12 marks**

**Pharmacology, Pathology and Genetics:** Pharmacology – Section A, Pathology – Section B and

Genetics – Section C

**Section A (38 marks)**

MCQ (No choice)	7 × 1 mark	= 7 marks
Essay (Choose any one out of two)	1 × 10 marks	= 10 marks
Short answers (Choose any three out of five)	3 × 5 marks	= 15 marks
Very Short answers (No choice)	3 × 2 marks	= 6 marks

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*GR*  
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## Programme structure and course details of B.Sc. Nursing-2022

### Section B (25 marks)

MCQ (No choice)	4 × 1 mark	= 4 marks
Short answers (Choose any three out of five)	3 × 5 marks	= 15 marks
Very Short answers (No choice)	3 × 2 marks	= 6 marks

### Section C (12 marks)

MCQ (No choice)	3 × 1 mark	= 3 marks
Short answers (Choose any one out of two)	1 × 5 marks	= 5 marks
Very Short (No choice)	2 × 2 marks	= 4 marks

#### 4. Section A – 55 marks and Section B – 20 marks

**Research and Statistics: Research – Section A and Statistics – Section B**

#### Section A (55 marks)

MCQ (No choice)	9 × 1 mark	= 9 marks
Essay/situation type (Choose any two out of three)	2 × 15 marks	= 30 marks
Short answers (Choose any two out of four)	2 × 5 marks	= 10 marks
Very Short answers (No choice)	3 × 2 marks	= 6 marks

#### Section B (20 marks)

MCQ (No choice)	4 × 1 mark	= 4 marks
Short answers (Choose any two out of four)	2 × 5 marks	= 10 marks
Very Short answer (No choice)	3 × 2 marks	= 6 marks

#### 5. Marks 75 (For all other university exams with 75 marks)

MCQ (No choice)	12 × 1 mark	= 12 marks
Essay/situation type (Choose any two out of three)	2 × 15 marks	= 30 marks
Short answers (Choose any five out of seven)	5 × 5 marks	= 25 marks
Very Short answers (No choice)	4 × 2 marks	= 8 marks

#### 6. College Exam (End of Semester) – 50 marks (50/2 = 25 marks)

MCQ (No choice)	8 × 1 mark	= 8 marks
Essay/situation type (Choose any one out of two)	1 × 10 marks	= 10 marks
Short answers (Choose any four out of six)	4 × 5 marks	= 20 marks
Very Short answers (No choice)	6 × 2 marks	= 12 marks

#### • English - 50 marks

MCQ	= 08 marks
Essay	= 10 marks
Short answers	= 20 marks
Long essay	= 12 marks

#### • Kannada - 50 marks

MCQ	= 25 marks
Essay	= 25 marks

### II. UNIVERSITY PRACTICAL EXAMINATION – 50 marks

OSCE – 15 marks

DOP – 35 marks

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*S. S. Deolth*

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*G. N.*  
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### III. COMPETENCY ASSESSMENT – University Exam (VIII SEMESTER)

Integrated OSCE including all 5 specialties (Stations based on every specialty) = 5 specialty 5 × 20 = 100 marks

**Total of 5 Examiners:** external – 2 and internal – 3 (One from each specialty)

Internal examiners may be chosen from college faculty with required qualification or from hospital with required qualification.

### 3. Internal Assessment Improvement

A candidate, who failed in the university exams, wants to improve his/her Internal assessment, shall be eligible for one improvement test prior to appearing for the next semester end examination.

### 4. Grading of Performance

Based on the performance, each student shall be awarded a final grade at the end of the semester for each course. Absolute grading is used by converting the marks to grade, based on predetermined class intervals.

UGC 10-point grading system is used with pass grade modified.

Letter grade	Grade point	Percentage of marks
O (Outstanding)	10	85% & Above
A+ (Excellent)	9	80-84.99%
A (Very Good)	8	75-79.99%
B+ (Good)	7	65-74.99%
B (Above Average)	6	60-64.99%
C (Average)	5	50-59.99%
P (Pass)	-	50% and above
F (Fail)	0	<50%
Ab (Absent)	0	0

\*Pass for Communicative English, Kannada and Electives – 40% and above.

Grade point 4 (40-49.99%)

### Computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

SGPA is the weighted average of the grade points obtained in all courses by the student during the semester (All courses excluding English and electives)

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### Ex. SGPA Computation

Course Number	Credit/s	Letter grade	Grade point	Credit point (Credit × grade)
1	3 (C1)	A	8 (G1)	3 × 8 = 24
2	4 (C2)	B+	7 (G2)	4 × 7 = 28
3	3 (C3)	B	6 (G3)	3 × 6 = 18

$$SGPA = \frac{C1G1 + C2G2 + C3G3}{C1 + C2 + C3}$$

$$= \frac{70}{10} = 7 \text{ (rounded off to two decimal points)}$$

### Computation of CGPA

CGPA is calculated with SGPA of all semesters to two decimal points and is indicated in final grade in mark card/transcript showing grades of all 8 semesters and their courses/subjects.

CGPA reflects the failed status in case of fail till the course/s are passed.

Semester 1	Semester 2	Semester 3	Semester 4
Credit – Cr Cr: 20	Cr: 22	Cr: 25	Cr: 26
SGPA: 6.5	SGPA: 7.0	SGPA: 5.5	SGPA: 6.0
Cr × SGPA = 20 × 6.5			

$$CGPA = \frac{20 \times 6.5 + 22 \times 7 + 25 \times 5.5 + 26 \times 6}{93}$$

$$= \frac{577.5}{93} = 6.2$$

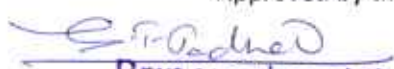
Transcript

Based on the above recommendation on letter grades, grade points, SGPA and CGPA, the transcript shall be issued for each semester with a consolidated transcript indicating the performance in all semesters.

### Declaration of Pass

- First Class with Distinction – CGPA of 7.5 and above
- First Class – CGPA of 6.00-7.49
- Second Class – CGPA of 5.00-5.99

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## VIII. CONDUCT AND DISCIPLINE:

### Conduct

- a. Every student shall conduct himself/herself in a manner befitting his/her association with the University.
- b. He/ She is expected not to indulge in any activity, which is likely to bring disrepute to the University.
- c. He/ She should show due respect and courtesy to the academic staff, faculty members, administrators, officers, and other employees of the University and maintain cordial relationships with fellow students.
- d. Upon request by a student, the University authorities will issue a character and conduct certificate.
- e. Lack of courtesy and decorum, unbecoming of a student, removal of University property or the belongings of fellow students, disturbing others in their studies, adoption of unfair means during examinations, breach of rules and regulations of the University, noisy and unruly behaviour and other similar undesirable activities shall constitute a violation of the code of conduct for students.
- f. **Ragging in any form is strictly prohibited and is considered a serious offence. It may lead to his/her expulsion from the University / Hostel.**
- g. Violation of the code of conduct will invite disciplinary action which may involve punishment ranging from a reprimand, disciplinary probation, fine, debarring from examination(s), withdrawal of placement services and withholding of grades/degrees to cancellation of registration and expulsion from the University.
- h. Based on the reports of the Warden / Manager / Secretary in charge of hostel/s, the Dean may issue a reprimand, impose fines or take any other suitable measures against a resident who violates either the code of conduct or the rules and regulations pertaining to a university hostel or other student residence.
- i. Appropriate authorities of the University may recommend that a student be denied the award of a degree/certificate even if he/she has satisfactorily completed all the academic requirements but is found to be guilty of an offence or offences warranting such extreme action.


### Discipline for Students

As a member of the University, a student is expected to conduct himself/herself in an exemplary manner both inside and outside the campus:

Acts of indiscipline include:

- a. Plagiarism, collusion, cheating and dishonesty in academic work.
- b. Damaging or vandalizing any University property, premises, or facilities.
- c. Disrupting or attempting to disrupt any teaching, study, research, administrative, sporting, social, cultural or any other activities of the University.
- d. Disrupting or attempting to disrupt the lawful exercise of freedom of speech by any member, student, employee or visitor of the University.

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## Programme structure and course details of B.Sc. Nursing-2022

- e. Obstructing or attempting to obstruct any officer, employee, or representative of the University in the performance of his or her duties.
- f. Defacing, damaging, destroying, or attempting to deface damage or destroy any property of, or in the custody of, the University or of any member, officer, employee, or representative of the University, or knowingly misappropriating such property.
- g. Occupying, using, or attempting to occupy or use any property or facilities of the University except as may be expressly or impliedly authorized by the relevant University authorities.
- h. Forging or falsifying any University certificate or similar document or knowingly make false statements concerning standing or results obtained in examinations.
- i. Engaging in any action, which is likely to cause injury or to impair the safety of any person.
- j. Engaging in violent, indecent, disorderly, threatening, or offensive behaviour or using offensive or abusive language.
- k. Engaging in any dishonest behaviour in relation to the University or the holding of any University office.
- l. Disobeying a reasonable instruction given within their authority by any of the University staff.
- m. Refusing to disclose his or her name and/or other relevant details to an officer, an employee or authorized representative of the University in circumstances where it is reasonable to require that that information be disclosed.
- n. Possessing, using, offering, selling, or giving to any person drugs, alcohol, or other banned substances the possession or use of which is illegal.
- o. Engaging in the harassment of any member, visitor, employee, or representative of the University or of any college.
- p. Intentionally or recklessly breaching any regulation relating to the use of the libraries, the information and communications technology facilities; sporting, cultural or other facilities of the University.
- q. Inciting or conspiring with any other person to engage in behaviour or conduct, which amounts to misconduct.
- r. Indulging in ragging in any form within the campus, outside the campus or in hostels. Indulging in ragging will result in rustication from the University. In addition, as declared by the Supreme Court Ragging is a cognizable offence punishable under the Indian Penal code. A police case may be registered against the student and the University authorities will not take any responsibility for any student booked under this provision by law-enforcement authorities.
- s. Indulging in eve-teasing/sexual harassment within the campus, outside the campus, in hostels or other student residences will result in rustication from the University.
- t. Dressing in a manner that is not in keeping with the image, prestige and reputation of the University.
- u. Loitering and throwing litter in the Campus.

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## Programme Mapping (Course-PO-PSO Mapping)

### FIRST SEMESTER

Course Code and name	Programme Outcomes (POs)				Programme specific Outcomes (PSOs)											
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
ENGL101 Communicative English	1	1	1	2	1	2	1	1	2	1	2	2	3	2	2	1
ANAT 105 Applied Anatomy	2	2	2	1	3	1	1	1	1	1	1	1	1	1	1	1
PHYS 110 Applied Physiology	2	2	2	1	3	1	1	1	1	1	1	1	1	1	1	1
SOCI 115 Applied Sociology	2	2	2	1	3	1	1	1	2	1	1	1	1	1	1	1
PSYC 120 Applied Psychology	2	2	2	1	3	1	1	1	2	1	1	1	1	1	1	1
N-NF (I) 125 Nursing Foundation I including First Aid module	3	3	3	3	3	3	3	2	2	2	1	3	1	2	1	1
BNA101A Kannada language	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1
BNE101A Yoga for health and wellness	1	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																

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Heena Y Rao  
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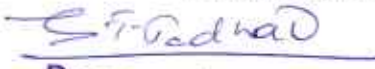
SECOND SEMESTER

Course Code and name	Programme Outcomes (POs)				Programme specific Outcomes (PSOs)											
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
BIOC 135 Applied Biochemistry	2	2	2	1	3	1	1	1	1	1	1	1	1	1	1	1
NUTR 140 Applied Nutrition and Dietetics	2	2	2	1	3	1	1	1	1	1	1	1	1	1	1	1
N-NF (II) 125 Nursing Foundation II including Health Assessment module	3	3	3	3	3	3	3	2	2	2	1	3	1	2	1	1
HNIT 145 Health/Nursing Informatics & Technology	3	2	2	1	2	1	1	1	1	2	3	2	3	2	2	2
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																

  
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THIRD SEMESTER

Course Code and name	Programme Outcomes (POs)				Programme specific Outcomes (PSOs)											
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
MICR201 Applied microbiology and infection control including safety	1	2	2	2	3	3	3	3	2	2	3	3	3	1	2	3
PHAR(1)205 Pharmacology I	1	2	2	2	3	3	2	3	2	2	3	3	2	1	3	2
PATH(1)210 Pathology I	2	3	2	2	3	3	3	3	3	2	2	3	3	2	3	3
N-AHN(1) 215 Adult health nursing I with integrated pathophysiology including BCLS module	3	3	3	2	3	3	3	3	2	2	3	3	3	3	3	3
BNM201A basics of ECG	2	3	3	3	3	3	3	3	2	2	2	2	3	2	3	3
BNE201A diabetic foot care	3	3	3	3	3	3	3	2	3	3	3	3	2	2	3	3
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																

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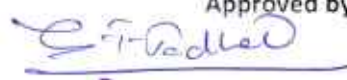
FOURTH SEMESTER

Course Code and name	Programme Outcomes (POs)				Programme specific Outcomes (PSOs)											
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
PHAR(II)205 Pharmacology II including fundamental of prescribing module	1	2	2	2	2	2	2	3	2	2	2	3	2	1	3	2
PATH(II)210 Pathology II and genetics	2	3	2	2	3	2	2	3	2	2	3	3	2	2	3	3
N-AHN(II) 225 Adult health nursing II with integrated pathophysiology including Geriatric nursing +Palliative module	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
PROF 230 Professionalism, professional values and ethics including bioethics	3	2	2	2	3	2	2	3	3	2	3	3	3	2	3	3
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																

  
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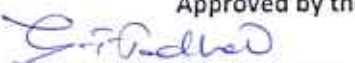
  
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FIFTH SEMESTER

Course Code and name	Programme Outcomes (POs)				Programme specific Outcomes (PSOs)											
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
N-CHN(I)301 Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	3	3	3	2	3	3	2	2	1	2	1	3	1	2	3
N-MHN(I)305 Mental Health Nursing I	3	3	3	3	2	3	3	2	2	1	2	1	3	2	2	3
N-COMH(I) 310 Community Health Nursing I including Environmental Science Epidemiology	3	3	3	3	2	3	3	2	2	1	1	1	3	1	2	3
EDUC 315 Educational Technology/ Nursing Education	1	1	1	3	1	1	2	1	2	1	1	3	1	1	2	1
N-FORN 320 Introduction to Forensic Nursing and Indian laws	1	2	2	3	1	3	2	2	2	1	1	1	1	1	1	1
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																

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SIXTH SEMESTER

Course Code and name	Programme Outcomes (POs)					Programme specific Outcomes (PSOs)											
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
N-CHN(II) 301 Child Health Nursing II	3	3	3	3	2	3	3	2	2	1	2	1	3	1	2	3	
N-MHN(II) 305 Mental Health Nursing II	3	3	3	3	2	3	3	2	2	1	2	1	3	1	2	3	
NMLE 330 Nursing Management & Leadership	2	3	3	3	2	2	2	3	2	3	2	2	3	2	3	3	
N-MIDW(I)/OBGN 335 Midwifery/Obstetrics and Gynecology (OBG) Nursing I including SBA module	3	3	3	3	2	3	3	2	2	1	2	1	3	1	2	3	
BNE301A Lactation counselling	1	3	2	2	1	3	2	1	1	2	2	3	3	3	3	3	
BNE302A Introduction to Health Economics	1	3	2	2	3	2	2	1	1	2	2	1	2	2	2	2	
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

  
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SEVENTH SEMESTER

Course Code and name	Programme Outcomes (POs)				Programme specific Outcomes (PSOs)											
	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
N-COMH(II) 401 Community Health Nursing II	3	3	3	3	2	3	3	2	2	1	2	1	3	1	2	3
NRST 405 Nursing Research & Statistics	2	2	2	3	2	2	2	1	2	1	2	2	3	2	3	3
N-MIDW(II)/ OBGN 410 Midwifery/Obstetrics and Gynecology (OBG) Nursing II including Safe delivery app module	3	3	3	3	2	3	3	2	2	1	2	1	3	1	2	3
BNE401A Job readiness and employability in healthcare settings	1	1	2	2	3	2	1	2	2	1	2	2	2	1	2	2
BNE402A Adolescent Health	2	2	2	3	1	2	2	1	2	2	2	1	2	2	2	1
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																

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*[Signature]*

Principal and Dean

## COMMUNICATIVE ENGLISH

### Course Specifications

Course Title	Communicative English
Course Code	ENGL 101
Course Type	Core Course
Faculty	Nursing

### Course Summary

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.

**PLACEMENT:** I SEMESTER  
(hours)

**THEORY:** 2 Credits (40 hours)

### COURSE OUTCOMES

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

CO-1	Identify the significance of communicative English for healthcare professionals.
CO-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.
CO-3	demonstrate attentive listening in different hypothetical situations.
CO-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
CO-5	read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, and anecdotes.
CO-6	analyze the situation and apply critical thinking strategies
CO-7	enhance expressions through writing skills.
CO-8	apply LSRW (Listening, Speaking, Reading and Writing) skill in combination to learn, teach, educate and share information, ideas and results.

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COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Identify the significance of communicative English	<b>Communication</b> <ul style="list-style-type: none"> <li>What is communication?</li> <li>What are communication roles of listeners, speakers, readers and writers as healthcare professionals?</li> </ul>	<ul style="list-style-type: none"> <li>Definitions with examples, illustrations and explanations</li> <li>Identifying competencies/ communicative strategies in LSRW</li> <li>Reading excerpts on the above and interpreting them through tasks</li> </ul>	<ul style="list-style-type: none"> <li>Checking for understanding through tasks</li> </ul>
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	<b>Introduction to LSRGW</b> <ul style="list-style-type: none"> <li><b>L – Listening:</b> Different types of listening</li> <li><b>S – Speaking:</b> understanding consonants, vowels, word and sentence stress and intonation</li> <li><b>R – Reading:</b> Medical vocabulary</li> <li><b>G – Grammar:</b> Understanding tenses, and linkers</li> <li><b>W – Writing</b> simple sentences and short paragraphs – emphasis on correct grammar</li> </ul>	<ul style="list-style-type: none"> <li>Exercises on listening to news, announcements, telephone conversations and instructions from others</li> <li>Information on fundamentals of Speech – consonant, vowel, stress and intonation with tasks based on these through audio/video and texts</li> <li>Reading a medical dictionary/ glossary of medical terms with matching exercises</li> <li>Information on tenses and basic</li> </ul>	<ul style="list-style-type: none"> <li>understanding exercises through practice</li> </ul>

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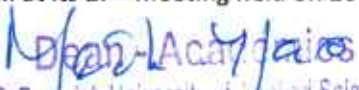
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				concepts of correct grammar through fill in the blanks, true/false questions	
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	<b>Attentive listening</b> <ul style="list-style-type: none"> <li>Focusing on listening in different situations                             <ul style="list-style-type: none"> <li>announcements, descriptions, narratives, instructions, discussions and demonstrations</li> </ul> </li> <li>Reproducing verbatim</li> <li>Listening to academic talks/ lectures</li> <li>Listening to presentation</li> </ul>	<ul style="list-style-type: none"> <li>Listening to announcements, news and documentaries with tasks based on listening</li> <li>With multiple choice, Yes/No and fill in the blank activities</li> </ul>	<ul style="list-style-type: none"> <li>Checking individually against correct answers</li> <li>Listening for specific information</li> <li>Listening for overall meaning and instructions</li> <li>Listening to attitudes and opinions</li> <li>Listening to audio, video and identify key points</li> </ul>
IV	9 (T)	Converse effectively, appropriately and timely with in the given context and the individual or team they are communicating with either face to face or other means	<b>Speaking – effective conversation</b> <ul style="list-style-type: none"> <li>Conversation situations – informal, formal and neutral</li> <li>Factors influencing way of speaking – setting, topic, social relationship, attitude and language</li> <li>Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations</li> <li>Asking for information, giving instructions and directions</li> </ul>	<ul style="list-style-type: none"> <li>Different types of speaking activities related to the content</li> <li>Guided with prompts and free discussions</li> <li>Presentation techniques</li> <li>Talking to peers and other adults</li> <li>Talking to patients and patient attenders</li> <li>Talking to other healthcare professionals</li> <li>Classroom conversation</li> </ul>	<ul style="list-style-type: none"> <li>Individual and group/peer assessment through live speaking tests</li> <li>Presentation of situation in emergency and routine</li> <li>Hand off</li> <li>Reporting in doctors/nurses rounds</li> <li>Case presentation</li> <li>Face to face oral communication</li> </ul>

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			<ul style="list-style-type: none"> <li>• Agreeing and disagreeing and giving opinions</li> <li>• Describing people, places, events and things, narrating, reporting and reaching conclusions</li> <li>• Evaluating and comparing</li> <li>• Complaints and suggestions</li> <li>• Telephone conversations</li> <li>• Delivering presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Scenario based learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking individually (Nurse to nurse/patient/doctor) and to others in the group</li> <li>• Telephonic talking</li> </ul>
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports and anecdotes	<b>Reading</b> <ul style="list-style-type: none"> <li>• Reading strategies, reading notes and messages</li> <li>• Reading relevant articles and news items</li> <li>• Vocabulary for everyday activities, abbreviations and medical vocabulary</li> <li>• Understanding visuals, graphs, figures and notes on instructions</li> <li>• Reading reports and interpreting them</li> <li>• Using idioms and phrases, spotting errors and vocabulary for presentations</li> <li>• Remedial grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed tasks and exercises on reading for information, inference and evaluation</li> <li>• Vocabulary games and puzzles for medical lexis</li> <li>• Grammar activities</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/summarizing/justifying answers orally</li> <li>• Patient document</li> <li>• Doctor's prescription of care</li> <li>• Journal/new's reading and interpretation</li> <li>• Notes/Reports</li> </ul>

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VI	5 (T)	Enhance expressions through writing skills	<b>Writing skills</b> <ul style="list-style-type: none"> <li>• Writing patient history</li> <li>• Note taking</li> <li>• Summarizing</li> <li>• Anecdotal records</li> <li>• Letter writing</li> <li>• Diary/Journal writing</li> <li>• Report writing</li> <li>• Paper writing skills</li> <li>• Abstract writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar</li> <li>• Guided and free tasks</li> <li>• Different kinds of letter writing tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Paper based assessment by the teacher/ trainer against set band descriptors</li> <li>• Presentation of situation</li> <li>• Documentation</li> <li>• Report writing</li> <li>• Paper writing skills</li> <li>• Verbatim reproducing</li> <li>• Letter writing</li> <li>• Resume/CV</li> </ul>
VII	8 (T)	Apply LSRW skill in combination to learn, teach, educate and share information, ideas and results	<b>LSRW skills</b> <ul style="list-style-type: none"> <li>• Critical thinking strategies for listening and reading</li> <li>• Oral reports and presentations</li> <li>• Writing instructions, letters and reports</li> <li>• Error analysis regarding LSRW</li> </ul>	<ul style="list-style-type: none"> <li>• Valuating different options/multiple answers and interpreting decisions through situational activities</li> <li>• Demonstration – individually and in groups</li> <li>• Group discussion</li> <li>• Presentation</li> <li>• Role play</li> <li>• Writing reports</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidated assessment orally and through written tasks/exercises</li> </ul>

**REFERENCE BOOKS**

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2. Azar BS, Hagen SA. Fundamentals of English Grammar. 5<sup>th</sup> ed. New York: Pearson education ESL; 2019.
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### Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcomes(POs)				Programme specific Outcomes (PSOs)											
ENGL 101  Communicative English		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
	CO 1	2	3	3	3	3	3	3	2	2	3	3	3	2	3	2	3
	CO 2	2	2	2	3	1	2	2	3	3	3	3	3	3	3	3	3
	CO 3	2	2	2	2	2	2	3	2	3	3	3	2	2	1	2	3
	CO 4	3	3	2	3	3	3	3	2	3	2	3	3	3	2	2	2
	CO 5	2	2	3	3	2	2	3	2	2	3	3	3	3	3	3	3
	CO 6	2	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3
	CO 7	2	3	3	3	1	2	3	2	3	3	3	3	3	3	3	3
	CO 8	3	3	3	3	1	2	3	3	3	3	3	3	3	3	3	3
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

  
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## APPLIED ANATOMY

### Course Specifications

Course Title	APPLIED ANATOMY
Course Code	ANAT 105
Course Type	Core Course
Department	Anatomy
Faculty	Nursing

### Course Summary

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

PLACEMENT: 1<sup>st</sup> SEMESTER

THEORY: 3 Credits (60 hours)

### Course Outcomes

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

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

  
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COURSE OUTLINE

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>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>	<p><b>Introduction to anatomical terms and organization of the human body</b></p> <ul style="list-style-type: none"> <li>• Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar</li> <li>• Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane)</li> <li>• Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction)</li> <li>• Cell structure and cell division</li> <li>• Tissue – Definition, types, characteristics, classification and location</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Use of models</li> <li>• Video demonstration</li> <li>• Use of microscopic slides</li> <li>• Video/Slides</li> <li>• Anatomical torso</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> <li>• QUIZ</li> </ul>

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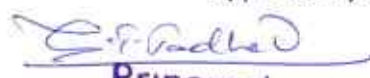
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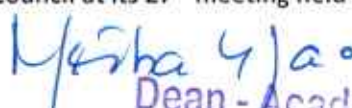
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			<ul style="list-style-type: none"> <li>• Membrane, glands – classification and structure</li> <li>• Identify major surface and bony land marks in each body region and organization of human body</li> <li>• Hyaline, fibro cartilage and elastic cartilage</li> <li>• Features of skeletal, smooth and cardiac muscle</li> <li>• Application and implication in nursing</li> </ul>		
II	6(T)	Describe the structure of respiratory system  Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<b>The Respiratory system</b> <ul style="list-style-type: none"> <li>• Structure of the organs of respiration</li> <li>• Muscles of respiration</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Models</li> <li>• Video/Slide</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>
III	6(T)	Describe the structure of digestive system	<b>The Digestive system</b> <ul style="list-style-type: none"> <li>• Structure of alimentary canal and accessory organs of digestion</li> <li>• Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Video/Slide</li> <li>• Anatomical torso</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>
IV	6(T)	Describe the structure of circulatory and lymphatic system	<b>The Circulatory and Lymphatic system</b> <ul style="list-style-type: none"> <li>• Structure of blood components, blood</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Models</li> <li>• Video/</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>

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			<p>vessels – Arterial and venous system</p> <ul style="list-style-type: none"> <li>• Position of heart relative to the associated structures</li> <li>• Chambers of heart and layers of heart</li> <li>• Heart valves and coronary arteries</li> <li>• Important arteries in each region</li> <li>• Nerve and blood supply to heart</li> <li>• Lymphatic tissue</li> <li>• Veins used for IV injections</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Slide</li> </ul>	
V	4(T)	Identify the major endocrine glands and describe the structure of endocrine glands	<p><b>The Endocrine system</b></p> <ul style="list-style-type: none"> <li>• Structure of hypothalamus, pineal gland, pituitary gland, thyroid, parathyroid, thymus, pancreas and adrenal glands</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Models/Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>
VI	4(T)	Describe the structure of various sensory organs	<p><b>The Sensory organs</b></p> <ul style="list-style-type: none"> <li>• Structure of skin, eye, ear, nose and tongue</li> <li>• Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Explain with Video/ models/Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>
VII	10(T)	Describe anatomical position and structure of bones and joints	<p><b>The Musculoskeletal system:</b></p> <p><b>The Skeletal system</b></p> <ul style="list-style-type: none"> <li>• Anatomical positions</li> </ul>	<ul style="list-style-type: none"> <li>• Review – discussion</li> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Very Short answer</li> <li>• MCQ</li> </ul>

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		<p>Identify major bones that make up the axial and appendicular skeleton</p> <p>Classify the joints</p> <p>Identify the application and implications in nursing</p> <p>Describe the structure of muscle</p> <p>Apply the knowledge in performing nursing procedures/skills</p>	<ul style="list-style-type: none"> <li>Bones – types, structure, growth and ossification</li> <li>Axial and appendicular skeleton</li> <li>Joints – classification, major joints and structure</li> <li>Application and implications in nursing</li> </ul> <p><b>The Muscular system</b></p> <ul style="list-style-type: none"> <li>Types and structure of muscles</li> <li>Muscle groups – Muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs</li> <li>Principal muscles – Deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis</li> <li>Major muscles involved in nursing procedures</li> </ul>	<ul style="list-style-type: none"> <li>Explain using charts, skeleton and loose bones and torso</li> <li>Identifying muscles involved in nursing                             <ul style="list-style-type: none"> <li>procedures in lab</li> </ul> </li> </ul>	
VIII	S(T)	Describe the structure of renal system	<p><b>The Renal system</b></p> <ul style="list-style-type: none"> <li>Structure of kidney, ureters, bladder and urethra</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Models/Charts</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short Answer</li> <li>Very Short answer</li> <li>MCQ</li> </ul>

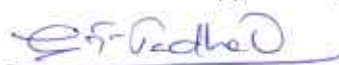
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			<ul style="list-style-type: none"> <li>• Application and implication in nursing</li> </ul>		
IX	5(T)	Describe the structure of reproductive system	<b>The Reproductive system</b> <ul style="list-style-type: none"> <li>• Structure of male reproductive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

#### REFERENCE BOOKS

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Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Program me Outcome s(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
APPLIED ANATOMY	CO 1	3	3	2	3	3	3	1	2	1	3	3	3	3	2	2	1
	CO 2	3	2	2	3	3	3	1	2	2	3	3	3	3	2	2	2
	CO 3	3	3	3	3	3	3	1	2	2	3	3	3	3	3	3	3
	CO 4	3	3	3	3	3	3	2	3	2	3	2	3	3	2	3	2
	CO 5	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

  
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## APPLIED PHYSIOLOGY

### Course Specifications

Course Title	APPLIED PHYSIOLOGY
Course Code	PHYS 110
Course Type	Core Course
Department	Physiology
Faculty	Nursing

### Course Summary

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.

PLACEMENT: 1<sup>st</sup> SEMESTER

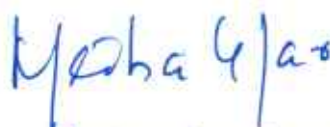
THEORY: 3 Credits (60 hours)

### Course Outcomes

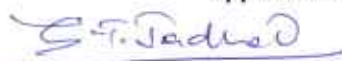
On completion of the course, the students will be able to

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

  
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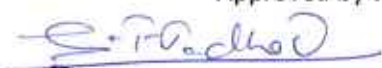
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**COURSE OUTLINE**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe the physiology of cell, tissues, membranes and glands	<b>General Physiology – basic concepts</b> <ul style="list-style-type: none"> <li>Cell physiology including transportation across cell membrane</li> <li>Body fluid compartments, distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis</li> <li>Cell cycle</li> <li>Tissue – Formation and repair</li> <li>Membranes and glands – Functions</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Review - discussion</li> <li>Lecture cum discussion</li> <li>Video demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> <li>QUIZ</li> </ul>
II	6 (T)	Describe the physiology and mechanism of respiration  Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<b>Respiratory system</b> <ul style="list-style-type: none"> <li>Functions of respiratory organs</li> <li>Physiology of respiration</li> <li>Pulmonary circulation – Functional features</li> <li>Pulmonary ventilation and exchange of gases</li> <li>Carriage of oxygen and carbon-dioxide and exchange of gases in tissue</li> <li>Regulation of respiration</li> <li>Hypoxia, cyanosis, dyspnea and periodic breathing</li> <li>Respiratory changes during exercise</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Video slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
III	6 (T)	Describe the functions of digestive system	<b>Digestive system</b> <ul style="list-style-type: none"> <li>Functions of the organs of digestive tract</li> <li>Saliva – Composition, regulation of secretion and</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Video slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>

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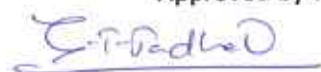
  
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			<p>functions of saliva</p> <ul style="list-style-type: none"> <li>• Composition and function of gastric juice, mechanism and regulation of gastric secretion</li> <li>• Composition of pancreatic juice, function and regulation of pancreatic secretion</li> <li>• Functions of liver, gall bladder and pancreas</li> <li>• Composition of bile and function</li> <li>• Secretion and function of small and large intestine</li> <li>• Movements of alimentary tract</li> <li>• Digestion in mouth, stomach, small intestine, large intestine and absorption of food</li> <li>• Application and implications in nursing</li> </ul>		
IV	7 (T)	Explain the functions of the heart and physiology of circulation	<p><b>Circulatory and Lymphatic system</b></p> <ul style="list-style-type: none"> <li>• Functions of heart, conduction system, cardiac cycle, stroke volume and cardiac output</li> <li>• Blood pressure and pulse</li> <li>• Circulation – Principles, factors influencing blood pressure, pulse</li> <li>• Coronary circulation, pulmonary and systemic circulation</li> <li>• Heart rate – Regulation of heart rate</li> <li>• Normal value and variations</li> <li>• Cardiovascular homeostasis in exercise and posture</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Video/Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>
V	8 (T)	Describe the composition and functions	<p><b>Blood</b></p> <ul style="list-style-type: none"> <li>• Blood – functions and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short</li> </ul>

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		of blood	<ul style="list-style-type: none"> <li>physical characteristics</li> <li>Formation of blood cells</li> <li>Erythropoiesis – Functions of RBC and RBC lifecycle</li> <li>WBC – Types and functions</li> <li>Platelets – Function and production of platelets</li> <li>Clotting mechanism of blood, clotting time, bleeding time and PTT</li> <li>Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation</li> <li>Blood groups and types</li> <li>Functions of reticuloendothelial system and immunity</li> <li>Application in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Videos</li> </ul>	<ul style="list-style-type: none"> <li>answer</li> <li>MCQ</li> </ul>
VI	5 (T)	Identify the major endocrine glands and describe their functions	<b>The Endocrine system</b> <ul style="list-style-type: none"> <li>Functions and hormones of pineal gland, pituitary gland, thyroid, parathyroid, thymus, pancreas and adrenal glands.</li> <li>Other hormones</li> <li>Alterations in disease</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>Very short answer</li> <li>Short answer</li> <li>MCQ</li> </ul>
VII	3 (T)	Describe the structure of various sensory organs	<b>The Sensory Organs</b> <ul style="list-style-type: none"> <li>Functions of skin</li> <li>Vision, hearing, taste and smell</li> <li>Errors of refraction and ageing changes</li> <li>Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Video</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>

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VIII	4 (T)	Describe the functions of bones, joints, various types of muscles, its special properties and nerves supplying them	<b>Musculoskeletal system</b> <ul style="list-style-type: none"> <li>Bones – Functions, movements of bones of axial and appendicular skeleton and bone healing</li> <li>Joints and joint movements</li> <li>Alteration of joint disease</li> <li>Properties and functions of skeletal muscles – Mechanism of muscle contraction</li> <li>Structure and properties of cardiac muscles and smooth muscles</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>
IX	4 (T)	Describe the physiology of renal system	<b>Renal system</b> <ul style="list-style-type: none"> <li>Functions of kidney in maintaining homeostasis</li> <li>GFR</li> <li>Functions of ureters, bladder and urethra</li> <li>Micturition</li> <li>Regulation of renal function</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Charts and models</li> </ul>	<ul style="list-style-type: none"> <li>Short Answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>
X	4 (T)	Describe the structure of reproductive system	<b>The Reproductive system</b> <ul style="list-style-type: none"> <li>Female reproductive system – Menstrual cycle function and hormones of ovary, oogenesis, fertilization, implantation and functions of breast</li> <li>Male reproductive system – Spermatogenesis, hormones and its functions, semen</li> <li>Application and implication in providing nursing care</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts, models, specimens</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>
XI	9(T)	Describe the functions of brain, physiology of nerve stimulus, reflexes,	<b>Nervous system</b> <ul style="list-style-type: none"> <li>Overview of nervous system</li> <li>Review of types, structure and functions of neurons</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Video slides</li> </ul>	<ul style="list-style-type: none"> <li>Essays</li> <li>Very short answer</li> <li>MCQ</li> </ul>

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*Meetha Y. J. Rao*  
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	cranial and spinal nerves	<ul style="list-style-type: none"> <li>• Nerve impulse</li> <li>• Review functions of brain-Medulla, pons, cerebrum, cerebellum</li> <li>• Sensory and motor nervous system</li> <li>• Peripheral nervous system</li> <li>• Autonomic nervous system</li> <li>• Limbic system and higher mental functions- Hippocampus, thalamus and hypothalamus</li> <li>• Vestibular apparatus</li> <li>• Functions of cranial nerves</li> <li>• Autonomic functions</li> <li>• Physiology of pain-somatic, visceral and referred</li> <li>• Reflexes</li> <li>• CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Critical reflection</li> </ul>
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REFERENCE BOOKS

1. Sembulingam K, Sembulingam P. Essentials of Medical Physiology. 8<sup>th</sup> ed. New Delhi: Jaypee brothers medical publishers (P) ltd; 2019.
2. Pal GK. Textbook of Medical Physiology. 4<sup>th</sup>ed. Gurgaon: Elsevier publishers; 2021.
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5. Venkatesh D, Sudhakar HH. Textbook of Medical Physiology. 3<sup>rd</sup> ed. Gurugram: Wolters Kluwer Pvt Ltd; 2020.

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Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Program me Outcom es(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
	CO 1	3	3	3	3	3	3	1	3	2	3	2	3	3	2	2	2
	CO 2	3	3	3	3	2	3	2	2	2	3	3	3	3	1	2	3
	CO 3	3	3	3	3	3	3	2	3	1	3	3	3	3	2	3	3
	CO 4	3	3	3	3	3	3	2	3	2	3	3	3	3	2	3	3
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

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## SOCIOLOGY

### Course Specifications

Course Title	Applied sociology
Course Code	SOCI 115
Course Type	Core course
Faculty	Nursing

### Course Summary

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.

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

### Course Outcomes

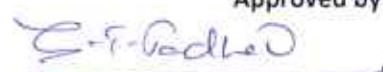
On completion of the course, the students will be able to

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

  
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**COURSE OUTLINE**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Describe the scope and significance of sociology in nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition, nature and scope of sociology</li> <li>Significance of sociology in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Very Short answer</li> <li>Short answer</li> </ul>
II	15 (T)	Describe the individualization, groups, process of socialization, social change and its importance	<b>Social structure</b> <ul style="list-style-type: none"> <li>Basic concept of society, community, association and institution</li> <li>Individual and society</li> <li>Personal disorganization</li> <li>Social group – Meaning, characteristics and classification</li> <li>Social processes – Definition and forms, co-operation, competition, conflict, accommodation, assimilation and isolation</li> <li>Socialization – Characteristics, process, agencies of socialization and types of socialization</li> <li>Social change – Nature, process, factors influencing social change and role of nurse</li> <li>Structure and characteristics of urban, rural and tribal community</li> <li>Major health problems in urban, rural and tribal</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>

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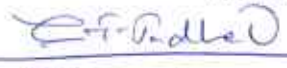
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			<p>communities</p> <ul style="list-style-type: none"> <li>• Impact of urbanization on health and health practices</li> <li>• Importance of social structure in nursing profession</li> </ul>		
III	8 (T)	Describe culture and its impact on health and disease	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Nature, characteristics and evolution of culture</li> <li>• Diversity and uniformity of culture</li> <li>• Difference between culture and civilization</li> <li>• Culture and socialization</li> <li>• Trans-cultural society</li> <li>• Culture modernization and its impact on health and disease</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very Short answer</li> <li>• MCQ</li> </ul>
IV	8 (T)	Explain family, marriage and its legislation related to marriage	<p><b>Family and marriage</b></p> <ul style="list-style-type: none"> <li>• Family – Characteristics, basic need, types, functions of family, structural and functional changes in Indian family system</li> <li>• Marriage – Forms of marriage, social custom relating to marriage and importance of marriage</li> <li>• Marriage and family problems in India</li> <li>• Legislation on Indian marriage and family</li> <li>• Influence of marriage and family on health and health practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• Case study report</li> </ul>
V	8 (T)	Explain different types of caste and classes in society and its influence on	<p><b>Social stratification</b></p> <ul style="list-style-type: none"> <li>• Introduction – Characteristics and forms of stratification</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>

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		health	<ul style="list-style-type: none"> <li>• Functions of stratification</li> <li>• Indian caste system – Origin and characteristics</li> <li>• Positive and negative impact of caste in society</li> <li>• Class system and status: Meaning, characteristics and types</li> <li>• Gender as social stratification: Gender and health</li> <li>• Social mobility-meaning and types</li> <li>• Race – Concept and criteria of racial classification</li> <li>• Influence of class, caste and race system on health</li> </ul>		<ul style="list-style-type: none"> <li>• MCQ</li> </ul>
VI	15 (T)	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	<b>Social organization and disorganization</b> <ul style="list-style-type: none"> <li>• Social organization – Meaning, elements and types</li> <li>• Voluntary associations</li> <li>• Social system – Definition, types, role and status as structural element of social system</li> <li>• Interrelationship of institutions</li> <li>• Social control – Meaning, aims and process of social control</li> <li>• Social norms, moral and values</li> <li>• Social disorganization – Definition, causes, control and planning</li> <li>• Major social problems – Poverty, housing, food supplies, illiteracy, prostitution, dowry, child</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Poster presentation/Role play on social problems</li> <li>• Observational visit to juvenile home</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> <li>• Evaluation of poster presentation/ Role play</li> <li>• Visit report</li> </ul>

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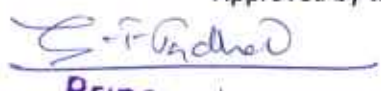
			<p>labour, child abuse, delinquency, crime, substance abuse, population explosion, social issues: HIV/AIDS and COVID-19</p> <ul style="list-style-type: none"> <li>• Vulnerable group – children, elderly, handicapped, migrants, minority and other marginal group</li> <li>• Fundamental rights of individual, women and children</li> <li>• Role of nurse in reducing social problem and enhance coping</li> <li>• Social welfare programs in India</li> </ul>		
VII	5 (T)	Explain clinical sociology and its application in the hospital and community	<p><b>Clinical sociology</b></p> <ul style="list-style-type: none"> <li>• Introduction to clinical sociology</li> <li>• Understanding clinical sociological approaches</li> <li>• Nurse - patient interaction</li> <li>• Sociological strategies for developing services for the abused</li> <li>• Health care policy and role of nurse</li> <li>• Use of clinical sociology in crisis intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>

  
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### Course Mapping (CO-PO-PSO Mapping)

	Program Outcome				Program Specific Outcome												
		PO-1	PO-2	PO-3	PO-4	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10	PSO-11	PSO-12
Course Outcome	CO-1	3	3	3	2	3	3	3	2	3	2	2	3	1	1	2	3
	CO-2	3	2	2	2	2	3	3	3	3	2	2	3	2	2	2	3
	CO-3	3	3	3	3	3	2	2	3	3	3	1	3	1	1	3	2
	CO-4	2	3	2	3	3	3	3	3	3	2	1	3	2	2	2	2
	CO-5	2	3	2	2	3	3	3	3	3	2	2	3	1	1	2	3
	CO-6	2	3	2	3	2	3	3	3	3	2	3	3	3	2	2	3
	CO-7	3	3	2	3	2	2	3	2	3	2	2	3	1	1	2	2

  
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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

B.Sc/P.B.B.Sc NURSING

SUBJECT: APPLIED SOCIOLOGY

ASSIGNMENT EVALUATION FORMAT

Name of the Student:

Year:

Topic:

Sl. No.	Criteria	Marks Allotted	Marks obtained
1	Content: adequate and relevant	20	
2	Comprehensiveness	5	
3	Organization of content	5	
4	Creativity (Images/pictures/illustrations)	10	
5	Time of submission	5	
6	References	5	
	Total	50	

Remarks:

  
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Bangalore - 560 054

SIGNATURE OF THE STUDENT

SIGNATURE OF THE EVALUATOR

  
M.S. Ramaiah University of Applied Sciences  
Bangalore-560054

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**APPLIED PSYCHOLOGY****Course Specifications**

Course Title	APPLIED PSYCHOLOGY
Course Code	PSYC 120
Course Type	Core Course
Faculty	Nursing

**Course Summary**

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.

**PLACEMENT: I SEMESTER****THEORY: 3 Credits (60 Hours)****Course Outcomes**

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

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

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Describe scope, branches and significance of psychology in nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>Meaning of psychology</li> <li>Development of psychology – Scope, branches and methods of psychology</li> <li>Relationship with other subjects</li> <li>Significance of psychology in nursing</li> <li>Applied psychology to solve everyday issues</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> </ul>
II	3 (T)	Describe biology of human behaviour	<b>Biological basis of behavior – Introduction</b> <ul style="list-style-type: none"> <li>Body mind relationship</li> <li>Genetics and behaviour</li> <li>Inheritance of behaviour</li> <li>Brain and behaviour</li> <li>Psychology and sensation – Sensory process – normal and abnormal</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
III	3 (T)	Describe mentally healthy person and defense mechanisms	<b>Mental health and mental hygiene</b> <ul style="list-style-type: none"> <li>Concept of mental health and mental hygiene</li> <li>Characteristic of mentally healthy person</li> <li>Warning signs of poor mental health</li> <li>Promotive and preventive mental health strategies and services</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Case discussion</li> <li>Role play on warning signs of poor mental health</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
IV	7 (T)	Explain personality and role of nurse in identification and	<b>Personality</b> <ul style="list-style-type: none"> <li>Meaning and definition of personality</li> <li>Classification of personality</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

		improvement in altered personality	<ul style="list-style-type: none"> <li>• Psycho analytical theory of personality</li> <li>• Psycho social theory of personality</li> <li>• Measurement and evaluation of personality- introduction</li> <li>• Alteration in personality</li> <li>• Role of nurse in identification of individual personality and improvement in altered personality</li> <li>• Defense mechanism and its implication</li> <li>• Frustration and conflict – types of conflicts and measurements to overcome</li> <li>• Role of nurse in reducing frustration and conflict and enhancing coping</li> <li>• Dealing with ego</li> </ul>		
V	5 (T)	Describe psychology of people in different age groups and role of nurse	<b>Developmental psychology</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Role of nurse in supporting normal growth and development across the life span</li> <li>• Psychological needs of various groups in health and sickness – Infancy, childhood,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>

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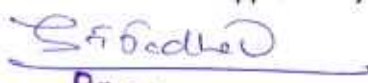
  
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Programme structure and course details of B.Sc. Nursing-2022

			<p>adolescence, adulthood and older adult</p> <ul style="list-style-type: none"> <li>• Introduction to child psychology and role of nurse in meeting the psychological needs of children</li> <li>• Psychology of vulnerable individuals –challenged, women and sick</li> <li>• Role of nurse with vulnerable groups</li> </ul>		
VI	17(T)	Explain cognitive process and their applications	<p><b>Cognitive process</b></p> <ul style="list-style-type: none"> <li>• <b>Attention</b> – definition, types, determinants, duration, degree and alteration in attention</li> <li>• <b>Perception</b> – meaning of Perception, principles, factor affecting perception</li> <li>• <b>Intelligence</b> – meaning of intelligence – Effect of heredity and environment in intelligence, classification, introduction to measurement of intelligence tests – Mental deficiencies</li> <li>• Jean Piaget cognitive development theory of intelligence</li> <li>• <b>Learning</b> – definition of learning, types of learning, factors influencing learning – Learning process and habit formation</li> <li>• <b>Memory</b>-meaning and nature of memory, factors influencing memory, methods to</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>

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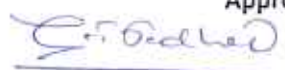
  
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Programme structure and course details of B.Sc. Nursing-2022

			<p>improve memory and forgetting</p> <ul style="list-style-type: none"> <li>• <b>Thinking</b> – types, level, reasoning and problem solving</li> <li>• <b>Aptitude</b> – concept, types, individual differences and variability</li> <li>• Psychometric assessment of cognitive processes- Introduction</li> <li>• Alteration in cognitive processes</li> </ul>		
VII	6 (T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	<p><b>Motivation and emotional processes</b></p> <ul style="list-style-type: none"> <li>• <b>Motivation</b> – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives</li> <li>• <b>Emotions</b> – meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other</li> <li>• <b>Stress and adaptation</b> – stress, stressor, cycle, effect, adaptation and coping</li> <li>• <b>Attitudes</b> – meaning of attitudes, nature, factor affecting attitude, attitudinal change, role of attitude in health and sickness</li> <li>• Psychometric assessment of</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>

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**Programme structure and course details of B.Sc. Nursing-2022**

			<p>emotions and attitude - Introduction</p> <ul style="list-style-type: none"> <li>• Role of nurse in caring for emotionally sick client</li> </ul>		
VIII	4 (T)	Explain psychological assessment and tests and role of nurse	<p><b>Psychological assessment and tests – introduction</b></p> <ul style="list-style-type: none"> <li>• Types, development, characteristics, principles, uses and interpretation</li> <li>• Role of nurse in psychological assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• Assessment of practice</li> </ul>
IX	10 (T)	Explain concept of soft skill and its application in work place and society	<p><b>Application of soft skill</b></p> <ul style="list-style-type: none"> <li>• Concept of soft skill</li> <li>• Types of soft skill – visual, aural and communication skill</li> <li>• The way of communication</li> <li>• Building relationship with client and society</li> <li>• <b>Interpersonal Relationships (IPR):</b> definition, types, and purposes, interpersonal skills, barriers and strategies to overcome barriers</li> <li>• Survival strategies – Managing time, coping stress, resilience and work – life balance</li> <li>• Applying soft skill to workplace and society– Presentation skills, social etiquette, telephone etiquette, motivational skill and teamwork</li> <li>• Use of soft skill in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</li> <li>• Refer/Complete soft skills module</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

X	2 (T)	Explain self-empowerment	<b>Self-empowerment</b> <ul style="list-style-type: none"> <li>• Dimensions of self-empowerment</li> <li>• Self-empowerment development</li> <li>• Importance of women's empowerment in society</li> <li>• Professional etiquette and personal grooming</li> <li>• Role of nurse in empowering others</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Very short answer</li> <li>• Short answer</li> <li>• MCQ</li> </ul>
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REFERENCE BOOKS

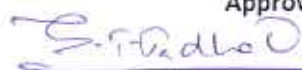
1. Das K. Bhatia and Craig's. Elements of psychology and mental hygiene for nurses in India. 4<sup>th</sup> ed. Hyderabad: Universities press (India) (P) Ltd; 2019.
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3. Mangal SK. Essentials of psychology for nurses. 2<sup>nd</sup> ed. New Delhi: Avichal publishing company; 2021.
4. Sreevani R. Applied Psychology for Nurses. 4<sup>th</sup> ed. New Delhi: Jaypee brothers medical publishers(P) Ltd; 2021.
5. Sharma KH, Mann G. Applied psychology. 6<sup>th</sup> ed. Jalandhar: Lotus publishers; 2021.

  
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Course Mapping (CO-PO-PSO Mapping)


	Program Outcome				Program Specific Outcome												
		PO-1	PO-2	PO-3	PO-4	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10	PSO-11	PSO-12
Course Outcome	CO-1	3	3	2	2	3	2	2	3	3	2	2	3	1	2	3	2
	CO-2	3	2	1	2	3	3	2	3	3	2	1	2	2	1	2	1
	CO-3	3	3	1	3	3	3	3	3	3	2	2	3	3	2	2	3
	CO-4	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3
	CO-5	3	3	2	3	3	3	2	3	3	3	2	3	2	2	3	2
	CO-6	2	3	2	3	2	2	3	3	3	2	2	3	2	3	3	3
	CO-7	2	3	2	2	2	3	1	2	2	2	2	3	2	1	2	3
	CO-8	3	3	2	3	3	2	3	3	3	3	2	3	3	2	2	3
	CO-9	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3

  
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BANGALORE – 54  
1st Year Semester- 1 B.Sc NURSING  
SUBJECT: PSYCHOLOGY  
ASSIGNMENT EVALUATION FORMAT

Name of the Student:

Year:

Topic:

Sl. No.	Criteria	Marks Allotted	Marks obtained
1	Content		
a	Relevant content	10	
b	Adequate content	10	
2	Comprehensiveness	5	
3	Organization of content	5	
4	Creativity (Images/pictures/illustrations)	10	
5	Time of submission	5	
6	References	5	
	Total	50	

Remarks:


SIGNATURE OF THE STUDENT

SIGNATURE OF THE EVALUATOR

  
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Principal and Dean



## NURSING FOUNDATION - I (Including First Aid module)

### Course Specifications

Course Title	NURSING FOUNDATION - I (Including First Aid module)
Course Code	N-NF(1) 125
Course Type	Combination course
Department	Nursing Foundation
Faculty	Nursing

### Course Summary

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.

PLACEMENT: I SEMESTER

THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab: 2

Credits (80 hours) Clinical: 2

Credits (160 hours)

### Course Outcomes

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

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*S. S. S. S.*

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CO-11	Perform first aid measures during emergencies.
	<b>PRACTICUM</b>
CO-12	Maintain effective human relations (projecting professional image)
CO-13	Communicate effectively with patient, families and team members
CO-14	Demonstrate skills in techniques of recording and reporting
CO-15	Demonstrate skill in monitoring vital signs
CO-16	Care for patients with altered vital signs
CO-17	Demonstrate skill in implementing standard precautions and use of PPE
CO-18	Demonstrate skill in meeting the comfort needs of the patients
CO-19	Provide safe and clean environment
CO-20	Demonstrate skill in admission, transfer, and discharge of a patient
CO-21	Implement basic nursing techniques in meeting hygienic needs of patients
CO-22	Plan and provide appropriate health teaching following the principles
CO-23	Acquire skills in assessing and performing First aid during emergencies.

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

First Aid: 40 Hours (including Basic CPR)

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COURSE OUTLINE

T – Theory, SL – Skill Lab

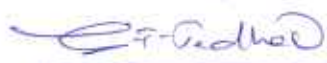
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Describe the concept of health and illness	<b>Introduction to health and illness</b> <ul style="list-style-type: none"> <li>• Concept of Health – Definitions (WHO) and dimensions</li> <li>• Maslow's hierarchy of needs</li> <li>• Health – Illness continuum</li> <li>• Factors influencing health</li> <li>• Causes and risk factors for developing illnesses</li> <li>• Illness – Types and illness behavior</li> <li>• Impact of illness on patient and family</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>• Very short answer</li> <li>• MCQ</li> </ul>
II	5 (T)	Describe the levels of illness prevention and health care services	<b>Health Care Delivery Systems – Introduction of Basic Concepts and Meanings</b> <ul style="list-style-type: none"> <li>• Levels of Illness Prevention – primary (health promotion), secondary and tertiary</li> <li>• Levels of Care – primary, secondary and tertiary</li> <li>• Types of health care agencies/services                             <ul style="list-style-type: none"> <li>◦ Hospitals, clinics, hospice, rehabilitation centres and extended care facilities</li> </ul> </li> <li>• Hospitals – types, organization and functions</li> <li>• Health care teams in hospitals – members and their role</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>• Very short answer</li> <li>• MCQ</li> </ul>

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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	<b>History of Nursing and Nursing as a profession</b> <ul style="list-style-type: none"> <li>History of nursing and history of nursing in India</li> <li>Contributions of Florence Nightingale</li> <li>Nursing – Definition – Nurse, nursing, concepts, philosophy, objectives, characteristics, nature and scope of nursing/ nursing practice, functions of nurse, qualities of a nurse and categories of nursing personnel</li> <li>Nursing as a profession – definition and characteristics/criteria of profession</li> <li>Values – Introduction, meaning and importance</li> <li>Introduction to Code of ethics and professional conduct for nurses</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Very short answers</li> <li>MCQ</li> </ul>
IV	8 (T) 3 (SL)	Describe the process, principles and types of communication  Explain therapeutic, non therapeutic and professional communication	<b>Communication and Nurse Patient Relationship</b> <ul style="list-style-type: none"> <li>Communication                             <ul style="list-style-type: none"> <li>Levels, elements and process, types, modes and factors influencing communication</li> </ul> </li> <li>Methods of effective communication/therapeutic communication techniques</li> <li>Barriers to effective communication/non-therapeutic communication techniques</li> <li>Professional</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role play and video film on therapeutic Communication</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>

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		Communicate effectively with patients, their families and team members	<p>communication</p> <ul style="list-style-type: none"> <li>Helping Relationships (Nurse Patient Relationship) <ul style="list-style-type: none"> <li>Purposes and Phases</li> </ul> </li> <li>Communicating effectively with patient, families and team members</li> <li>Maintaining effective human relations and communication with vulnerable groups (children, women, elderly, physically and mentally challenged)</li> </ul>		
V	4 (T) 2 (SL)	<p>Describe the purposes, types and techniques of recording and reporting</p> <p>Maintain records and reports accurately</p>	<p><b>Documentation and Reporting</b></p> <ul style="list-style-type: none"> <li>Documentation <ul style="list-style-type: none"> <li>Purposes of reports and records</li> </ul> </li> <li>Confidentiality</li> <li>Types of client records/common record-keeping forms</li> <li>Methods/systems of documentation/recording</li> <li>Guidelines for documentation</li> <li>Do's and Don'ts of documentation/legal guidelines for documentation/recording</li> <li>Reporting- Change of shift reports, transfer reports and incident reports</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Short Answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>
VI	15 (T) 20 (SL)	Describe principles and technique of monitoring and maintaining vital signs	<p><b>Vital signs</b></p> <ul style="list-style-type: none"> <li>Guidelines for taking vital signs</li> <li>Body temperature – <ul style="list-style-type: none"> <li>Definition, physiology and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration and Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short Answer</li> <li>Very short answer</li> <li>MCQ</li> <li>Document</li> </ul>

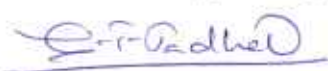
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		Assess and record vital signs accurately	<p>regulation</p> <ul style="list-style-type: none"> <li>○ Factors affecting body temperature</li> <li>○ Assessment of body temperature – sites, equipment and technique</li> <li>○ Temperature alterations – Hyperthermia, heat cramps, heat exhaustion, heatstroke and hypothermia</li> <li>○ Fever/Pyrexia– Definition, causes, stages and types</li> </ul> <ul style="list-style-type: none"> <li>• Nursing Management                             <ul style="list-style-type: none"> <li>○ Hot and cold applications</li> </ul> </li> <li>• Pulse:                             <ul style="list-style-type: none"> <li>○ Definition, physiology and regulation, mechanics of breathing</li> <li>○ Characteristics and factors affecting pulse</li> <li>○ Assessment of pulse – sites, equipment and technique</li> <li>○ Alterations in pulse</li> </ul> </li> <li>• Respiration:                             <ul style="list-style-type: none"> <li>○ Definition, physiology and regulation, mechanics of breathing, characteristics and</li> <li>○ factors affecting respiration</li> <li>○ Assessment of respirations – technique</li> <li>○ Arterial oxygen saturation</li> <li>○ Alterations in respiration</li> </ul> </li> <li>• Blood pressure:                             <ul style="list-style-type: none"> <li>○ Definition, physiology and regulation</li> </ul> </li> </ul>		<p>the given values of temperature, pulse, and respiration in the graphic sheet</p> <ul style="list-style-type: none"> <li>• OSCE</li> </ul>
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			<ul style="list-style-type: none"> <li>○ Characteristics and factors affecting BP</li> <li>○ Assessment of BP – sites, equipment and technique</li> <li>○ Common errors in BP assessment</li> <li>○ Alterations in blood pressure</li> <li>○ Documenting vital signs</li> </ul>		
VII	3 (T)	Maintain equipment and linen	<b>Equipment and Linen</b> <ul style="list-style-type: none"> <li>• Types <ul style="list-style-type: none"> <li>○ Disposables and reusable</li> <li>○ Linen, rubber goods, glassware, metal, plastics and furniture</li> </ul> </li> <li>• Introduction <ul style="list-style-type: none"> <li>○ Indent, maintenance and inventory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Very short answers</li> <li>• MCQ</li> </ul>
VIII	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management.	<b>Introduction to Infection Control in Clinical Setting</b> <ul style="list-style-type: none"> <li>• Nature of infection</li> <li>• Chain of infection</li> <li>• Types of infection</li> <li>• Stages of infection</li> <li>• Factors increasing susceptibility to infection</li> <li>• Body defences against infection</li> <li>• Inflammatory response and immune response</li> <li>• Health care associated infection (nosocomial infection)</li> </ul> <b>Introductory concept of asepsis – Medical and surgical asepsis</b>  <b>Precautions</b> <ul style="list-style-type: none"> <li>• Hand hygiene (hand washing and use of hand</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Observation of autoclaving and other sterilization techniques</li> <li>• Video presentation on medical and surgical asepsis</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>

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			<ul style="list-style-type: none"> <li>rub)</li> <li>• Use of Personal Protective Equipment (PPE)</li> <li>• Standard precautions</li> </ul> <p><b>Biomedical Waste management</b></p> <ul style="list-style-type: none"> <li>• Types of hospital waste, waste segregation and hazards</li> </ul>		
IX	15 (T) 15 (SL)	Identify and meet the comfort needs of the patients	<p><b>Comfort, Rest and Sleep and Pain</b></p> <ul style="list-style-type: none"> <li>• Comfort <ul style="list-style-type: none"> <li>○ Factors influencing comfort</li> <li>○ Types of beds including latest beds, purposes and bed making</li> <li>○ Therapeutic positions</li> <li>○ Comfort devices</li> </ul> </li> <li>• Sleep and rest <ul style="list-style-type: none"> <li>○ Physiology of sleep</li> <li>○ Factors affecting sleep</li> <li>○ Promoting rest and sleep</li> <li>○ Sleep disorders</li> </ul> </li> <li>• Pain (discomfort) <ul style="list-style-type: none"> <li>○ Physiology</li> <li>○ Common cause of pain</li> <li>○ Types</li> </ul> </li> <li>• Assessment – pain scales and narcotic scales <ul style="list-style-type: none"> <li>○ Pharmacological and non-pharmacological pain-relieving measures – Use of narcotics, TENS devices and PCA</li> <li>○ Invasive techniques of pain management</li> <li>○ Any other newer measures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration and Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> <li>• OSCE</li> </ul>

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			<ul style="list-style-type: none"> <li>○ CAM (Complementary and Alternative healing Modalities)</li> </ul>		
X	5 (T) 3 (SL)	Describe the concept of patient environment	<b>Promoting Safety in Health Care Environment</b> <ul style="list-style-type: none"> <li>• Physical environment – Temperature, humidity, noise, ventilation, light, odor and pest control</li> <li>• Reduction of physical hazards – fire and accidents</li> <li>• Fall risk assessment</li> <li>• Role of nurse in providing safe and clean environment</li> <li>• Safety devices –                             <ul style="list-style-type: none"> <li>○ Restraints – Types, purposes, indications, legal implications, consent and application of restraints</li> <li>○ Skill and practice guidelines</li> </ul> </li> <li>• Other safety devices – Side rails, grab-bars, ambu alarms and non-skid slippers</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>
XI	6 (T) 2 (SL)	Explain and Perform admission, transfer, and discharge of a patient	<b>Hospital Admission and discharge</b> <ul style="list-style-type: none"> <li>• Admission to the hospital, Unit and preparation of unit                             <ul style="list-style-type: none"> <li>○ Admission bed</li> <li>○ Admission procedure</li> <li>○ Medico-legal issues</li> <li>○ Roles and responsibilities of the nurse</li> </ul> </li> <li>• Discharge from the hospital                             <ul style="list-style-type: none"> <li>○ Types – Planned discharge, LAMA and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>

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			<ul style="list-style-type: none"> <li>abscond, referrals and transfers</li> <li>Discharge planning</li> <li>Discharge procedure</li> <li>Medico-legal issues</li> <li>Roles and responsibilities of the nurse</li> <li>Care of the unit after discharge</li> </ul>		
XII	8 (T) 10 (SL)	Identify and meet the hygienic needs of patients	<b>Hygiene</b> <ul style="list-style-type: none"> <li>Factors influencing hygienic practice</li> <li>Hygienic care: Indications, purposes and effects of neglected care                             <ul style="list-style-type: none"> <li>Care of the Skin – (Bath, feet and nail and hair care)</li> <li>Care of pressure points</li> <li>Assessment of pressure ulcers using Braden scale and Norton scale</li> <li>Pressure ulcers – causes, stages and manifestations, care and prevention</li> <li>Perineal care/Meatal care</li> <li>Oral care, care of eyes, ears and nose including assistive devices (eye glasses, contact lens, dentures and hearing aid)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Very short answer</li> <li>MCQ</li> <li>OSCE</li> </ul>
XIII	4 (T) 2 (SL)	Describe the principles and practice of patient education	<b>Patient education</b> <ul style="list-style-type: none"> <li>Patient teaching – importance, purposes, and process</li> <li>Integrating nursing process in patient teaching</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
XIV	20 (T) 20 (SL)	Explain and apply principles of	<b>First Aid*</b> <ul style="list-style-type: none"> <li>Definition, basic principles, scope and rules</li> <li>First aid management</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration and Re-</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Very short answer</li> <li>MCQ</li> </ul>

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		first aid during emergencies	<ul style="list-style-type: none"> <li>○ Wounds, hemorrhage and shock</li> <li>○ Musculoskeletal injuries – Fractures,</li> <li>○ Dislocation and muscle injuries</li> <li>○ Transportation of Injured persons</li> <li>○ Respiratory emergencies and basic CPR</li> <li>○ Unconsciousness</li> <li>○ Foreign bodies – Skin, eye, ear, nose,</li> <li>○ throat and stomach</li> <li>○ Burns and scalds</li> <li>○ Poisoning, bites and stings</li> <li>○ Frostbite and effects of heat</li> <li>• Community Emergencies</li> </ul>	demonstration <ul style="list-style-type: none"> <li>• Module completion</li> <li>• National Disaster Management Authority (NDMA)</li> <li>• Indian Red Cross Society (IRCS) First Aid module</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
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\* Mandatory module

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#### CLINICAL PRACTICUM

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

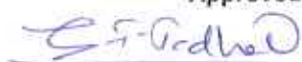
**SKILL LAB**

**Use of Mannequins and Simulators**

Sl. 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.	Sponge bath, oral hygiene, perineal care	Mannequin
9.	Admission, transfer, discharge and health teaching	Role Play

  
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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	1	Maintain effective human relations (projecting professional image)  Communicate effectively with patient, families and team members  Demonstrate skills in techniques of recording and reporting	<b>Communication and nursepatient relationship</b>  • Maintaining communication with patient and family and interpersonal relationship • Documentation and reporting o Documenting patient care and procedures o Verbal report o Written report		• OSCE
	2	Demonstrate skill in monitoring vital signs  Care for patients with altered vital signs  Demonstrate skill in implementing standard precautions and use of PPE	<b>Vital signs</b>  • Monitor/measure and document vital signs in a graphic sheet o Temperature (oral, tympanic, axillary) o Pulse (Apical and peripheral pulses) o Respiration o Blood pressure o Pulse oximetry • Interpret and report alteration • Cold applications – Cold compress, ice cap and tepid sponging	• Care of patients with alterations in vital signs- 1	• Assessment of clinical skills using checklist  • OSCE

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			<ul style="list-style-type: none"> <li>Care of equipment – thermometer, BP apparatus, stethoscope and pulse oximeter</li> </ul> <p><i>Infection control in Clinical settings</i></p> <ul style="list-style-type: none"> <li>Hand hygiene</li> <li>Use of PPE</li> </ul>		
	3	Demonstrate skill in meeting the comfort needs of the patients	<p><b>Comfort, rest and sleep, pain and promoting safety in health care environment</b></p> <p><i>Comfort, rest and sleep</i></p> <ul style="list-style-type: none"> <li>Bed making-                             <ul style="list-style-type: none"> <li>Open</li> <li>Closed</li> <li>Occupied</li> <li>Post-operative</li> <li>Cardiac bed</li> <li>Fracture bed</li> </ul> </li> <li>Comfort devices                             <ul style="list-style-type: none"> <li>Pillows</li> <li>Over bed table/cardiac table</li> <li>Back rest</li> <li>Bed cradle</li> </ul> </li> <li>Therapeutic Positions                             <ul style="list-style-type: none"> <li>Supine</li> <li>Fowlers (low, semi, high)</li> <li>Lateral</li> <li>Prone</li> <li>Sim's</li> <li>Trendelenburg</li> <li>Dorsal recumbent</li> <li>Lithotomy</li> <li>Knee chest</li> </ul> </li> </ul> <p><i>Pain</i></p> <ul style="list-style-type: none"> <li>Pain assessment and provision for comfort</li> <li>Promoting Safety in health care</li> </ul>		<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> <li>OSCE</li> </ul>

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		Provide safe and clean environment	environment <ul style="list-style-type: none"> <li>Care of patient unit</li> <li>Use of safety devices:                             <ul style="list-style-type: none"> <li>Side rails</li> </ul> </li> <li>Restraints (Physical)</li> <li>Fall risk assessment and post fall assessment</li> </ul>	<ul style="list-style-type: none"> <li>Fall risk assessment-1</li> </ul>	
	1	Demonstrate skill in admission, transfer, and discharge of a patient	<b>Hospital admission and discharge</b> <ul style="list-style-type: none"> <li>Perform and document:                             <ul style="list-style-type: none"> <li>Admission</li> <li>Transfer</li> <li>Planned discharge</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> <li>OSCE</li> </ul>
	2	Implement basic nursing techniques in meeting hygienic needs of patients	<b>Hygiene</b> <ul style="list-style-type: none"> <li>Care of skin and hair:                             <ul style="list-style-type: none"> <li>Sponge bath/ Bed bath</li> <li>Care of pressure points and back massage</li> </ul> </li> <li>Pressure sore risk assessment using Braden/Norton scale                             <ul style="list-style-type: none"> <li>Hair wash</li> <li>Pediculosis treatment</li> </ul> </li> <li>Oral hygiene</li> <li>Perineal hygiene and</li> <li>Catheter care</li> </ul>	<ul style="list-style-type: none"> <li>Pressure sore assessment – 1</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> <li>OSCE</li> </ul>
	1	Demonstrate skills in assessing and performing first aid during emergencies	<b>First aid and emergencies</b> <ul style="list-style-type: none"> <li>Bandaging techniques                             <ul style="list-style-type: none"> <li>Basic bandages:                                     <ul style="list-style-type: none"> <li>Circular</li> <li>Spiral</li> <li>Reverse-spiral</li> <li>Recurrent</li> <li>Figure of eight</li> </ul> </li> <li>Special bandages:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab)</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> <li>OSCE (first aid competencies)</li> </ul>

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			<ul style="list-style-type: none"> <li>- Caplin</li> <li>- Eye/Ear bandage</li> <li>- Jaw bandage</li> <li>- Shoulder spica</li> <li>- Thumb spica</li> <li>- Triangular bandage/ Sling(Head and limbs)</li> <li>- Binders</li> </ul>		
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2. Kozier B, Erb GL. Fundamentals of nursing concepts, process, and practice. 11<sup>th</sup> ed. Upper Saddle River, New Jersey: Pearson; 2021.
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4. Taylor C, Lynn P. Fundamentals of nursing the art and science of person centered care, 9<sup>th</sup> ed. India: Wolters Kluwer health; 2018.
5. Sr. Nancy, Text book of principles and practice of nursing. Volume-I 7<sup>th</sup> ed. Indore: N R publication; 2018.
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### Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcomes(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
	CO 1	2	2	1	1	1	2	3	1	2	2	3	1	2	2	1	1
	CO 2	3	2	3	1	3	2	2	3	3	3	2	3	2	1	3	3
	CO 3	2	3	2	3	2	3	2	3	3	2	2	3	2	2	3	3
	CO 4	1	3	2	2	1	2	2	3	1	2	1	3	2	1	3	2
	CO 5	2	3	2	3	2	3	3	3	3	3	3	3	3	3	3	2
	CO 6	2	3	2	3	2	3	3	3	2	2	3	2	3	3	3	3
	CO 7	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3
	CO 8	1	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3
	CO 9	3	3	2	3	2	3	3	3	3	3	3	2	3	3	3	3
	CO 10	2	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3
	CO 11	2	3	2	3	2	3	3	3	3	3	3	3	3	2	3	3
	Practical CO 12	3	2	1	2	3	2	2	3	3	2	2	3	2	3	2	3
	CO 13	2	2	2	3	2	3	2	3	3	3	2	3	3	2	2	3
	CO 14	1	3	2	2	1	2	2	3	1	2	1	3	2	2	3	3
	CO 15	2	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3
	CO 16	2	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3
	CO 17	2	3	2	3	2	3	3	3	2	2	3	3	3	3	3	3
	CO 18	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3
	CO 19	2	3	2	3	2	3	3	3	2	2	3	2	3	3	3	3
	CO 20	1	3	2	3	2	3	2	3	3	3	3	3	3	3	3	3
	CO 21	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3
	CO 22	2	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3
	CO 23	2	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

*[Signature]*  
M.S. Ramaiah  
Dean - Academics

*[Signature]*  
M.S. Ramaiah  
Dean - Academics

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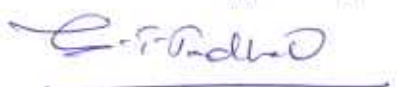
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Log book

**NURSING FOUNDATIONS –I**

Sl. No.	Procedural Competencies/Skills	Performs Independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
I	Communication and documentation					
1	Maintaining communication and interpersonal relationship with patient and families					
2	Verbal report					
3	Recording/Documentation of patient care (written report)					
II	Monitoring vital signs					
	temperature					
4	Oral					
5	Axillary					
6	Rectal					
	Pulse					
7	Radial					
8	Apical					
9	Carotid					
10	Pedal pulse (dorsalis pedis, posterior tibialis)					
11	Respiration					
12	Blood pressure					
III	Hot and cold application					
13	Cold compress					
14	Hot compress					
15	Ice cap					
16	Tepid sponge					

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IV	Infection control in clinical settings					
17	Hand hygiene (Hand washing and hand rub)					
18	Use of personal and protective equipment					
19	Biomedical waste disposal					
V	Comfort					
20	Open bed					
21	Occupied bed					
22	Post-operative bed					
23	Supine position					
24	Fowler's position					
25	Lateral position					
26	Prone position					
27	Semi prone position					
28	Trendelenburg position					
29	Lithotomy position					
30	Changing position of helpless patient (Moving/Turning/Logrolling)					
31	Cardiac table/Over-bed table					
32	Back rest					
33	Bed cradle					
34	Pain assessment (Initial and reassessment)					
VI	Safety					
35	Side rail					
36	Restraint (Physical)					
37	Fall risk assessment and post fall assessment					
VII	Admission and discharge					
38	Admission					

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39	Discharge					
40	Transfer (within hospital)					
<b>VIII Hygiene</b>						
41	Sponge bath/Bed bath					
42	Pressure injury assessment					
43	Skin care and care of pressure points					
44	Oral hygiene					
45	Hair wash					
46	Pediculosis treatment					
47	Perineal care/Meatal care					
48	Urinary catheter care					
<b>IX Patient education</b>						
49	Individual patient teaching					
<b>X First aid and emergencies</b>						
	<b>Bandages and binders</b>					
50	Circular					
51	Spiral					
52	Reverse spiral					
53	Recurrent					
54	Spica					
55	Figure of eight					
56	Eye					
57	Ear					
58	Caplin					
59	Jaw					
60	Arm sling					
61	Abdominal binder					
62	Basic CPR (first aid module)					

Teaching coordinator

H.O.D

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*S. F. Reddy*

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*M. S. Ramaiah*  
*Meenakshi*  
Dean - Academics

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### CLINICAL REQUIREMENTS

Sl. No.	Clinical Requirement	Date	Signature of the Faculty
<b>NURSING FOUNDATION I and II</b>			
1	History taking – 2 1. 2.		
2	Physical examination – 2 1. 2.		
3	Fall risk assessment – 2 1. 2.		
4	Pressure sore assessment – 2 1. 2.		
5	Nursing process – 2 1. 2.		
6	Completion of first aid module		
7	Completion of health assessment module		

Teaching Coordinator

H.O.D





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### GROUP PROJECT/WORK/REPORT

Name of the student :

Date of submission:

Subject :

Topic :

Sl. No.	Criteria	Marks Allotted	Marks Obtained
1	Introduction	1	
2	Content	2	
3	Organization	2	
4	Clarity	2	
5	A.V. Aids	1	
6	Group participation	1	
7	Conclusion	1	
8	Reference	1	
9	Time of Submission	1	
	<b>Total</b>	<b>12</b>	

  
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Bangalore-560054

CONTINUOUS ASSESSMENT

SEMINAR/INDIVIDUAL PRESENTATION

Name of the student :

Date of submission:

Subject :

Topic :

Sl. No.	Criteria	Marks Allotted	Marks Obtained
1	<b>CONTENT:</b> a. Relevant b. Adequate c. Organization d. Bibliography	2	
2	<b>PRESENTATION:</b> a. Introduction : Appropriate & Interesting b. Voice audible & Confidence c. Mastery of subject d. Summary & Conclusion	3	
3	<b>A.V.AIDS:</b> a. Selection b. Preparation	1	
	<b>Total</b>	<b>6</b>	

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2<sup>ND</sup> SEMESTER

SUBJECT : NURSING FOUNDATION-II

CONTINUOUS ASSESSMENT

EVALUATION FORMAT FOR SEMINAR/ PRESENTATION

Name of the student :

Date of presentation:

Topic :

Sl. No.	Criteria	Marks Allotted	Marks Obtained
1	<b>CONTENT:</b> a. Relevant b. Adequate c. Organization d. Bibliography	2	
2	<b>PRESENTATION:</b> a. Introduction : Appropriate & Interesting b. Voice audible & Confidence c. Mastery of subject d. Summary & Conclusion	3	
3	<b>A.V.AIDS:</b> a. Selection b. Preparation	1	
	<b>Total</b>	<b>6</b>	

Remarks :

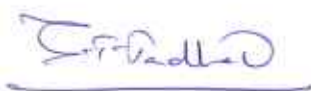
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1<sup>ST</sup> SEMESTER

CONTINUOUS ASSESSMENT

WRITTEN ASSIGNMENT

Name of the student :

Date of submission:

Subject :

Topic :

Sl. No.	Criteria	Marks Allotted	Marks Obtained
1	Organization Sequence of content	3	
2	Content	4	
3	Comprehensiveness	3	
4	Relevance	2	
5	Creativity and illustration	2	
6	Neatness	2	
7	Time of Submission	2	
8	Reference	2	
	Total	20	

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**1<sup>ST</sup> SEMESTER**  
**CONTINUOUS ASSESSMENT**  
**MODULE**

Name of the student :

Date of submission:

Subject :

Topic :

Sl. No.	Criteria	Marks Allotted	Marks Obtained
1	Organization Sequence of content and depth of the content	4	
2	Comprehensiveness	1	
3	Relevance	1	
4	Creativity and illustration	1	
5	Neatness	1	
6	Time of Submission	1	
7	Reference	1	
	<b>Total</b>	<b>10</b>	

*Gp*  
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Dean - Academics  
M.S. Ramaiah University of Applied Sciences  
Bangalore-560054

*S. S. Reddy*

**Principal and Dean**

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1<sup>ST</sup> SEMESTER

CONTINUOUS ASSESSMENT

CLINICAL PERFORMANCE EVALUATION FORMAT

Name of the student :

Date of submission:

Subject :

Topic :

Sl. No.	Criteria	Marks Allotted	Marks Obtained
1	ASSESSMENT: Develops rapport with client and family	1	
2	Takes complete history	1	
3	Identifies the needs / problems of the client	2	
4	Plans care on the basis of priority needs	1	
5	Basic procedure	3	
6	Plans health teaching for clients family	2	
	<b>Total</b>	<b>10</b>	

SIGNATURE OF THE EVALUATOR

*GP*  
Registrar and Sciences  
M.S. Ramaiah  
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*M. S. Ramaiah*  
M.S. Ramaiah University of Applied Sciences  
Bangalore-560054

*E. Radha*  
Principal and Dean

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**CONTINUOUS ASSESSMENT**  
**SEMINAR/INDIVIDUAL PRESENTATION**

Name of the student :

Date of submission:

Subject :

Topic :

Sl. No.	Criteria	Marks Allotted	Marks Obtained
1	<b>INTRODUCTION:</b> a. Appropriate & Interesting	1	
2	<b>CONTENT:</b> e. Relevant f. Adequate g. Organization	1 1 1	
3	<b>PRESENTATION:</b> e. Voice audible f. Confidence g. Mastery of subject	1 1 2	
4	<b>A.V.AIDS:</b> a. Selection b. Preparation	1 1	
5	<b>Summary &amp; Conclusion</b>	1	
6	<b>BIBLIOGRAPHY:</b>	1	
	<b>Total</b>	<b>12</b>	

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SIGNATURE OF THE EVALUATOR

*S. P. Reddy*

**Principal and Dean**

*Yeo L Yeo*  
**Dean - Academics**

1<sup>ST</sup> SEMESTER

HISTORY COLLECTION EVALUATION SHEET

Name of the student:

Date :

Area :

Sl. No	Criteria	Marks allotted	Obtained marks
1	Baseline data of the patient	1	
2	Chief complaints of the patient	2	
3	History of health status : <ul style="list-style-type: none"> <li>• Present medical history (1)</li> <li>• Past medical history (1)</li> <li>• Present surgical history (1)</li> <li>• Past surgical history (1)</li> </ul>	4	
4	Personal history	1	
5	Family history	1	
6	Socio economic history	1	
Total			

  
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**SUBJECT : NURSING FOUNDATION**

**PHYSICAL ASSESSMENT EVALUATION PROFORMA**

Name of the Student :

Area :

Batch :

Date & time of submission :

Placement :

Date of submission :

Sl.No.	Points to evaluate	Excellent	Very good	Average	Poor	Very poor
		5	4	3	2	1
1.	Collects base line data					
2.	Develops rapport with client & family					
3.	Recognizes the chief complaints of client					
4.	Collects past medical & Surgical History of the client					
5.	Depicts Family Genogram correctly					
6.	Makes Relevant observations					
7.	Review of symptoms					
8.	Physical examination Head to Toe assessment					
9.	Analyses of the data collected					
10.	Identifies needs & problems of the client & formulates nursing diagnosis					
Total -50						

GENERAL COMMENTS:

SIGNATURE OF THE STUDENT:

DATE :

SIGNATURE OF THE EVALUATOR

DATE:

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*S. R. Reddy*

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KANNADA

Course Specifications

Course Title	KANNADA
Course Code	BNA101A
Course Type	Core course
Faculty	Nursing

ಸಮಯ: 30 ಗಂಟೆಗಳು (ಮೂವತ್ತು ಗಂಟೆಗಳು)

- ಉದ್ದೇಶ:
1. ದಿನ ಬಳಿಕೆಯ ವ್ಯವಹಾರದಲ್ಲಿ ಶುಶ್ರೂಷೆಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಕನ್ನಡ ಭಾಷೆ ಅಳವಡಿಕೆ.
  2. ಕನ್ನಡೇತರರಿಗೆ ಕನ್ನಡ ಭಾಷೆಯ ಪರಿಚಯ ಮಾಡಿ ಕೊಡುವುದು.
  3. ಜನಾರೋಗ್ಯದ ಬಗ್ಗೆ ಜನಸಮುದಾಯಕ್ಕೆ ತಿಳುವಳಿಕೆ ಕೊಡುವುದು.

ಘಟಕ	ಸಮಯ	ಕಲಿಕೆಯ ಫಲಿತಾಂಶ	ವಿಷಯ	ಬೋಧನೆ / ಕಲಿಕೆ ಫಲಿತಾಂಶ	ಮೌಲ್ಯಮಾಪನ ವಿಧಾನ
I	5	ಕನ್ನಡ ಭಾಷೆಯ ದಿನ ಬಳಿಕೆ ಪದಗಳನ್ನು ಕಲಿಯಿರಿ	ಅಕ್ಷರಮಾಲೆ <ul style="list-style-type: none"> <li>• ಸ್ವರಗಳು</li> <li>• ವ್ಯಂಜನಗಳು</li> <li>• ಪದಗಳು</li> <li>• ವಚನ</li> <li>• ದಿನಗಳು</li> <li>• ಸಮಯ</li> <li>• ಹವಾಮಾನ</li> <li>• ಋತುಗಳು</li> <li>• ಆಳತೆಗಳು</li> <li>• ಬಣ್ಣಗಳು</li> <li>• ಸಂಖ್ಯೆಗಳು</li> <li>• ತರಕಾರಿಗಳು</li> <li>• ಆಹಾರ</li> </ul>	ಉಪನ್ಯಾಸ ಮತ್ತು ಅಭ್ಯಾಸ	ಮೌಖಿಕ ಪರೀಕ್ಷೆ

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Programme structure and course details of B.Sc. Nursing-2022

			<ul style="list-style-type: none"> <li>ಹಣ್ಣುಗಳು</li> </ul>		
II	5	ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ವಾಕ್ಯ ರಚನೆಯನ್ನು ಕಲಿಯಿರಿ	<ul style="list-style-type: none"> <li>ಎರಡು ವಾಕ್ಯ</li> <li>ಮೂರು ವಾಕ್ಯ</li> <li>ಸಂಭಾಷಣೆಯ ಪ್ರಶ್ನೆಗಳು</li> </ul>	ಅಭ್ಯಾಸ	ಚಿಕ್ಕ ಪ್ರಶ್ನೆ ಮತ್ತು ಉತ್ತರಗಳು
III	5	ರೋಗಿ ಮತ್ತು ಶುಶ್ರೂಷಕರ ಮಧ್ಯೆ ಸಾಮಾನ್ಯವಾಗಿ ನಡೆಯುವ ಸಂಭಾಷಣೆಯಲ್ಲಿ ಬಳಸುವ ಪದಗಳು ಮತ್ತು ವಾಕ್ಯಗಳನ್ನು ಕಲಿಯಿರಿ	<ul style="list-style-type: none"> <li>ರೋಗಿಗಳ ಭಾವನೆಗಳ ಬಗ್ಗೆ ವಿವರಗಳು</li> <li>ದೈನಂದಿನ ಸಂಭಾಷಣೆ - ರೋಗಿಗಳ ವಿವರ</li> <li>ವೈದ್ಯರೊಂದಿಗೆ ಹಾಗೂ ಇತರ ಸಹಚರರೊಂದಿಗೆ ವ್ಯವಹರಿಸಲು ಮತ್ತು ಸಂಭಾಷಣೆ ನಡೆಸಲು ಬೇಕಾದ ವಾಕ್ಯಗಳು</li> <li>ರೋಗಿಗಳ ಹಿನ್ನೆಲೆ ಸಂಗ್ರಹ</li> </ul>	ಅಭ್ಯಾಸ	ಪರಿಶೀಲನಾ ಪಟ್ಟಿ
IV	15	ಜನಾರೋಗ್ಯದ ಬಗ್ಗೆ ಜನ ಸಮುದಾಯಕ್ಕೆ ತಿಳುವಳಿಕೆ ಕೊಡುವುದು	<ul style="list-style-type: none"> <li>ವೈಯಕ್ತಿಕ ಸ್ವಚ್ಛತೆ ಮತ್ತು ನೈಸರ್ಗಿಕ ಸ್ವಚ್ಛತೆ</li> <li>ಸಾಂಕ್ರಾಮಿಕ ರೋಗಗಳು ಮತ್ತು ಅವುಗಳ ತಡೆಗಟ್ಟುವಿಕೆ</li> <li>ಆಹಾರ ಮತ್ತು ಆರೋಗ್ಯ</li> <li>ತಾಯಿ ಮತ್ತು ಮಗುವಿನ ಆರೋಗ್ಯ <ul style="list-style-type: none"> <li>○ ಗರ್ಭಿಣಿಯರ ಆರೋಗ್ಯ</li> <li>○ ಗರ್ಭಿಣಿಯರ ಆಹಾರ</li> <li>○ ಮಗುವಿನ ಬೆಳವಣಿಗೆ</li> </ul> </li> </ul>	ಉಪನ್ಯಾಸ ಮತ್ತು ಪಾತ್ರಾಭಿನಯ	ಪರಿಶೀಲನಾ ಪಟ್ಟಿ

  
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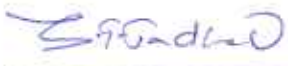
			<ul style="list-style-type: none"> <li>• ಸ್ವನಪಾನ ಉಣಿಸುವಿಕೆ                     <ul style="list-style-type: none"> <li>○ ಸ್ವನಪಾನ ಉಣಿಸುವಿಕೆಯ ಪ್ರಾಮುಖ್ಯತೆಗಳು</li> <li>○ ಪೂರ್ಣ ಪ್ರಮಾಣದ ಸ್ವನಪಾನ ಉಣಿಸುವಿಕೆ</li> </ul> </li> <li>• ಆರೋಗ್ಯ ಮತ್ತು ಆಹಾರ ಪ್ರಾಮುಖ್ಯತೆ</li> <li>• ಕುಟುಂಬ ಕಲ್ಯಾಣ ಯೋಜನೆ                     <ul style="list-style-type: none"> <li>○ ಕುಟುಂಬ ಯೋಜನೆಯ ಕ್ರಮಗಳು (ಗಂಡು ಮತ್ತು ಹೆಣ್ಣು)</li> </ul> </li> </ul>		
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ಆಧ್ಯಾಯನಕ್ಕೆ ಶಿಫಾರಸ್ಸು ಮಾಡಲಾಗಿರುವ ಪುಸ್ತಕಗಳು

1. ಸಮಾಜ ಆರೋಗ್ಯ : ಡಾ.ಎಸ್.ವಿ.ನಾರಾಯಣ
2. ತಾಯಿ ಮಗು : ಡಾ.ಅನುಪಮ ನಿರಂಜನ್
3. ರೋಗೋಪಚಾರ : ಡಾ.ಎಸ್.ಆರ್.ಕಾವಳಿ (ಸೆಂಟ್ ಜಾನ್ ಆಂಬುಲೆನ್ಸ್ ಆಸೋಸಿಯೇಷನ್)
4. ಪರಿಸರ ಸಂದರ್ಶನ ಮತ್ತು ಪರಿಸರ ಮಲಿನತೆ : ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಜ್ಞಾನ ಪರಿಷತ್ತಿನ ಪ್ರಕಟಣೆಗಳು
5. ಆರೋಗ್ಯ ಶಿಕ್ಷಣ ಮತ್ತು ಶಾಲಾ ಮಕ್ಕಳ ಆರೋಗ್ಯ (ಆರೋಗ್ಯ ಮತ್ತು ಕುಟುಂಬ ಯೋಜನೆ ಇಲಾಖೆ, ಬೆಂಗಳೂರು ಪ್ರಕಟಗೊಳಿಸಿರುವ ಪ್ರಸ್ತುತ ಪುಸ್ತಕಗಳು)
6. ವೈದ್ಯ ಪದಗಳ ಹುಟ್ಟುರಚನೆ : ಡಾ.ಡಿ.ಎನ್.ಶಿವಪ್ಪ

  
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Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcomes(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
	CO 1	2	3	3	3	1	3	3	3	2	2	3	3	3	1	3	3
	CO 2	3	3	1	3	1	3	3	3	2	2	3	3	3	1	3	3
	CO 3	2	3	1	3	1	3	3	3	2	2	3	3	3	1	3	3
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

  
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## APPLIED BIOCHEMISTRY

### Course Specifications

Course Title	APPLIED BIOCHEMISTRY
Course Code	BIOC 135
Course Type	Core Course
Faculty	Nursing

PLACEMENT: II SEMESTER

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

### Course outcomes

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

CO-1	describe the metabolism of carbohydrates and its alterations
CO-2	explain the metabolism of lipids and its alterations.
CO-3	explain the metabolism of proteins and amino acids and its alterations.
CO-4	identify alterations in disease conditions.
CO-5	explain clinical enzymology in various disease conditions.
CO-6	explain acid base balance, imbalance and its clinical significance.
CO-7	describe the metabolism of haemoglobin and its clinical significance.
CO-8	explain different function tests and interpret the findings.
CO-9	illustrate the immunochemistry
CO-10	understanding phlebotomy and various pre analytical error associated with it.

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COURSE OUTLINE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment methods
I	8(T)	Describe the metabolism of carbohydrates and its alterations	<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>Biologically importance of carbohydrates</li> <li>Digestion, absorption, metabolism of carbohydrates and related disorders</li> <li>Regulation of blood glucose</li> <li>Diabetes mellitus – type 1 and type 2, symptoms, complications and management in brief</li> <li>Investigations of diabetes mellitus                             <ul style="list-style-type: none"> <li>Oral glucose tolerance test-indications, procedure,</li> <li>interpretation and types of GTT curve</li> <li>Mini GTT, extended GTT, GCT and IV GTT</li> <li>HbA1c (Only definition)</li> </ul> </li> <li>Hypoglycaemia – definition and causes</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts and slides</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>
II	8(T)	Explain the metabolism of lipids and its alterations	<b>Lipids</b> <ul style="list-style-type: none"> <li>Fatty acids – definition and classification</li> <li>Definition, clinical significance of MUFA and PUFA, essential fatty acids and trans fatty acids</li> <li>Digestion, absorption, metabolism of lipids and related disorders</li> <li>Compounds formed from cholesterol</li> <li>Ketone bodies (name, types and significance only)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts and slides</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>

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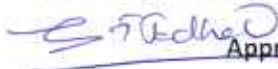


Programme structure and course details of B.Sc. Nursing-2022

			<ul style="list-style-type: none"> <li>Lipoproteins – types and functions (metabolism not required)</li> <li>Lipid profile</li> <li>Atherosclerosis (in brief)</li> </ul>		
III	8 [T]	<p>Explain the metabolism of amino acids and proteins</p> <p>Identify alterations in disease conditions</p>	<p><b>Proteins</b></p> <ul style="list-style-type: none"> <li>Classification of amino acids based on nutrition, metabolic rate with digestion, absorption, metabolism of protein and related disorders</li> <li>Biologically important compounds synthesized from various amino acids (only names)</li> <li>In born errors of amino acid metabolism– only aromatic amino acids (in brief)</li> <li>Plasma protein – types, function and normal values</li> <li>Causes of proteinuria, hypoproteinemia, hyper-gamma globinemia</li> <li>Principle of electrophoresis, normal and abnormal electrophoretic patterns (in brief)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts, models and slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>
IV	4[T]	Explain clinical enzymology in various disease conditions	<p><b>Clinical enzymology</b></p> <ul style="list-style-type: none"> <li>Isoenzymes -definition and properties</li> <li>Enzymes of diagnostic importance in                             <ul style="list-style-type: none"> <li>Liver diseases - ALT, AST, ALP and GGT</li> <li>Myocardial infarction – CK,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts and slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> </ul>

  
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Programme structure and course details of B.Sc. Nursing-2022

			cardiac troponins, AST and LDH <ul style="list-style-type: none"> <li>○ Muscle diseases – CK and Aldolase</li> <li>○ Bone diseases – ALP</li> </ul> Prostate cancer – PSA and ACP		
V	3[T]	Explain acid base balance, imbalance and its clinical significance	<b>Acid base maintenance</b> <ul style="list-style-type: none"> <li>• PH – definition and normal value</li> <li>• Regulation of blood pH – blood buffer, respiratory and renal</li> <li>• ABG – normal values</li> </ul> Acid base disorders – types, definition and causes	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>
VI	2 [T]	Describe the metabolism of hemoglobin and its clinical significance	<b>Heme catabolism</b> <ul style="list-style-type: none"> <li>• Heme degradation pathway</li> </ul> Jaundice – type, causes, urine and blood investigations (van den berg test)	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>
VII	3[T]	Explain different function tests and interpret the findings	<b>Organ function tests (biochemical parameters and normal values only)</b> <ul style="list-style-type: none"> <li>• Renal</li> <li>• Liver</li> <li>• Thyroid</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Visit to biochemistry lab</li> <li>• Explain using charts and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>
VIII	3[T]	Illustrate the immunochemistry	<b>Immunochemistry</b> <ul style="list-style-type: none"> <li>• Structure and functions of immunoglobulin</li> <li>• Investigations and interpretation – ELISA</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>
IX	2[P]	Understanding phlebotomy and various pre-analytical error associated	<b>Role of nurse in prevention of pre-analytical errors</b> <ul style="list-style-type: none"> <li>• Pre-analytical error and role of nurse in different scenario</li> <li>• Different types of vacutainer used</li> </ul> Precautions and instructions	<ul style="list-style-type: none"> <li>• Lecture cum demonstration on collection of specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Very short answers</li> <li>• DOAP</li> </ul>

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# Programme structure and course details of B.Sc. Nursing-2022

		with it	given to the subjects prior to specimen collection and its importance		
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**Note:** Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately).

## REFERENCE BOOKS

1. Naik P. Textbook of biochemistry for BSc nursing. New Delhi: Jaypee brothers medical publishers(P) ltd; 2022.
2. Vasudevan DM, Sreekumari S, Vaidyanathan K. Textbook of biochemistry for medical students. 9<sup>th</sup> ed. New Delhi: Jaypee brothers medical publishers (P) ltd; 2019.
3. Prasad RM. Textbook of nutrition and biochemistry for BSc nursing students.6<sup>th</sup> ed. Bangalore: Sheetal distributor; 2020.
4. Lal H. Essentials of biochemistry for BSc nursing students. 2<sup>nd</sup> ed. New Delhi: CBS publishers and distributors Pvt. Ltd; 2022.
5. Satyanarayana U, Chakrapani U. Fundamentals of biochemistry. Gurgaon: 6<sup>th</sup> ed. Elsevier publisher; 2022.

COURSE MAPPING(CO-PO-PSO)

## Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcomes(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
APPLIED BIO CHEMSTR Y	CO 1	3	3	3	3	3	2	2	2	2	2	2	2	2	1	2	2
	CO 2	2	2	3	2	1	2	2	3	2	2	2	2	2	2	2	2
	CO 3	3	3	2	2	1	1	3	2	2	2	2	2	2	1	2	2
	CO 4	2	2	2	1	1	3	2	2	2	2	2	2	2	1	2	2
	CO 5	3	2	1	2	2	2	2	2	2	2	2	2	2	1	2	2
	CO 6	2	2	3	2	2	2	2	2	2	2	2	2	2	1	2	2
	CO 7	2	2	2	3	1	2	2	2	2	2	2	3	2	1	2	2
	CO 8	2	3	2	3	2	3	2	2	2	2	2	2	2	1	2	2
	CO 9	2	2	3	2	2	3	2	2	2	2	2	2	2	1	2	2
	CO10	2	2	3	2	2	2	2	2	2	2	3	2	2	3	2	3

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

  
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## APPLIED NUTRITION AND DIETETICS

### Course Specifications

Course Title	APPLIED NUTRITION AND DIETETICS
Course Code	NUTR 140
Course Type	Combination course
Faculty	Nursing

PLACEMENT: II SEMESTER

THEORY: 3 credits (60 hours)

Theory: 45 hours

Lab: 15 hours

### Course Summary

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

### Course outcomes

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

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

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COURSE OUTLINE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to health	<b>Introduction to Nutrition</b> <b>Concepts</b> <ul style="list-style-type: none"> <li>Definition of nutrition and health</li> <li>Malnutrition – under nutrition and over nutrition</li> <li>Role of nutrition in maintaining health</li> <li>Factors affecting food and nutrition</li> </ul> <b>Nutrients</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Macro and micro-nutrients</li> <li>Organic and inorganic</li> <li>Energy yielding and non-energy yielding</li> </ul> <b>Food</b> <ul style="list-style-type: none"> <li>Classification – food groups</li> <li>Origin</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Charts/Slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>
II	3 (T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates  Explain BMR and factors affecting BMR	<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>Composition – starches, sugar and cellulose</li> <li>Recommended Daily Allowance (RDA)</li> <li>Dietary sources</li> <li>Functions</li> </ul> <b>Energy</b> <ul style="list-style-type: none"> <li>Unit of energy – Kcal</li> <li>Basal Metabolic Rate (BMR)</li> <li>Factors affecting BMR</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Charts/Slides</li> <li>Models</li> <li>Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>
III	2 (T)	Describe the classification, functions, sources and RDA of proteins	<b>Proteins</b> <ul style="list-style-type: none"> <li>Composition</li> <li>Eight essential amino acids</li> <li>Functions</li> <li>Dietary sources</li> <li>Protein requirements – RDA</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Charts/Slides</li> <li>Models</li> <li>Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>

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IV	2 (T)	Describe the classification, functions, sources and RDA of fats	<b>Fats</b> <ul style="list-style-type: none"> <li>Classification – saturated and unsaturated</li> <li>Calorie value</li> <li>Functions</li> <li>Dietary sources of fats and fatty acids</li> <li>Fat requirements – RDA</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Charts/Slides</li> <li>Models</li> <li>Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>
V	4 (T)	Describe the classification, functions, sources and RDA of vitamins	<b>Vitamins</b> <ul style="list-style-type: none"> <li>Classification – fat soluble and water soluble</li> <li>Fat soluble – vitamins A, D, E, and K</li> <li>Water soluble – thiamine (vitamin B1), riboflavin (vitamin B2), nicotinic acid, pyridoxine (vitamin B6), pantothenic acid, folic acid, vitamin B12 and ascorbic acid (vitamin C)</li> <li>Functions, dietary sources and requirements – RDA of every vitamin</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Charts/Slides</li> <li>Models</li> <li>Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>
VI	3 (T)	Describe the classification, functions, sources and RDA of minerals	<b>Minerals</b> <ul style="list-style-type: none"> <li>Classification – major minerals (calcium, phosphorus, sodium, potassium and magnesium) and trace elements</li> <li>Functions</li> <li>Dietary sources</li> <li>Requirements – RDA</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Charts/Slides</li> <li>Models</li> <li>Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>
VII	7 (T) 8 (L)	Describe and plan balanced diet for different age groups, pregnancy and lactation	<b>Balanced diet</b> <ul style="list-style-type: none"> <li>Definition, principles and steps</li> <li>Food guides – Basic four food groups</li> <li>RDA – definition, limitations and uses</li> <li>Food exchange system</li> <li>Calculation of nutritive value of foods</li> <li>Dietary fibre</li> </ul> <b>Nutrition across life cycle</b> <ul style="list-style-type: none"> <li>Meal planning/Menu planning – definition, principles, steps</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Meal planning</li> <li>Lab session on                             <ul style="list-style-type: none"> <li>Preparation of balanced diet for different categories</li> <li>Low-cost nutritious dishes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

			<ul style="list-style-type: none"> <li>• Infant and Young Child Feeding (IYCF) guidelines – breastfeeding and infant foods</li> <li>• Diet plan for different age groups – Children, adolescents and elderly</li> <li>• Diet in pregnancy – nutritional requirements and balanced diet plan</li> <li>• Anaemia in pregnancy – diagnosis, diet for anaemic pregnant women, iron and folic acid supplementation and counselling</li> <li>• Nutrition in lactation – nutritional requirements, diet for lactating mothers, and complementary feeding/weaning</li> </ul>		
VIII	5 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	<b>Nutritional deficiency disorders</b> <ul style="list-style-type: none"> <li>• Protein energy malnutrition – magnitude of the problem, causes, classification, signs and symptoms, Severe Acute Malnutrition (SAM), management and prevention and nurses' role</li> <li>• Childhood obesity – signs and symptoms, assessment, management and prevention and nurses' role</li> <li>• Vitamin deficiency disorders – vitamin A, B, C and D deficiency disorders – causes, signs and symptoms, management and prevention and nurses' role</li> <li>• Mineral deficiency diseases – iron, iodine and calcium deficiencies – causes, signs and symptoms, management and prevention and nurses' role</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Charts/Slides</li> <li>• Models</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>

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IX	4 (T) 7 (L)	Principles of diets in various diseases	<b>Therapeutic diets</b> <ul style="list-style-type: none"> <li>Definition, objectives and principles</li> <li>Modifications – consistency and nutrients</li> <li>Feeding techniques</li> <li>Diet in diseases – obesity, diabetes mellitus, CVD, underweight, renal diseases, hepatic disorders, constipation, diarrhoea, pre and post-operative period</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Meal planning</li> <li>Lab session on preparation of therapeutic diets</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>
X	3 (T)	Describe the rules and preservation of nutrients	<b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>Cooking – methods, advantages and disadvantages</li> <li>Preservation of nutrients</li> <li>Measures to prevent loss of nutrients during preparation</li> <li>Safe food handling and storage of foods</li> <li>Food preservation</li> <li>Food additives and food adulteration</li> <li>Prevention of Food Adulteration Act (PFA)</li> <li>Food standards</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Charts/Slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>
XI	4 (T)	Explain the methods of nutritional assessment and nutrition education	<b>Nutrition assessment and nutrition education</b> <ul style="list-style-type: none"> <li>Objectives of nutritional assessment</li> <li>Methods of assessment – clinical examination, anthropometry, laboratory and biochemical assessment and assessment of dietary intake including Food frequency questionnaire (FFQ) method</li> <li>Nutrition education – purposes, principles and methods</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Writing nutritional assessment report</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Evaluation of nutritional assessment report</li> </ul>
XII	3 (T)	Describe nutritional problems in India and	<b>National nutritional programs and role of nurse</b> <ul style="list-style-type: none"> <li>Nutritional problems in India</li> <li>National nutritional policy</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> </ul>

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		nutritional programs	<ul style="list-style-type: none"> <li>National nutritional programs – Vitamin A Supplementation, Anaemia Mukta 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</li> <li>Role of nurse in every program</li> </ul>		<ul style="list-style-type: none"> <li>Very short answer</li> </ul>
XIII	3 (T)	<p>Discuss the importance of food hygiene and food safety</p> <p>Explain the acts related to food safety</p>	<p><b>Food safety</b></p> <ul style="list-style-type: none"> <li>Definition, food safety considerations and measures</li> <li>Food safety regulatory measures in India                             <ul style="list-style-type: none"> <li>relevant acts</li> </ul> </li> <li>Five keys to safer food</li> <li>Food storage, food handling and cooking</li> <li>General principles of food storage of food items (ex. milk, meat)</li> <li>Role of food handlers in food borne diseases</li> <li>Essential steps in safe cooking practices</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading on related acts</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Short answer</li> </ul>

Food borne diseases and food poisoning are dealt in Community Health Nursing I

**REFERENCE BOOKS**

- Sohi D. A Comprehensive Textbook of Applied Nutrition and Dietetics for BSc Nursing students. 3<sup>rd</sup> ed. New Delhi: Jaypee brothers medical publishers (P) Ltd; 2022.
- Indrani TK. Manual of Nutrition and Therapeutic diet. 2<sup>nd</sup>ed. New Delhi: Jaypee brothers medical publishers(P) Ltd; 2017.
- Srilakshmi B. Human nutrition. 2<sup>nd</sup>ed. New age international(P) Ltd publishers; 2018.
- Srilakshmi B. Dietetics. 8<sup>th</sup>ed. New age international(P) Ltd publishers; 2019.
- Swaminathan M. Handbook food and nutrition. 5<sup>th</sup>ed. The Bangalore printing and publishing co. Ltd; 2017.
- Singh R. Food and nutrition for nurses. 2<sup>nd</sup>ed. New Delhi: Jaypee brothers medical publishers(P) Ltd; 2020.
- Mudambi SR, Rajagopal MV. Fundamentals of foods, Nutrition and diet therapy. 6<sup>th</sup>ed. New Delhi: New age international(P) Ltd publishers; 2020.
- Bandana. textbook of Applied Nutrition and Dietetics for undergraduate Nursing Students. 1<sup>st</sup>ed. Punjab: vision health sciences publishers;2021.

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COURSE MAPPING (CO-PO-PSO)

Course code & Name	Course Outcome (COs)	Programme Outcomes(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
APPLIED NUTRITION AND DIETETICS	CO 1	3	1	2	2	3	2	2	2	2	2	2	2	2	1	2	2
	CO 2	2	2	3	3	1	2	2	3	2	2	2	2	2	2	2	2
	CO 3	2	3	2	2	2	1	3	2	2	2	2	2	2	2	2	2
	CO 4	3	3	3	3	2	3	2	2	2	2	2	2	2	2	2	2
	CO 5	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2
	CO 6	2	2	3	2	2	2	2	2	2	2	2	2	2	1	2	2
	CO 7	3	2	2	3	1	2	2	2	2	2	2	3	2	1	2	2

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

  
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## NURSING FOUNDATION-II

### Course Specifications

Course Title	NURSING FOUNDATION-II
Course Code	N-Nf(II)125
Course Type	Combination Course
Department	Fundamental of nursing
Faculty	Nursing

#### Course Summary

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.

PLACEMENT: II SEMESTER

THEORY: 6

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

#### Course Outcomes

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

CO-1	Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings.
CO-2	Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using nursing process approach in supervised clinical settings.
CO-3	Assess the nutritional needs of patients and provide relevant care under supervision.
CO-4	Demonstrate understanding and application of knowledge in caring for patients with restricted mobility.
CO-5	Identify and meet the elimination needs of patient.
CO-6	Interpret findings of specimen testing applying the knowledge of normal values.
CO-7	Promote oxygenation based on identified oxygenation needs of patients under supervision.
CO-8	Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology.
CO-9	Apply the knowledge of the principles, routes, effects of administration of medications in administering medication.
CO-10	Calculate conversions of drugs and dosages within and between systems of measurements.
CO-11	Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness.
CO-12	Explain loss, death and grief.

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CO-13	Describe sexual development and sexuality.
CO-14	Identify stressors and stress adaptation modes.
CO-15	Integrate the knowledge of culture and cultural differences in meeting the spiritual needs.
CO-16	Explain the introductory concepts relevant to models of health and illness in patient care.

**COURSE OUTLINE**  
T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	<b>Health assessment</b> <ul style="list-style-type: none"> <li>• Interview techniques</li> <li>• Observation techniques</li> <li>• Purposes of health assessment</li> <li>• Process of health assessment                             <ul style="list-style-type: none"> <li>○ Health history</li> <li>○ Physical examination:                                     <ul style="list-style-type: none"> <li>– Methods: Inspection, palpation, percussion, auscultation and olfaction</li> <li>– Preparation for examination: patient and unit</li> <li>– General assessment</li> <li>– Assessment of each body system</li> <li>– Documenting health assessment findings</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Modular Learning: Health Assessment Module</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> <li>• OSCE</li> </ul>
II	13 (T) 8 (SL)	Describe assessment, planning, implementation and evaluation of nursing care using nursing process approach	<b>The nursing process</b> <ul style="list-style-type: none"> <li>• Critical thinking competencies, attitudes for critical thinking and levels of critical thinking in nursing</li> <li>• Nursing process overview</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Collection of Data: Types, sources and methods</li> <li>• Organizing data</li> <li>• Validating data</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Supervised clinical practice</li> <li>• Writing nursing care plan</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> <li>• Evaluation of nursing care plan</li> </ul>

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			<ul style="list-style-type: none"> <li>Documenting data</li> </ul> <p><b>Nursing diagnosis</b></p> <ul style="list-style-type: none"> <li>Identification of client problems, risks and strengths</li> <li>Nursing diagnosis statement – parts, types, formulating and guidelines for formulating nursing diagnosis</li> <li>NANDA approved diagnosis</li> <li>Difference between medical and nursing diagnosis</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Types of planning</li> <li>Establishing priorities</li> <li>Establishing goals and expected outcomes – purposes, types, guidelines, components of goals and outcome statements</li> <li>Types of Nursing Interventions, selecting interventions: Protocols and standing orders</li> <li>Introduction to Nursing Intervention Classification and Nursing Outcome Classification</li> <li>Guidelines for writing care plan</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>Process of implementing the plan of care</li> <li>Types of care – Direct and indirect</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Evaluation process, documentation and reporting</li> </ul>		
III	5 (T) 5 (SL)	Identify and meet the nutritional needs of patients	<p><b>Nutritional needs</b></p> <ul style="list-style-type: none"> <li>Importance</li> <li>Factors affecting nutritional needs</li> <li>Assessment of nutritional status</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Exercise</li> <li>Supervised clinical practice: nutritional</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>

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			<ul style="list-style-type: none"> <li>• Review: special diets – Solid, liquid, soft</li> <li>• Review on therapeutic diets</li> <li>• Care of patient with dysphagia,</li> <li>• anorexia, nausea and vomiting</li> <li>• Meeting nutritional needs: Principles, equipment, procedure and indications                             <ul style="list-style-type: none"> <li>○ Oral</li> <li>○ Enteral: Nasogastric/ Orogastric</li> <li>○ Introduction to other enteral feeds – types and indications</li> <li>○ Gastrostomy and jejunostomy</li> <li>○ Parenteral – TPN (Total Parenteral Nutrition)</li> </ul> </li> </ul>	assessment and planning therapeutic diets <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of nutritional assessment and diet planning</li> </ul>
IV	5 (T) 15 (SL)	Demonstrate skill in caring for patients with restricted mobility	<b>Mobility and Immobility</b> <ul style="list-style-type: none"> <li>• Elements of normal movement, alignment and posture, joint mobility, balance and coordinated movement</li> <li>• Principles of body mechanics</li> <li>• Factors affecting body alignment and activity</li> <li>• Exercise – types and benefits</li> <li>• Effects of immobility</li> <li>• Maintenance of normal body alignment and activity</li> <li>• Alteration in body alignment and mobility</li> <li>• Nursing interventions for impaired body alignment and mobility – assessment, types, devices used and method                             <ul style="list-style-type: none"> <li>○ Range of motion exercises</li> <li>○ Muscle strengthening exercises</li> <li>○ Maintaining body alignment -positions</li> <li>○ Moving</li> <li>○ Lifting</li> <li>○ Transferring</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration and re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> <li>• OSCE</li> </ul>

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			<ul style="list-style-type: none"> <li>○ Walking</li> <li>• Assisting clients with ambulation</li> <li>• Care of patients with immobility using nursing process approach</li> <li>• Care of patients with casts and splints</li> </ul>		
V	10 (T) 10 (SL)	Identify and meet the elimination needs of patient	<b>Elimination needs</b> <ul style="list-style-type: none"> <li>• Urinary elimination                             <ul style="list-style-type: none"> <li>○ Review of physiology of urine elimination, composition and characteristics of urine</li> <li>○ Factors influencing urination</li> <li>○ Alteration in urinary elimination</li> <li>○ Facilitating urine elimination: assessment, types, equipment, procedures and special considerations</li> <li>○ Providing urinal/bed pan</li> </ul> </li> <li>• Care of patients with                             <ul style="list-style-type: none"> <li>○ Condom drainage</li> <li>○ Intermittent catheterization</li> <li>○ Indwelling urinary catheter and urinary drainage</li> <li>○ Urinary diversions</li> <li>○ Bladder irrigation</li> <li>○ Bowel elimination</li> </ul> </li> <li>• Review of physiology of bowel elimination, composition and characteristics of faeces</li> <li>• Factors affecting bowel elimination</li> <li>• Alteration in bowel elimination</li> <li>• Facilitating bowel elimination: Assessment, equipment and procedures                             <ul style="list-style-type: none"> <li>○ Enemas</li> <li>○ Suppository</li> <li>○ Bowel wash</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration and Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> <li>• OSCE</li> </ul>

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			<ul style="list-style-type: none"> <li>○ Digital evacuation of impacted faeces</li> <li>○ Care of patients with ostomies (Bowel diversion procedures)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration and re-demonstration</li> </ul>	
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><b>Diagnostic testing</b></p> <ul style="list-style-type: none"> <li>• Phases of diagnostic testing (pre-test, intra-test and post-test) in common investigations and clinical implications</li> <li>○ Complete blood count</li> <li>○ Serum electrolytes</li> <li>○ LFT</li> <li>○ Lipid/Lipoprotein profile</li> <li>○ Serum glucose – AC, PC, HbA1c</li> <li>○ Monitoring capillary blood glucose (Glucometer Random Blood Sugar – GRBS)</li> <li>○ Stool routine examination</li> <li>○ Urine Testing – Albumin, acetone, pH and specific gravity</li> <li>○ Urine culture, routine and timed urine specimen</li> <li>○ Sputum culture</li> <li>○ Overview of radiologic and endoscopic procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration and re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>
VII	11 (T) 10 (SL)	<p>Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy</p>	<p><b>Oxygenation needs</b></p> <ul style="list-style-type: none"> <li>• Review of cardiovascular and respiratory physiology</li> <li>• Factors affecting respiratory functioning</li> <li>• Alterations in respiratory functioning</li> <li>• Conditions affecting                             <ul style="list-style-type: none"> <li>○ Airway</li> <li>○ Movement of air</li> <li>○ Diffusion</li> <li>○ Oxygen transport</li> </ul> </li> <li>• Alterations in oxygenation</li> <li>• Nursing interventions to promote oxygenation:</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Very Short Answer</li> <li>• MCQ</li> </ul>

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			<p>assessment, types, equipment used and procedure</p> <ul style="list-style-type: none"> <li>○ Maintenance of patent airway</li> <li>○ Oxygen administration</li> <li>○ Suctioning – oral and tracheal</li> <li>○ Chest physiotherapy – percussion, vibration and postural drainage</li> <li>○ Care of chest drainage – principles and purposes</li> <li>○ Pulse oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter and interpretation</li> <li>• Restorative and continuing care <ul style="list-style-type: none"> <li>○ Hydration</li> <li>○ Humidification</li> <li>○ Coughing techniques</li> <li>○ Breathing exercises</li> <li>○ Incentive spirometer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration and re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skill using checklist</li> </ul>
VIII	5 (T) 10(SL)	Describe the concept of fluid, electrolyte balance	<p><b>Fluid, Electrolyte and Acid – Base Balances</b></p> <ul style="list-style-type: none"> <li>• Review of physiological regulation of fluid, electrolyte and acid-base balances</li> <li>• Factors affecting fluid, electrolyte and acid-base balances</li> <li>• Disturbances in fluid volume: <ul style="list-style-type: none"> <li>○ Deficit <ul style="list-style-type: none"> <li>- Hypovolemia</li> <li>- Dehydration</li> </ul> </li> <li>○ Excess <ul style="list-style-type: none"> <li>- Fluid overload</li> <li>- Edema</li> </ul> </li> </ul> </li> <li>• Electrolyte imbalances (hypo and hyper) <ul style="list-style-type: none"> <li>○ Acid-base imbalances <ul style="list-style-type: none"> <li>- Metabolic – acidosis and alkalosis</li> <li>- Respiratory – acidosis and alkalosis</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answer</li> <li>• Very Short Answer</li> <li>• MCQ</li> </ul>

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			<ul style="list-style-type: none"> <li>○ Intravenous therapy                             <ul style="list-style-type: none"> <li>- Peripheral veni-puncture sites</li> <li>- Types of IV fluids</li> <li>- Calculation for making IV fluid plan</li> <li>- Complications of IV fluid therapy</li> <li>- Measuring fluid intake and output</li> <li>- Administering blood and blood components</li> <li>- Restricting fluid intake</li> <li>- Enhancing fluid intake</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving – calculations</li> </ul>
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, Parenteral and topical medication and document accurately under supervision</p>	<p><b>Administration of Medications</b></p> <ul style="list-style-type: none"> <li>• Introduction – Definition of medication, administration of medication, drug nomenclature, effects of drugs, forms of medications, purposes, pharmacodynamics and pharmacokinetics                             <ul style="list-style-type: none"> <li>○ Factors influencing medication action</li> <li>○ Medication orders and prescriptions</li> <li>○ Systems of measurement</li> <li>○ Medication dose calculation</li> <li>○ Principles, 10 rights of medication administration</li> <li>○ Errors in medication administration</li> <li>○ Routes of administration</li> <li>○ Storage and maintenance of drugs and nurses responsibility</li> <li>○ Terminologies and abbreviations used in prescriptions and medications orders</li> <li>○ Developmental considerations</li> <li>○ Oral, sub lingual and buccal routes: Equipment and procedure</li> </ul> </li> <li>• Introduction to parenteral administration of drugs – Intramuscular, intravenous,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answer</li> <li>• Very Short Answer</li> <li>• MCQ</li> <li>• OSCE</li> </ul>

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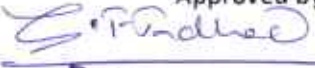


Programme structure and course details of B.Sc. Nursing-2022

			<p>subcutaneous, intra dermal: location of site, advantages and disadvantages of the specific sites, indication and contraindications for the different routes and sites</p> <ul style="list-style-type: none"> <li>• Equipment – Syringes and needles, cannula, Infusion sets – parts, types and sizes</li> <li>• Types of vials and ampoules, preparing Injectable medicines from vials and ampoules                             <ul style="list-style-type: none"> <li>○ Care of equipment: decontamination and disposal of syringes, needles and infusion sets</li> <li>○ Prevention of needle-stick injuries</li> </ul> </li> <li>• Topical Administration: Types, purposes, site, equipment and procedure                             <ul style="list-style-type: none"> <li>○ Application to skin and mucous membrane</li> <li>○ Direct application of liquids, gargle and swabbing the throat</li> <li>○ Insertion of drug into body cavity: Suppository/ medicated packing in rectum/vagina</li> <li>○ Instillations: Ear, eye, nasal, bladder, and rectal</li> <li>○ Irrigations: Eye, ear, bladder, vaginal and rectal</li> <li>○ Spraying: Nose and throat</li> </ul> </li> <li>• Inhalation: Nasal, oral, endotracheal/ tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered</li> <li>• Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intra-peritoneal, intra-pleural and intra-arterial</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration and Re-demonstration</li> </ul>	
X	5 (T)	Provide care to patients with	Sensory needs	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answer</li> </ul>

  
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	6 (SL)	altered functioning of sense organs and unconsciousness in supervised clinical practice	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Components of sensory experience –reception, perception and reaction</li> <li>• Arousal Mechanism</li> <li>• Factors affecting sensory function</li> <li>• Assessment of sensory alterations –sensory deficit, deprivation, overload and sensory poverty</li> <li>• Management                         <ul style="list-style-type: none"> <li>◦ Promoting meaningful communication (patients with Aphasia, artificial airway and Visual and hearing impairment)</li> </ul> </li> </ul> <p><b>Care of Unconscious Patients</b></p> <ul style="list-style-type: none"> <li>• Unconsciousness: Definition, causes and risk factors, pathophysiology, stages of unconsciousness and clinical manifestations</li> <li>• Assessment and nursing management of patient with unconsciousness and complications</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Very Short Answer</li> <li>• MCQ</li> </ul>
XI	4 (T) 6 (SL)	Explain loss, death and grief	<p><b>Care of Terminally ill, death and dying</b></p> <ul style="list-style-type: none"> <li>• Loss – types</li> <li>• Grief, bereavement and mourning</li> <li>• Types of grief responses</li> <li>• Manifestations of grief</li> <li>• Factors influencing loss and grief responses</li> <li>• Theories of Grief and Loss – Kubler Ross</li> <li>• 5 Stages of dying</li> <li>• The R process model (Rando's)</li> <li>• Death – Definition, meaning and types (brain and circulatory deaths)</li> <li>• Signs of impending death</li> <li>• Dying patient's Bill of Rights</li> <li>• Care of dying patient</li> <li>• Physiological changes occurring after death</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussions</li> <li>• Death care/last office</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answer</li> <li>• Very Short Answer</li> <li>• MCQ</li> </ul>

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			<ul style="list-style-type: none"> <li>• Death declaration and certification</li> <li>• Autopsy</li> <li>• Embalming</li> <li>• Last office/Death Care</li> <li>• Counselling and supporting grieving relatives</li> <li>• Placing body in the Mortuary</li> <li>• Releasing body from Mortuary</li> <li>• Overview – Medico-legal Cases, Advance directives, DNI/DNR, organ donation and euthanasia</li> </ul>		
			<b>PSYCHOSOCIAL NEEDS (A-D)</b>		
XII	3 (T)	Develop basic understanding of self-concept	<b>A. Self-concept</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Components (personal identity, body image, role performance and self esteem)</li> <li>• Factors affecting self concept</li> <li>• Nursing management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case Discussion / Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very Short Answer</li> <li>• MCQ</li> </ul>
XIII	2 (T)	Describe sexual development and sexuality	<b>B. Sexuality</b> <ul style="list-style-type: none"> <li>• Sexual development throughout life</li> <li>• Sexual health</li> <li>• Sexual orientation</li> <li>• Factors affecting sexuality</li> <li>• Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse</li> <li>• Dealing with inappropriate sexual behavior</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>• Very Short Answer</li> <li>• MCQ</li> </ul>
XIV	2 (T) 4 (SL)	Describe stress and adaptation	<b>C. Stress and Adaptation – Introductory concepts</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Sources, effects, indicators and types of stress</li> <li>• Types of Stressors</li> <li>• Stress adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS)</li> <li>• Manifestation of stress – Physical and psychological</li> <li>• Coping strategies/ Mechanisms</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>• Very short answer</li> <li>• MCQ</li> </ul>

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			<ul style="list-style-type: none"> <li>Stress management                             <ul style="list-style-type: none"> <li>Assist with coping and adaptation</li> <li>Creating therapeutic environment</li> </ul> </li> <li>Recreational and diversion therapies</li> </ul>		
XV	6 (T)	<p>Explain culture and cultural norms</p> <p>Integrate cultural differences and spiritual needs in providing care to patients under supervision</p>	<p><b>D. Concepts of Cultural Diversity and Spirituality</b></p> <ul style="list-style-type: none"> <li>Cultural diversity                             <ul style="list-style-type: none"> <li>Cultural concepts – culture, subculture, multicultural, diversity, race, acculturation and assimilation</li> <li>Transcultural nursing</li> <li>Cultural competence</li> <li>Providing culturally responsive care</li> </ul> </li> <li>Spirituality                             <ul style="list-style-type: none"> <li>Concepts – Faith, hope, religion, spirituality and spiritual well-being</li> <li>Factors affecting spirituality</li> <li>Spiritual problems in acute, chronic, terminal illnesses and near-death experience</li> <li>Dealing with spiritual distress/ problems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
XVI	6 (T)	<p>Explain the significance of nursing theories</p>	<p><b>Nursing Theories: Introduction</b></p> <ul style="list-style-type: none"> <li>Meaning and definition, purposes, types of theories with examples and overview of selected nursing theories – Nightingale, Orem's and Roy</li> <li>Use of theories in nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short Answer</li> <li>MCQ</li> </ul>

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## 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. demonstrate skill in caring for patients with restricted mobility.
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 and 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 and 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

Sl. No	Competencies	Mode of Teaching
1	Health Assessment	Standardized patient
2	Nutritional Assessment	Standardized patient
3	Naso-gastric tube feeding	Trainer/ Simulator
4	ROM Exercises	Standardized patient
5	Ambulation	Standardized patient
6	Moving and turning patients in bed	Mannequin
7	Changing position of helpless patients	Mannequin/Standardized patient
8	Transferring patients bed to stretcher/ wheel chair	Mannequin/Standardized patient
9	Providing bed pan and urinal	Mannequin
10	Catheter care	Catheterization trainer
11	Bowel wash, enema and insertion of suppository	Simulator/ Mannequin
12	Oxygen administration – face mask, venture Mask and nasal prongs	Mannequin
13	Administration of medication through parenteral route – IM, SC, ID and IV	IM injection trainer, ID injection trainer and IV arm (Trainer)
14	Last Office	Mannequin

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CLINICAL POSTINGS – General Medical/Surgical Wards

(16 weeks × 20 hours per week = 320 hours)

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural competencies/ Clinical Skills (Supervised clinical practice)	Clinical requirements	Assessment methods
General Medical/ Surgical wards	3	Perform health assessment of each body system	<b>Health assessment</b> <ul style="list-style-type: none"> <li>Nursing/Health history taking</li> <li>Perform physical examination:                             <ul style="list-style-type: none"> <li>General</li> <li>Body systems</li> </ul> </li> <li>Use various methods of physical examination – Inspection, palpation, percussion, auscultation, and olfaction</li> <li>Identification of system wise deviations</li> <li>Documentation of findings</li> </ul>	<ul style="list-style-type: none"> <li>History Taking – 2</li> <li>Physical examination – 2</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> <li>OSCE</li> </ul>
	1	Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	<b>The Nursing Process</b> <ul style="list-style-type: none"> <li>Prepare Nursing care plan for the patient based on the given case scenario</li> </ul>	<ul style="list-style-type: none"> <li>Nursing process – 1</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of Nursing process with criteria</li> </ul>
	2	Identify and meet the Nutritional needs of patients	<b>Nutritional needs, Elimination needs and Diagnostic testing</b> <i>Nutritional needs</i> <ul style="list-style-type: none"> <li>Nutritional assessment</li> <li>Preparation of nasogastric tube feed</li> <li>Nasogastric tube feeding</li> </ul>	<ul style="list-style-type: none"> <li>Nutritional assessment – 1</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> <li>OSCE</li> </ul>
	1	Demonstrate skill in caring for patients	<b>Mobility and Immobility</b> <ul style="list-style-type: none"> <li>Range of motion exercises</li> </ul>	<ul style="list-style-type: none"> <li>Individual teaching-1</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> </ul>

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		with restricted mobility Plan and provide appropriate health teaching following the principles	<ul style="list-style-type: none"> <li>Assist patient in:                             <ul style="list-style-type: none"> <li>Moving</li> <li>Turning</li> <li>Logrolling</li> </ul> </li> <li>Changing position of helpless patient</li> <li>Transferring (Bed to and from chair/wheelchair/ stretcher)</li> <li>Patient education</li> </ul>		<ul style="list-style-type: none"> <li>OSCE</li> </ul>
	2	<p>Plan and Implement care to meet the elimination needs of patient</p> <p>Develop skills in instructing and Collecting samples for investigation</p> <p>Perform simple lab tests and analyze and interpret common diagnostic values</p>	<p><b>Elimination needs</b></p> <ul style="list-style-type: none"> <li>Providing                             <ul style="list-style-type: none"> <li>Urinal</li> <li>Bedpan</li> </ul> </li> <li>Insertion of suppository</li> <li>Enema</li> <li>Urinary catheter care</li> <li>Care of urinary drainage</li> </ul> <p><b>Diagnostic testing</b></p> <ul style="list-style-type: none"> <li>Specimen Collection                             <ul style="list-style-type: none"> <li>Urine routine and culture</li> <li>Stool routine</li> <li>Sputum culture</li> </ul> </li> <li>Perform simple lab tests using reagent strips                             <ul style="list-style-type: none"> <li>Urine – Glucose, albumin, acetone, pH and specific gravity</li> </ul> </li> <li>Blood – GRBS Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Clinical</li> <li>Presentation on Care of patient with constipation – 1</li> <li>Lab value– interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> <li>OSCE</li> </ul>
	3	Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation	<p><b>Oxygenation needs, fluid, electrolyte and acid – base balances</b></p> <p><b>Oxygenation needs</b></p> <ul style="list-style-type: none"> <li>Oxygen administration methods                             <ul style="list-style-type: none"> <li>Nasal prongs</li> <li>Face mask/ venturi mask</li> </ul> </li> <li>Steam inhalation</li> <li>Chest physiotherapy</li> </ul>		<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> <li>OSCE</li> </ul>

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		Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances	<ul style="list-style-type: none"> <li>• Deep breathing and coughing exercises</li> <li>• Oral suctioning</li> </ul> <b>Fluid, electrolyte, and acid – base balances</b> <ul style="list-style-type: none"> <li>• Maintaining intake output chart</li> <li>• Identify and report complications of IV therapy</li> <li>• observe blood and blood component therapy</li> <li>• Identify and report complications of blood and blood component therapy</li> </ul>		
	3	<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 drugs by the following routes- Oral, Intradermal, Subcutaneous, Intramuscular, Intra Venous Topical and inhalation</p>	<b>Administration of medications</b> <ul style="list-style-type: none"> <li>• Calculate drug dosages</li> <li>• Preparation of lotions and solutions</li> <li>• Administer medications                             <ul style="list-style-type: none"> <li>○ Oral</li> <li>○ Topical</li> <li>○ Inhalations</li> <li>○ Parenteral                                     <ul style="list-style-type: none"> <li>- Intradermal</li> <li>- Subcutaneous</li> <li>- Intramuscular</li> <li>- Instillations</li> </ul> </li> <li>○ Eye, ear, nose – instillation of medicated drops, nasal sprays and irrigations</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
	2	Assess, plan, implement and evaluate the basic care needs of patients with altered functioning	<b>Sensory needs and care of unconscious patients, care of terminally ill, death and dying</b> <p>Sensory needs and care of unconscious patients</p> <ul style="list-style-type: none"> <li>• Assessment of Level of Consciousness using Glasgow Coma Scale</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing rounds on care of patient with altered sensorium</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>

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		of sense organs and unconsciousness  Care for terminally ill and dying patients	<ul style="list-style-type: none"> <li>• Terminally ill, death and dying</li> <li>• Death Care</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> </ul>
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REFERENCE BOOKS

1. Potter PA, Perry AG, Stockert P, Hall A. Fundamentals of nursing. 9<sup>th</sup> ed. England: Mosby; 2021.
2. Kozier B, Erb GL. Fundamentals of nursing: Concepts, process, and practice. 11<sup>th</sup> ed. United States: Pearson; 2021.
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**II SEMESTER**  
**NURSING FOUNDATIONS –II**

Sl. No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
XI	Health assessment (Basic – first year level)					
63	Health history					
64	Physical assessment – General and system wise					
65	Documentation of findings					
X	Mobility					
66	Ambulation					
67	Transferring patient from and to bed and wheelchair					
68	Transferring patient from and to bed and stretcher					
69	Range of Motion Exercises(ROM)					
XI	Nursing process-basic level					
70	Assessment and formulating nursing diagnosis					
71	Planning the nursing care					
72	Implementation of care					
73	Evaluation of care (reassessment and modification)					
XII	Nutrition and fluid balance					
74	24 Hours dietary recall					
75	Planning well balanced diet					
76	Making fluid plan					
77	Preparation of nasogastric tube feed					
78	Nasogastric tube feeding					
79	Maintaining intake and output chart					

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80	Intravenous infusion plan					
<b>XII</b>	<b>Elimination</b>					
81	Providing bedpan					
82	Providing urinal					
83	Enema					
84	Bowel wash					
<b>XIV</b>	<b>Diagnostic Tests-Specimen collection</b>					
85	Urine specimen for routine analysis					
86	Urine specimen for culture					
87	Timed urine specimen collection					
88	Feces specimen for routine					
89	Sputum culture					
<b>XV</b>	<b>Oxygenation needs/Promoting respiration</b>					
90	Deep breathing and coughing exercises					
91	Steam inhalation					
92	Oxygen administration using face mask					
93	Oxygen administration using nasal prongs					
<b>XVI</b>	<b>Medication Administration</b>					
94	Oral medications					
95	Intramuscular					
96	Subcutaneous					
97	Rectal suppositories					
<b>XVII</b>	<b>Death and dying</b>					
98	Death care/Last Office					

  
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## CLINICAL REQUIREMENTS

Sl. No.	Clinical Requirement	Date	Signature of the Faculty
<b>NURSING FOUNDATION I and II</b>			
1	History taking – 2 1. 2.		
2	Physical examination – 2 1. 2.		
3	Fall risk assessment – 2 1. 2.		
4	Pressure sore assessment – 2 1. 2.		
5	Nursing process – 2 1. 2.		
6	Completion of first aid module		
7	Completion of health assessment module		

Teaching Coordinator

H.O.D

*GR*  
Registrar  
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Course code & Name	Course Outcome (COs)	Programme Outcomes(POs)				Programme specific Outcomes (PSOs)											
Nursing foundation II		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
	CO 1	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3
	CO 2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3
	CO 3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
	CO 4	3	3	3	3	3	3	3	3	3	3	3	3	3	1	2	1
	CO 5	3	3	3	3	3	3	2	2	3	1	3	3	2	2	3	3
	CO 6	3	1	2	3	3	3	3	3	3	3	3	3	3	2	3	3
	CO 7	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3
	CO 8	3	2	2	3	3	3	3	3	3	1	3	3	3	1	3	1
	CO 9	3	3	1	3	3	3	3	3	3	3	3	3	3	1	3	1
	CO 10	3	3	2	3	3	3	3	3	3	1	3	3	3	1	3	3
	CO 11	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3
	CO 12	3	3	3	3	3	3	3	3	3	3	2	3	2	1	3	3
	CO 13	2	3	3	3	3	2	3	3	3	3	3	3	3	2	2	2
	CO 14	2	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3
	CO 15	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3
	CO 16	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2

*[Signature]*  
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Clinical practicum

Course code & Name	Course Outcome (COs)	Program me Outcom es(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
Nursing foundation II Clinical practice	CO 1	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
	CO 2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	CO 3	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3
	CO 4	3	3	2	3	3	3	3	3	3	3	3	3	3	1	3	3
	CO 5	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
	CO 6	3	3	1	3	3	3	3	3	3	1	3	3	3	1	2	2
	CO 7	2	2	1	3	3	3	3	3	3	2	3	3	3	2	3	2
	CO 8	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
	CO 9	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3
	CO 10	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3
	CO 11	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3

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**GROUP PROJECT/WORK/REPORT**

Name of the student :

Date of submission:

Subject :

Topic :

Sl. No.	Criteria	Marks Allotted	Marks Obtained
1	Introduction	1	
2	Content	2	
3	Organization	2	
4	Clarity	2	
5	A.V. Aids	1	
6	Group participation	1	
7	Conclusion	1	
8	Reference	1	
9	Time of Submission	1	
	<b>Total</b>	<b>12</b>	

SIGNATURE OF THE EVALUATOR

*[Signature]*

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**CONTINUOUS ASSESSMENT**  
**SEMINAR/INDIVIDUAL PRESENTATION**

Name of the student :

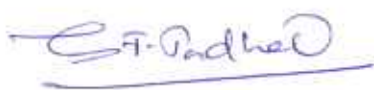
Date of submission:

Subject :

Topic :

Sl. No.	Criteria	Marks Allotted	Marks Obtained
1	<b>CONTENT:</b> e. Relevant f. Adequate g. Organization h. Bibliography	2	
2	<b>PRESENTATION:</b> e. Introduction : Appropriate & Interesting f. Voice audible & Confidence g. Mastery of subject h. Summary & Conclusion	3	
3	<b>A.V.AIDS:</b> a. Selection b. Preparation	1	
	<b>Total</b>	<b>6</b>	

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 Bangalore-560054



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**2<sup>ND</sup> SEMESTER**

**SUBJECT : NURSING FOUNDATION-II**

**CONTINUOUS ASSESSMENT**

**EVALUATION FORMAT FOR SEMINAR/ PRESENTATION**

Name of the student :

Date of presentation:

Topic :

Sl. No.	Criteria	Marks Allotted	Marks Obtained
1	<b>CONTENT:</b> i. Relevant j. Adequate k. Organization l. Bibliography	2	
2	<b>PRESENTATION:</b> i. Introduction : Appropriate & Interesting j. Voice audible & Confidence k. Mastery of subject l. Summary & Conclusion	3	
3	<b>A.V.AIDS:</b> a. Selection b. Preparation	1	
	<b>Total</b>	<b>6</b>	

Remarks :

*[Signature]*

Sciences

M.S. Ramaiah

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**SUBJECT : NURSING FOUNDATION**

**PHYSICAL ASSESSMENT EVALUATION PROFORMA**

Name of the Student : Area :

Batch : Date & time of submission :

Placement : Date of submission :

Sl.No.	Points to evaluate	Excellent	Very good	Average	Poor	Very poor
		5	4	3	2	1
1.	Collects base line data					
2.	Develops rapport with client & family					
3.	Recognizes the chief complaints of client					
4.	Collects past medical & Surgical History of the client					
5.	Depicts Family Genogram correctly					
6.	Makes Relevant observations					
7.	Review of symptoms					
8.	Physical examination Head to Toe assessment					
9.	Analyses of the data collected					
10.	Identifies needs & problems of the client & formulates nursing diagnosis					
Total -50						

GENERAL COMMENTS:

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## Health Nursing Informatics & Technology

### Course Specifications

Course Title	Health Nursing Informatics & Technology
Course Code	HNIT 145
Course Type	Combination course
Faculty	Nursing

### Course Summary

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

PLACEMENT: II SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL/LAB: 1 Credit (40 hours)

### Course Outcomes

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

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

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COURSE OUTLINE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (Th)	Describe the importance of computer and technology in patient care and nursing practice	<b>Introduction to computer applications for patient care delivery system and nursing practice</b> <ul style="list-style-type: none"> <li>Use of computers in teaching, learning, research and nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Supervised clinical practice on EHR use</li> <li>Assignment on application of computer usage in nursing practice</li> <li>Participate in data analysis using statistical package with statistician</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> <li>Visit reports</li> <li>Assessment of assignment</li> </ul>
	15 (Pr)	Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research	<ul style="list-style-type: none"> <li>Windows, MS office: Word, Excel, Power Point</li> <li>Internet</li> <li>Literature search</li> <li>Statistical packages</li> <li>Hospital management information system</li> </ul>	<ul style="list-style-type: none"> <li>Practical session</li> <li>Visit to hospitals with different hospital management systems</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of skills using checklist</li> </ul>
II	4 (Th)	Describe the principles of health informatics	<b>Principles of health informatics</b> <ul style="list-style-type: none"> <li>Health informatics – needs, objectives and limitations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
	5 (Pr)	Explain the ways data, knowledge and information can be used for	<ul style="list-style-type: none"> <li>Use of data, information and knowledge for more effective healthcare and</li> </ul>	<ul style="list-style-type: none"> <li>Practical session use of data, knowledge and information in</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of report</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

		effective healthcare	better health	health care	
				<ul style="list-style-type: none"> <li>Work in groups with health informatics team in a hospital to extract nursing data and prepare report</li> </ul>	
III	3 (Th)  5 (Pr)	Describe the concepts of information system in health  Demonstrate the use of Health Information System (HIS) in hospital setting	<b>Information systems in healthcare</b> <ul style="list-style-type: none"> <li>Introduction to the role and architecture of information systems in modern healthcare environments</li> <li>Clinical Information System (CIS)/Hospital information System (HIS)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Practical session on use of CIS and HIS</li> <li>Work in groups with nurse leaders to understand the hospital information system</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> <li>Assessment of report nurses view on hospital information system</li> </ul>
IV	4 (Th)  4 (Pr)	Explain the use of electronic health records in nursing practice  Describe the latest trends in electronic health records (EHR) standards and	<b>Shared care and electronic health records</b> <ul style="list-style-type: none"> <li>Challenges of capturing rich patient histories in a computable form</li> <li>Latest global developments and standards to enable lifelong electronic health records to be</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Practice on Simulated EHR system</li> <li>Practical session on electronic health records standards</li> <li>Visit to health informatics department of a hospital to</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> <li>Assessment of practical skills using checklist</li> <li>Assessment of report on current EHR</li> </ul>

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**Programme structure and course details of B.Sc. Nursing-2022**

		interoperability	integrated from disparate systems.	understand the use of EHR in nursing practice <ul style="list-style-type: none"> <li>• Prepare a report on current EHR standards in Indian settings</li> </ul>	standards in Indian settings
V	3 (Th)	Describe the advantages and limitations of healthinformatics in maintaining patient safety and risk management	<b>Patient safety and clinical risk</b> <ul style="list-style-type: none"> <li>• Relationship between patientsafety and informatics</li> <li>• Function and application of therisk management process</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>
VI	3 (Th)	Explain the importance of knowledge management	<b>Clinical knowledge and decisionmaking</b> <ul style="list-style-type: none"> <li>• Role of knowledge management in improving decision-making in both the clinical and policy contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Work in groups to prepare a report on standardized languages used in health informatics</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>
	6 (Pr)	Describe the standardized languages used in health informatics	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"> <li>• Practical session</li> <li>• Visit health informatics department to understand the standardized languagesused in hospital setting</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment ofskills using checklist</li> <li>• Assessment of report</li> </ul>
VII	3 (Th)	Explain the use of information and communication	<b>eHealth: Patients and the internet</b>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

		technology in public health promotion.	<ul style="list-style-type: none"> <li>• Use of information and communication technology to improve or enable personal and public healthcare</li> <li>• Introduction to public health informatics and role of nurses</li> </ul>		<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Practical exam</li> </ul>
VIII	3 (Th)	Describe the functions of nursing information system	<b>Using information in healthcare management</b> <ul style="list-style-type: none"> <li>• Components of Nursing Information System (NIS)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration on simulated NIS software</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> <li>• Assessment of skills using checklist</li> </ul>
	5 (Pr)	Explain the use of healthcare data in management of health care organization	<ul style="list-style-type: none"> <li>• Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to health informatics department of the hospital to understand use of healthcare data in decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of report</li> </ul>
IX	4 (Th)	Describe the ethical and legal issues in healthcare informatics	<b>Information Law and Governance in clinical practice</b> <ul style="list-style-type: none"> <li>• Ethical-legal issues pertaining to healthcare information in contemporary clinical practice</li> <li>• Ethical-legal issues related to digital health applied to nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>
X	3 (Th)	Explain the relevance of evidence-	<b>Healthcare quality and evidence based</b>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>

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# Programme structure and course details of B.Sc. Nursing-2022

		based practices in providing quality healthcare	practice Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards	• Case study	• MCQ
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## Skills

1. Utilize computer in improving various aspects of nursing practice.
2. Use technology in patient care and professional advancement.
3. Use data in professional development and efficient patient care.
4. Use information system in providing quality patient care.
5. Use the information system to extract nursing data.
6. Develop skill in conducting literature review.

## REFERENCE BOOKS

1. Randhir P. Health/Nursing informatics and technology. New Delhi: CBS publishers and distributors (p) ltd; 2021.
2. Gupta D. Health/Nursing informatics and technology. Pune: AITBS publishers; 2021.
3. Jadhav R. Health/Nursing informatics and technology. Jaipur: Jain publications; 2021.
4. Das S, Deb P. Health/Nursing informatics and technology. New Delhi: Lotus publishers; 202

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Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Program me Outcom es(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
HNIT 145 Health Nursing Informatics & Technology	CO 1	1	1	2	2	1	1	1	1	1	1	3	2	2	2	1	1
	CO 2	2	1	1	2	1	1	1	1	1	1	3	2	2	2	1	1
	CO 3	2	1	1	3	1	1	1	1	1	1	3	3	2	2	1	1
	CO 4	1	1	1	2	1	1	1	1	1	1	3	3	3	3	1	1
	CO 5	1	1	2	3	1	1	1	1	1	1	3	3	3	3	1	1
	CO 6	1	2	1	3	1	1	1	1	1	1	3	3	3	3	1	1
	CO 7	2	2	2	3	1	1	3	1	1	1	2	3	2	1	1	1
	CO 8	1	2	2	3	1	2	2	1	1	1	3	3	3	2	2	3
	CO 9	1	2	3	2	1	1	3	1	1	1	2	3	2	3	1	2
	CO 10	1	2	2	3	1	1	2	3	3	1	2	3	3	2	2	2
	CO 11	1	2	3	3	1	1	2	1	1	2	3	2	2	3	2	3
	CO 12	1	3	3	3	1	1	2	1	1	2	3	3	3	3	2	3
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

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### III SEMESTER

#### APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

Course Title	APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY
Course Code	MICR 201
Course Type	Core course
Department	MICROBIOLOGY
Faculty	Nursing

PLACEMENT: III SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL: 1 Credit (40 hours)

(Lab/Experiential Learning – L/E)

#### SECTION A: APPLIED MICROBIOLOGY

THEORY: 20 hours

PRACTICAL: 20 hours

(Lab/Experiential Learning – L/E)

#### DESCRIPTION

This course is designed to enable students to acquire understanding of fundamentals of Microbiology, compare and contrast different microbes and comprehend the means of transmission and control of spread by various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

  
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## Course Outcomes

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

CO-1	Identify the ubiquity and diversity of microorganisms in the human body and the environment.
CO-2	Classify and explain the morphology and growth of microbes.
CO-3	Identify various types of microorganisms.
CO-4	Explore mechanisms by which microorganisms cause disease.
CO-5	Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms.
CO-6	Apply the principles of preparation and use of vaccines in immunization.
CO-7	Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection.

## COURSE OUTLINE

T – Theory, L/E – Lab/Experiential Learning

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	3		Explain concepts and principles of microbiology and its importance in nursing	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Importance and relevance to nursing</li> <li>Historical perspective</li> <li>Concepts and terminology</li> <li>Principles of microbiology</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>
II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria  Identify microorganisms	<b>General characteristics of Microbes:</b> <ul style="list-style-type: none"> <li>Structure and classification of Microbes</li> <li>Morphological types</li> <li>Size and form of bacteria</li> <li>Motility</li> <li>Colonization</li> <li>Growth and nutrition of</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Experiential Learning through visual</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

			nisms	<p>microbes</p> <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Moisture</li> <li>• Blood and body fluids</li> <li>• Laboratory methods for Identification of Microorganisms</li> <li>• Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB and KOH mount.</li> <li>• Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tubedilution, pour, spread and streak plate.</li> </ul> <p>Anaerobic cultivation of bacteria</p>		
III	4	6 (L/E)	Describe the different disease producing organisms	<p><b>Pathogenic organisms</b></p> <ul style="list-style-type: none"> <li>• Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative</li> <li>• Viruses</li> <li>• Fungi: Superficial and deep mycoses</li> <li>• Parasites</li> <li>• Rodents and Vectors <ul style="list-style-type: none"> <li>○ Characteristics, Source, portal of entry, transmission of infection and identification of disease producing micro-organisms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Experiential learning through visual</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>

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IV	3	4 (L/ E)	Explain the concepts of immunity, hypersensitivity and immunization	<ul style="list-style-type: none"> <li>• Immunity</li> <li>• Immunity: Types and classification</li> <li>• Antigen and antibody reaction</li> <li>• Hypersensitivity reactions</li> <li>• Serological tests</li> <li>• Immunoglobulin: Structure, types and properties</li> <li>• Vaccines: Types and classification, storage and handling, cold chain and Immunization for various diseases</li> <li>• Immunization schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Visit to observe vaccine storage</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> <li>• Visit report</li> </ul>
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## SECTION B: INFECTION CONTROL and SAFETY

THEORY: 20 hours

PRACTICAL/LAB: 20 hours

(Lab/Experiential Learning – L/E)

### DESCRIPTION

This course is designed to help students to acquire knowledge and develop competencies required for fundamental patient safety and infection control in delivering patient care. It also focuses on identifying patient safety indicators, preventing and managing hospital acquired infections, and in following universal precautions.

### Course Outcomes

The students will be able to

CO-1	develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.
CO-2	integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions.
CO-3	demonstrate and practice steps in hand washing and appropriate use of different types of PPE.
CO-4	illustrate various disinfection and sterilization methods and techniques.
CO-5	demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.
CO-6	incorporate the principles and guidelines of bio medical waste management.
CO-7	apply the principles of antibiotic stewardship in performing the nurses' role.
CO-8	identify patient safety indicators and perform the role of nurse in the patient safety audit process.
CO-9	apply the knowledge of National and International Patient Safety Goals (IPSG) in the patient care settings.
CO-10	identify employee safety indicators and risk of occupational hazards.
CO-11	develop understanding of the various safety protocols and adhere to those protocols.

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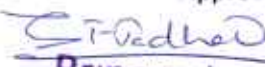


COURSE OUTLINE

T – Theory, L/E – Lab/Experiential Learning

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	2	2 (E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the Healthcare setting	<b>HAI (Hospital acquired Infection)</b> <ul style="list-style-type: none"> <li>Hospital acquired infection</li> <li>Prevention and management of,                             <ul style="list-style-type: none"> <li>Urinary Tract Infection (UTI)</li> <li>Surgical Site Infection (SSI)</li> <li>Ventilator Associated Pneumonia/ Infections</li> <li>Central Line Associated Blood Stream Infection (CLABSI)</li> <li>Surveillance of HAI – Infection control team and Infection control committee</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Experiential learning</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
II	3	4 (L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	<b>Isolation Precautions and use of Personal Protective Equipment (PPE)</b> <ul style="list-style-type: none"> <li>Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet and Indirect)</li> <li>Epidemiology and Infection prevention – CDC guidelines</li> <li>Effective use of PPE</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration and re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Performance assessment using checklist</li> <li>OSCE</li> </ul>
III	1	2 (L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	<b>Hand Hygiene</b> <ul style="list-style-type: none"> <li>Types of Hand hygiene.</li> <li>Hand washing and use of alcoholhand rub</li> <li>Moments of Hand Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration andre-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Performance assessment using checklist</li> </ul>

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				<ul style="list-style-type: none"> <li>• WHO hand hygiene promotion</li> </ul>		
IV	1	2 (E)	Illustrates disinfection and sterilization in the healthcare setting	<b>Disinfection and sterilization</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Types of disinfection and sterilization</li> <li>• Environment cleaning</li> <li>• Equipment Cleaning</li> <li>• Guides on use of disinfectants</li> <li>• Spaulding's principle</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Experiential learning through visit</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>
V	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	<b>Specimen Collection (Review)</b> <ul style="list-style-type: none"> <li>• Principle of specimen collection</li> <li>• Types of specimens</li> <li>• Collection techniques and special considerations</li> <li>• Appropriate containers</li> <li>• Transportation of the sample</li> <li>• Staff precautions in handling specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Performance assessment using checklist</li> </ul>
VI	2	2 (E)	Explain on Bio Medical waste management and laundry management	<b>BMW (Bio Medical Waste Management)</b> <ul style="list-style-type: none"> <li>• Laundry management process and infection control and prevention</li> <li>• Waste management process and infection prevention</li> <li>• Staff precautions</li> <li>• Laundry management</li> <li>• Country ordinance and BMW National guidelines</li> <li>• Segregation of wastes, Colour coded waste containers, waste collection, storage, packaging, labelling and transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Experiential learning through visit</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• MCQ</li> <li>• Performance assessment using checklist</li> </ul>
VII	2		Explain in detail about Antibiotic	<b>Antibiotic stewardship</b> <ul style="list-style-type: none"> <li>• Importance of</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>• MCQ</li> </ul>

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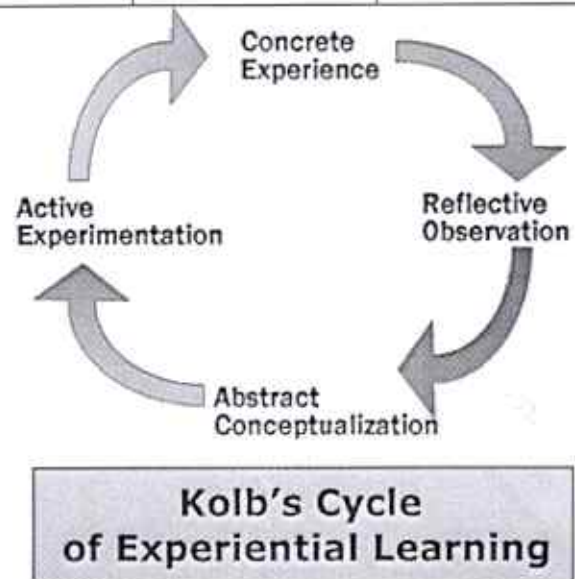
			<p>Patient safety Goals and application of the goals in the patient care settings.</p>	<ul style="list-style-type: none"> <li>• Improve effective communication</li> <li>• Improve safety of High Alert medication</li> <li>• Ensure safe surgery</li> <li>• Reduce the risk of health care associated infection</li> <li>• Reduce the risk of patient harm resulting from falls</li> <li>• Reduce the harm associated with clinical alarm system</li> </ul>		
X	2	3 (L/E)	<p>Enumerate the various safety protocols and its applications indicators</p>	<p><b>Safety protocol</b></p> <ul style="list-style-type: none"> <li>• 5S (Sort, Set in order, Shine, Standardize, Sustain)</li> <li>• Radiation safety</li> <li>• Laser safety</li> <li>• Fire safety                             <ul style="list-style-type: none"> <li>◦ Types and classification of fire</li> <li>◦ Fire alarms</li> <li>◦ Fire-fighting equipment</li> </ul> </li> <li>• HAZMAT (Hazardous Materials) safety                             <ul style="list-style-type: none"> <li>◦ Types of spill</li> <li>◦ Spillage management</li> <li>◦ MSDS (Material Safety Data Sheets)</li> </ul> </li> <li>• Environmental safety                             <ul style="list-style-type: none"> <li>◦ Risk assessment</li> <li>◦ Aspect impact analysis</li> <li>◦ Maintenance of Temp and Humidity (Department wise)</li> <li>◦ Audits</li> </ul> </li> <li>• Emergency Codes</li> <li>• Role of Nurse in times of disaster</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration/ experiential learning</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> <li>• Mock drills</li> <li>• Post tests</li> <li>• Performance assessment using checklist</li> </ul>

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				Prevention		
XI	2		Explain importance of employee safety indicators	<b>Employee safety indicators</b> <ul style="list-style-type: none"> <li>• Vaccination</li> <li>• Needle stick injuries (NSI) prevention</li> <li>• Fall prevention</li> <li>• Radiation safety</li> <li>• Annual health check</li> </ul> <b>Healthcare Worker Immunization Program and management of occupational exposure</b> <ul style="list-style-type: none"> <li>• Occupational health ordinance</li> <li>• Vaccination program for healthcare staff</li> <li>• Needle stick injuries and prevention and post exposure prophylaxis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Journal review</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• MCQ</li> </ul>
			Identify risk of occupational hazards, prevention and post exposure prophylaxis			

**\*Experiential Learning:**

Experiential learning is the process by which knowledge is created through the process of experience in the clinical field. Knowledge results from the combination of grasping and transforming experience. (Kolb, 1984). The experiential learning cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviours. This begins the new cycle as the students have new experiences based on their experimentation. These steps may occur in nearly and order as the learning progresses. As per the need of the learner, the concrete components and conceptual components can be in different order as they may require a variety of cognitive and affective behaviours.



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## REFERENCE BOOKS

1. Gupte S. The short textbook of medical microbiology for nurses. 3<sup>rd</sup> ed. New Delhi. Jaypee Medical publishers (P) Ltd; 2021.
2. Ananthanarayan R, Paniker CKJ. Ananthanarayan and Paniker's textbook of microbiology. 12<sup>th</sup> ed. Hyderabad: Universities press Pvt Ltd; 2022.
3. Baveja CP. Textbook of microbiology for nursing. 6<sup>th</sup> ed. New Delhi: Aryan publishing company; 2019.
4. Kumar S. Textbook of microbiology for BSc nursing. 2<sup>nd</sup> ed. New Delhi: Jaypee brothers medical publishers (P) Ltd; 2021.
5. Sastry AS, Deepashree R. Essentials of Hospital Infection Control. 1<sup>st</sup> ed. New Delhi: Jaypee brothers medical publishers (P) Ltd; 2019.
6. National Accreditation Board for Hospitals and Healthcare Providers (NABH). 6<sup>th</sup> ed. New Delhi: NABH.

## Course Mapping (CO-PO-PSO Mapping)

### SECTION:A APPLIED MICROBIOLOGY

### SECTION: B INFECTION CONTROL AND SAFETY

Course code & Name	Course Outcome (COs)	Programme Outcomes(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO 1	CO 1	3	3	2	1	3	2	2	2	1	1	3	2	3	2	1	3
	CO 2	3	3	2	1	3	1	2	2	1	1	3	1	3	2	1	3
	CO 3	3	3	2	1	3	2	2	2	1	1	3	1	3	2	1	3
	CO 4	3	3	2	2	3	3	2	2	1	1	3	1	3	2	1	3
	CO 5	3	3	2	2	3	2	2	2	1	1	3	1	3	2	2	3
	CO 6	3	3	2	3	3	2	2	2	1	2	3	1	3	3	3	3
	CO 7	3	2	2	2	3	2	2	2	3	2	3	1	3	2	2	3
	Practical CO 1	3	3	3	2	3	3	2	3	1	3	3	2	3	3	3	3

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CO 2	3	3	3	3	3	3	3	2	3	2	3	3	2	3	3	3	3
CO 3	3	3	3	3	3	3	3	3	2	2	3	3	2	3	3	3	3
CO 4	3	3	3	2	3	3	2	2	2	2	3	3	2	3	3	3	3
CO 5	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3
CO 6	3	3	3	2	3	3	2	3	2	3	3	3	2	3	3	3	3
CO 7	3	3	3	2	3	3	2	3	3	3	3	3	2	3	3	3	3
CO 8	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3
CO 9	3	3	3	3	3	3	2	3	3	3	3	3	2	3	3	3	3
CO 10	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3
CO 11	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

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Principal and Dean

## PHARMACOLOGY I

### Course Specifications

Course Title	PHARMACOLOGY I
Course Code	PHAR (I) 205
Course Type	Core course
Faculty	Nursing

### Course Summary

This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics and nursing implications.

PLACEMENT: III SEMESTER

THEORY: 1 Credits (20 hours)

### COURSE OUTCOMES

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

CO-1	Describe pharmacodynamics and pharmacokinetics.
CO-2	Review the principles of drug calculation and administration.
CO-3	Explain the commonly used antiseptics and disinfectants.
CO-4	Describe the pharmacology of drugs acting on the GI system.
CO-5	Describe the pharmacology of drugs acting on the respiratory system.
CO-6	Describe drugs used in the treatment of cardiovascular and blood disorders.
CO-7	Explain the drugs used in the treatment of endocrine system disorders.
CO-8	Describe the drugs acting on skin and drugs used to treat communicable diseases.

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# COURSE OUTLINE

## T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3 (T)	Describe pharmacodynamics, pharmacokinetics, classification, principles and administration of drugs	<b>Introduction to Pharmacology</b> <ul style="list-style-type: none"> <li>Definitions and branches</li> <li>Nature and sources of drugs</li> <li>Dosage forms and routes of drug administration</li> <li>Terminology used</li> <li>Classification, abbreviations, prescription, drug calculation, weights and measures</li> <li><i>Pharmacodynamics</i>: actions, drug antagonism, synergism, tolerance, receptors, therapeutic, adverse, toxic effects, pharmaco vigilance</li> <li><i>Pharmacokinetics</i>: absorption, bio availability, distribution, metabolism, interaction and excretion</li> <li>Review: principles of drug administration and treatment individualization                             <ul style="list-style-type: none"> <li>Factors affecting dose and route.</li> </ul> </li> <li>Indian pharmacopoeia: legal issues, drug laws and schedule drugs</li> <li>Rational use of drugs</li> <li>Principles of therapeutics</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Guided reading and written assignment on schedule K drugs</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> <li>Very short answer</li> <li>Assessment of assignment</li> </ul>
II	1 (T)	Describe antiseptics, disinfectant and nurse's responsibilities	<b>Pharmacology of commonly used antiseptics and disinfectants</b> <ul style="list-style-type: none"> <li>Antiseptics and disinfectants</li> <li>Action, route, indications, contraindications, drug interactions, side effects, adverse</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>MCQ</li> </ul>

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			events, toxicity and role of nurse		
III	2 (T)	Describe drugs acting on gastro-intestinal system and nurse's responsibilities	<b>Drugs acting on G.I. system</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used drugs                             <ul style="list-style-type: none"> <li>Emetics and anti emetics</li> <li>Laxatives and purgatives</li> <li>Antacids and anti peptic ulcer drugs</li> <li>Anti-diarrhoeal – fluid and electrolyte therapy, furazolidone and dicyclomine</li> </ul> </li> <li>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse events, 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>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
IV	2 (T)	Describe drugs acting on respiratory system and nurse's responsibilities	<b>Drugs acting on respiratory system</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used                             <ul style="list-style-type: none"> <li>Antiasthmatics – Bronchodilators (Salbutamol inhalers)</li> <li>Decongestants</li> <li>Expectorants- antitussives and mucolytics</li> <li>Antihistamines</li> </ul> </li> <li>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse events, 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>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
V	4 (T)	Describe drugs used for Autonomic Nervous System, Cardiovascular system, blood disorders and nurse's	<b>Drugs used in treatment of Autonomic nervous system Cardiovascular system and blood disorders</b> <ul style="list-style-type: none"> <li>Cholinergic and anticholinergic</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>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>

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		responsibilities	<ul style="list-style-type: none"> <li>• Adrenergic drugs</li> <li>• Antiadrenergic</li> <li>• Haematinics, and treatment of anaemia and antiadrenergics</li> <li>• CHF and vasodilators</li> <li>• Antianginals</li> <li>• Antiarrhythmics</li> <li>• Renin angiotensin system</li> <li>• Diuretics and antidiuretics</li> <li>• ACE inhibitors</li> <li>• Anti hypertensives</li> <li>• Diuretics and anti-diuretics</li> <li>• Hypolipidemics</li> <li>• Plasma expanders and treatment of shock</li> <li>• Iron deficiency and megaloblastic anaemia</li> <li>• Coagulants and anticoagulants</li> <li>• Anti platelets and thrombolytics</li> <li>• Skeletal muscle relaxants</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse events, toxicity and role of nurse</li> </ul>		
VI	2 (T)	Describe the drugs used in treatment of endocrine system disorders.	<b>Drugs used in treatment of endocrine system disorders</b> <ul style="list-style-type: none"> <li>• Insulin and oral hypoglycaemic</li> <li>• Thyroid and anti-thyroid drugs</li> <li>• Steroids</li> <li>• Calcitonin, parathormone, vitamin D3, calcium metabolism</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>• MCQ</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

VII	1 (T)	Describe drugs used in skin diseases and nurse's responsibilities	<b>Drugs used in treatment of integumentary system</b> <ul style="list-style-type: none"> <li>• Antipruritics</li> <li>• Anti-scabies agents</li> <li>• Topical applications for skin- Benzylbenzoate, gamma benzene hexachloride, clotrimazole, miconazole and silver sulphadiazine (burns)</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse events 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>• Very short answer</li> <li>• MCQ</li> </ul>
VIII	5 (T)	Explain drug therapy of specific infections, infestations and nurse's responsibilities	<b>Drugs used in treatment of common infections and infestations</b> <ul style="list-style-type: none"> <li>• General principles for use of antimicrobials</li> <li>• Pharmacology of commonly used drugs: <ul style="list-style-type: none"> <li>○ Penicillin, cephalosporin's, aminoglycosides, macrolide and broad spectrum antibiotics, sulfonamides, quinolones, antiprotozoals, antimicrobials and miscellaneous</li> </ul> </li> <li>• Drugs used in anaerobic infections</li> <li>• Antitubercular drugs</li> <li>• Anti leprosy drugs</li> <li>• Antimalarials</li> <li>• Antiretroviral drugs</li> <li>• Antiviral agents</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>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>

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**Programme structure and course details of B.Sc. Nursing-2022**

			<ul style="list-style-type: none"> <li>• Anthelmintics</li> <li>• Anti fungal agents</li> <li>• Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse events, toxicity and role of nurse</li> </ul>		
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**REFERENCE BOOKS**

1. Tripathi KD. Essentials of medical pharmacology. 8<sup>th</sup> ed. New Delhi: Jaypee brothers medical publishers (P) Ltd; 2018.
2. Shanbaag TV. Pharmacology for medical graduates. 4<sup>th</sup> ed. Gurgaon: Elsevier India; 2021.
3. Bhandarkar RT. Textbook of pharmacology and therapeutics. 26<sup>th</sup> ed. Gurgaon: Elsevier India; 2020.
4. Katzung B. Basic and clinical pharmacology. 15<sup>th</sup> ed. Noida: McGraw-hill education India (P) Ltd; 2021.
5. Whalen K. Lippincott illustrated reviews pharmacology. 8<sup>th</sup> ed. Gurugram: Wolters Kluwer; 2019.
6. Udaykumar P. Pharmacology for nurses. 5<sup>th</sup> ed. New Delhi: Jaypee brothers medical publishers (P) Ltd; 2022.

**Course Mapping (CO-PO-PSO Mapping)**

Course code & Name	Course Outcome (COs)	Programme Outcomes (POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
PHAR (I) 205  Pharmacology I	CO 1	2	2	2	2	2	2	2	2	2	3	2	2	2	3	2	3
	CO 2	3	3	2	3	3	3	3	3	1	2	3	1	3	3	3	3
	CO 3	3	3	3	3	3	3	3	3	2	3	2	2	3	2	3	2
	CO 4	3	3	3	3	2	3	3	2	1	2	2	2	3	2	3	2
	CO 5	3	3	3	3	2	3	3	2	1	2	2	2	3	2	3	2
	CO 6	3	3	3	3	3	3	3	2	1	2	2	3	3	3	3	2
	CO 7	3	3	2	3	2	2	2	2	1	2	2	2	3	2	3	2
	CO 8	3	3	3	3	2	2	2	2	1	2	2	2	3	3	3	2
<b>3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution</b>																	

*Madhav Rao*

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## PATHOLOGY - I

### Course Specifications

Course Title	Pathology
Course Code	PATH (I) 210
Course Type	Core course
Faculty	Nursing

#### Course Summary

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.

**PLACEMENT:** III SEMESTER

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

#### COURSE OUTCOMES

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

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

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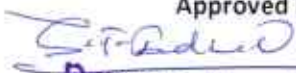
COURSE OUTLINE

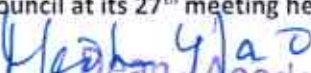
T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	<p>Define the common terms used in pathology</p> <p>Identify the deviations from normal to abnormal structure and functions of body system</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Importance of the study of pathology</li> <li>Definition of terms in pathology</li> <li>Cell injury: etiology, pathogenesis of reversible and irreversible cell injury, necrosis and gangrene</li> <li>Cellular adaptations: atrophy, hypertrophy, hyperplasia, metaplasia, dysplasia and apoptosis</li> <li>Inflammation: <ul style="list-style-type: none"> <li>Acute inflammation (vascular and cellular events and systemic effects of acute inflammation)</li> <li>Chronic inflammation (Granulomatous inflammation and systemic effects of chronic inflammation)</li> </ul> </li> <li>Wound healing</li> <li>Neoplasia: nomenclature, normal and cancer cell, benign and malignant tumors and carcinoma in situ</li> <li>Tumor metastasis: general mechanism, routes of spread and examples of each route</li> <li>Circulatory disturbances:</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using slides</li> <li>Explain with clinical scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> </ul>

  
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			thrombosis, embolism and shock <ul style="list-style-type: none"> <li>Disturbance of body fluids and electrolytes: Edema, transudates and exudates</li> </ul>		
II	5 (T)	Explain pathological changes in disease conditions of various systems	<b>Special Pathology</b> <b>Pathological changes in disease conditions of selected systems:</b> <b>1. Respiratory system</b> <ul style="list-style-type: none"> <li>Pulmonary infections: pneumonia, lung abscess and pulmonary tuberculosis</li> <li>Chronic obstructive pulmonary disease: chronic bronchitis, emphysema, bronchial asthma and bronchiectasis</li> <li>Tumors of lungs</li> </ul> <b>2. Cardio-vascular system</b> <ul style="list-style-type: none"> <li>Atherosclerosis</li> <li>Ischemia and infarction.</li> <li>Rheumatic heart disease</li> <li>Infective endocarditis</li> </ul> <b>3. Gastrointestinal tract</b> <ul style="list-style-type: none"> <li>Peptic ulcer disease (gastric and duodenal ulcer)</li> <li>Gastritis-H pylori infection</li> <li>Oral mucosa: Oral leukoplakia and squamous cell carcinoma</li> <li>Esophageal cancer</li> <li>Gastric cancer</li> <li>Intestinal: Typhoid ulcer, Inflammatory bowel disease (Crohn's disease and ulcerative colitis) and colorectal cancer</li> </ul> <b>4. Liver, Gall Bladder and Pancreas</b> <ul style="list-style-type: none"> <li>Liver: Hepatitis, amoebic liver abscess, and cirrhosis</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>Very short answer</li> <li>MCQ</li> </ul>

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			<p>of liver</p> <ul style="list-style-type: none"> <li>Gall bladder: Cholecystitis.</li> <li>Pancreas: Pancreatitis</li> <li>Tumors of liver, gall bladder and pancreas</li> </ul> <p><b>5. Skeletal system</b></p> <ul style="list-style-type: none"> <li>Bone: bone healing, osteoporosis, osteomyelitis and tumors</li> <li>Joints: arthritis - rheumatoid arthritis and osteoarthritis</li> </ul> <p><b>6. Endocrine system</b></p> <ul style="list-style-type: none"> <li>Diabetes mellitus</li> <li>Goitre</li> <li>Carcinoma thyroid</li> </ul>		
III	7 (T)	Describe various laboratory test, assessment and monitoring of disease conditions	<p><b>Hematological tests for the diagnosis of blood disorders</b></p> <ul style="list-style-type: none"> <li>Blood tests: Hemoglobin, white cell and platelet counts, PCV and ESR</li> <li>Coagulation tests: bleeding time (BT), prothrombin time (PT) and activated partial prothrombin time (APTT)</li> <li>Blood chemistry</li> <li>Blood bank: <ul style="list-style-type: none"> <li>Blood grouping and cross matching</li> <li>Blood components</li> <li>Plasma pheresis</li> <li>Transfusion reactions</li> </ul> </li> </ul> <p><b>Note:</b> Few lab hours can be planned for observation and visits</p> <ul style="list-style-type: none"> <li>(Less than 1 credit, lab hours are not specified separately)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Visit to clinical lab, biochemistry lab and blood bank</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>

#### REFERENCE BOOKS

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Deputy Academic  
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1. Sharma KS. Textbook of pharmacology and pathology for nurses. 2<sup>nd</sup> ed. New Delhi: Jaypee brothers medical publishers (P) ltd; 2022.
2. Nayak R, Gupta RA. Textbook of pathology and genetics for nurses. 2<sup>nd</sup> ed. New Delhi: Jaypee brothers medical publishers (P) ltd; 2019.
3. Mohan H. Textbook of pathology. 7<sup>th</sup> ed. New Delhi: Jaypee brothers medical publishers (P) ltd; 2015.
4. Mandal AK, Choudhary S. Textbook of pathology for MBBS. 1<sup>st</sup> ed. New Delhi: Avichal publishers; 2019.
5. Mohan H, Sugandha M. Essential pathology for students. 5<sup>th</sup> ed. New Delhi: Jaypee brothers medical publishers (P) ltd; 2017.
6. Kumar V, Singh MK. Pathologic basis of disease. 10<sup>th</sup> ed. New Delhi: Reed Elsevier India (P) ltd ; 2021.

**Course Mapping (CO-PO-PSO Mapping)**

Course code & Name	Course Outcome (COs)	Programme Outcomes (POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
PATH (I) 210  pathology	CO 1	2	2	1	3	2	3	3	3	3	3	3	3	2	2	3	2
	CO 2	2	2	1	3	2	2	3	3	2	3	2	2	2	2	3	2
	CO 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	CO 4	2	3	1	3	2	3	3	3	2	2	2	2	2	3	3	3
	CO 5	3	3	1	3	3	3	3	3	2	3	2	2	2	3	3	3
	CO 6	2	2	1	3	3	3	3	3	2	3	2	2	2	3	3	3
	CO 7	2	2	1	3	2	2	3	2	2	3	3	3	2	3	3	3
<b>3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution</b>																	

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## ADULT HEALTH NURSING - I

### Course Specifications

Course Title	ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module)
Course Code	N-AHN (I) 215
Course Type	Combination course
Department	Medical Surgical Nursing
Faculty	Nursing

### Course Summary

This course is designed to equip the students to review and apply their knowledge of anatomy, physiology, biochemistry and behavioural sciences in caring for adult patients with medical/surgical disorders using nursing process approach and critical thinking. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative care to patients with various Medical Surgical disorders.

PLACEMENT: III SEMESTER

THEORY: 7 Credits (140 hours)

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

### Course Outcomes

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

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

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CO-10	Plan and give relevant individual and group education on significant medical surgical topics.
CO-11	Maintain safe environment for patients and the health care personnel in the hospital.
CO-12	Integrate evidence-based information while giving nursing care to patient.

**COURSE OUT LINE**

**T-Theory, L/SL- Lab/Skill lab**

Unit	Time (hrs)	Learning outcomes	Content	Teaching / learning activity	Assessment methods
I	6(T) 4(L/SL)	Narrate the evolution of medical surgical nursing  Apply nursing process in caring for patients with medical surgical problems  Execute the role of a nurse in various medical surgical setting  Develop skills in assessment and care of wound  Develop competency in providing pre and postoperative care	<b>Introduction</b> <ul style="list-style-type: none"><li>• Evolution and trends of medical and surgical nursing</li><li>• International classification of Diseases</li><li>• Roles and responsibility of a nurse in medical and surgical settings<ul style="list-style-type: none"><li>○ Outpatient department</li><li>○ In-patient unit</li><li>○ Intensive care unit</li></ul></li><li>• Introduction to medical and surgical asepsis<ul style="list-style-type: none"><li>○ Inflammation, infection</li><li>○ Wound healing – stages, influencing factors</li><li>○ Wound care and dressing technique</li></ul></li><li>• Care of surgical patient<ul style="list-style-type: none"><li>○ pre-operative</li><li>○ post-operative</li></ul></li><li>• Alternative therapies used in caring for patients with Medical surgical disorder</li></ul>	<ul style="list-style-type: none"><li>• Lecture cum Discussion</li><li>• Demonstration and Practice session</li><li>• Role play</li><li>• Visit to outpatient department, in patient and intensive care unit</li></ul>	<ul style="list-style-type: none"><li>• Short answer</li><li>• OSCE</li></ul>

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II	15(T) 4(L/SL)	<p>Explain organizational set up of the operating Theatre</p> <p>Differentiate the role of scrub nurse and circulating nurse</p> <p>Describe the different positioning for various surgeries</p> <p>Apply principles of asepsis in handling the sterile equipment</p> <p>Demonstrate skill in scrubbing procedures</p> <p>Demonstrate skill in assessing the patient and document accurately the surgical safety checklist</p> <p>Develop skill in assisting with selected surgeries</p> <p>Explain the types, functions, and nursing</p>	<p><b>Intra operative care</b></p> <ul style="list-style-type: none"> <li>• Organization and physical set up of the operation theatre <ul style="list-style-type: none"> <li>○ Classification</li> <li>○ O.T Design</li> <li>○ Staffing</li> <li>○ Members of the OT team</li> <li>○ Duties and responsibilities of the nurse in OT</li> </ul> </li> <li>• Position and draping for common surgical procedures</li> <li>• Instruments, sutures and suture materials, equipment for common surgical procedures</li> <li>• Disinfection and sterilization of equipment</li> <li>• Preparation of sets for common surgical procedures</li> <li>• Scrubbing procedures – Gowning, masking and gloving</li> <li>• Monitoring the patient during the procedures</li> <li>• Maintenance of the therapeutic environment in OT</li> <li>• Assisting in major and minor operation, handling specimen</li> <li>• Prevention of accidents and hazards in OT</li> <li>• Anaesthesia – types, methods of administration, effects and stages,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Cum Discussion</li> <li>• Demonstration</li> <li>• Practice session and Case Discussion</li> <li>• Visit to receiving bay</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Very short answer</li> <li>• Caring for patient intra operatively</li> <li>• Submit a list of disinfectants used for instruments with the action and precaution</li> </ul>
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Programme structure and course details of B.Sc. Nursing-2022

		considerations for different types of anaesthesia	equipment and drugs • Legal aspects		
III	6(T) 4(L/SL)	Identify the signs and symptoms of shock and electrolyte imbalances  Develop skills in managing fluid and electrolyte imbalances  Perform pain assessment and plans for the nursing management	<b>Nursing care of patients with common signs and symptoms and management</b>  • <i>Fluid and electrolyte imbalance</i> • Shock • Pain	• Lecture cum discussion • Demonstration • Case discussion	• Short answer • MCQ • Case report
IV	18(T) 4(L)	Demonstrate skill in respiratory assessment  Differentiates different breath sounds and lists the indications  Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional and nursing management of common	<b>Nursing Management of patients with respiratory problems</b>  • Review of anatomy and physiology of respiratory system • Nursing Assessment – history taking, physical assessment and diagnostic tests • Common respiratory problems: o Upper respiratory tract infections o Chronic obstructive pulmonary diseases o Pleural effusion, Empyema o Bronchiectasis o Pneumonia o Lung abscess	• Lecture • Discussion • Demonstration • Practice session • Case presentation • Visit to PFT Lab	• Essay • Short answer • MCQ • OSCE

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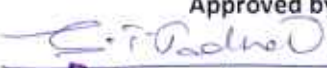
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Programme structure and course details of B.Sc. Nursing-2022

		respiratory problems  Describe the health behaviour to be adopted in preventing respiratory illnesses	<ul style="list-style-type: none"> <li>○ Cyst and tumours</li> <li>○ Chest Injuries</li> <li>○ Acute respiratory distress syndrome</li> <li>○ Pulmonary embolism</li> <li>• Health behaviours to prevent respiratory illness</li> </ul>		
V	16(T) 5(L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional and nursing management of gastrointestinal disorders</p> <p>Demonstrate skill in gastrointestinal assessment</p> <p>Prepare patient for upper and lower gastrointestinal investigations</p> <p>Demonstrate skill in gastric decompression, gavage and stoma care</p> <p>Demonstrate skill in different</p>	<p><b>Nursing Management of patients with disorders of digestive system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of GI system</li> <li>• Nursing assessment –History and physical assessment</li> <li>• GI investigations</li> <li>• Common GI disorders:                             <ul style="list-style-type: none"> <li>○ Oral cavity: lips, gums and teeth</li> <li>○ GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation and Peritonitis</li> <li>○ Peptic and duodenal ulcer</li> <li>○ Mal-absorption, appendicitis and hernias</li> <li>○ Hemorrhoids, fissures and fistulas</li> <li>○ Pancreas: inflammation, cysts and tumors</li> <li>○ Liver: inflammation, cysts, abscess, cirrhosis, portal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Problem Based Learning</li> <li>• Visit to stoma clinic</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Quiz</li> <li>• OSCE</li> </ul>

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		feeding techniques	<p>hypertension, hepatic failure and tumors</p> <ul style="list-style-type: none"> <li>○ Gall bladder: Inflammation, cholelithiasis and tumors</li> <li>• Gastric decompression, gavage, stoma care and different feeding techniques</li> <li>• Alternative therapies and drugs used in treatment of disorders of digestive system</li> </ul>		
VI	20(T) 5(L)	<p>Explain the etiology, Pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional and nursing management of cardiovascular disorders</p> <p>Demonstrate skill in cardiovascular assessment</p> <p>Prepare patient for invasive and non-invasive cardiac procedures</p> <p>Demonstrate skill in monitoring and interpreting clinical signs</p>	<p><b>Nursing Management of patients with cardiovascular problems</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of cardiovascular system</li> <li>• Nursing Assessment: History and Physical assessment</li> <li>• Invasive and non-invasive cardiac procedures</li> <li>• Disorders of vascular system- hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders</li> <li>• Coronary artery diseases: Coronary atherosclerosis, angina pectoris and myocardial infarction</li> <li>• Valvular disorders: congenital and acquired</li> <li>• Rheumatic heart disease: pericarditis,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case Discussion</li> <li>• Health education</li> <li>• Drug Book/ presentation</li> <li>• Completion of BCLS Module</li> </ul>	<ul style="list-style-type: none"> <li>• Care plan</li> <li>• Drug record</li> <li>• BLS/BCLS evaluation</li> </ul>

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		related to cardiac disorders  Complete BLS/BCLS module	myocarditis, endocarditis and cardiomyopathies <ul style="list-style-type: none"> <li>Cardiac dysrhythmias and heart block</li> <li>Congestive heart failure, corpulmonale, pulmonary edema, cardiogenic shock and cardiac tamponade</li> <li>Cardiopulmonary arrest</li> </ul>		
VII	7(T) 3(L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional and nursing management of haematological disorders  Interpret blood reports  Prepare and provides health education on blood donation	<b>Nursing Management of patients with disorders of blood</b> <ul style="list-style-type: none"> <li>Review of Anatomy and Physiology of blood</li> <li>Nursing assessment: history, physical assessment and diagnostic tests</li> <li>Anaemia and polycythaemia</li> <li>Bleeding disorders: clotting factor defects and platelets defects, thalassemia, leukaemia, leukaemia and agranulocytosis</li> <li>Lymphomas and myelomas</li> </ul>	<ul style="list-style-type: none"> <li>Field visit to blood bank</li> <li>Counselling</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short essay</li> <li>Very short answer</li> <li>MCQ</li> <li>Interpretation of blood reports</li> <li>Visit report</li> </ul>
VIII	8(T) 2(L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional and nursing management of	<b>Nursing management of patients with disorders of endocrine system</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of endocrine system</li> <li>Nursing Assessment –History and Physical assessment</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussion</li> <li>Health education</li> </ul>	<ul style="list-style-type: none"> <li>Short essay</li> <li>Prepare health education on self-administration of insulin</li> <li>Submit a diabetic diet plan</li> </ul>

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		<p>endocrine disorders</p> <p>Demonstrate skill in assessment of endocrine organ dysfunction</p> <p>Prepare and provides health education on diabetic diet</p> <p>Demonstrate skill in insulin administration</p>	<ul style="list-style-type: none"> <li>Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumours)</li> <li>Diabetes mellitus</li> </ul>		
IX	8(T) 2(L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional and nursing management of disorders of integumentary system</p> <p>Demonstrate skill in integumentary assessment</p> <p>Demonstrate skill in medicated bath</p> <p>Prepare and provide health education on skin care</p>	<p><b>Nursing management of patients with disorders of integumentary system</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of skin</li> <li>Nursing assessment: History and physical assessment</li> <li>Infection and infestations; Dermatitis</li> <li>Dermatoses; infectious and non infectious</li> <li>Acne, allergies, eczema and pemphigus</li> <li>Psoriasis, malignant melanoma and alopecia</li> <li>Special therapies, alternative therapies</li> <li>Drugs used in treatment of disorders of integumentary system</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>Very short answer</li> <li>Drug report</li> <li>Preparation of home care plan</li> </ul>
X	16(T)	Explain the etiology,	<b>Nursing management of patients with</b>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> </ul>

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4(L)	<p>pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional and nursing management of musculoskeletal disorders</p> <p>Demonstrate skill in musculoskeletal assessment</p> <p>Prepare patient for radiological and nonradio logical investigations of musculoskeletal system</p> <p>Demonstrate skill in crutch walking and splinting</p> <p>Demonstrate skill in care of patient with replacement surgeries</p> <p>Prepare and provide health education on bone healing</p>	<p><b>musculoskeletal problems</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the musculoskeletal system</li> <li>Nursing Assessment: History and diagnostic tests</li> <li>Musculoskeletal trauma: dislocation, fracture, sprain, strain, contusion and amputation</li> <li>Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour</li> <li>Orthopaedic modalities: Cast, splint, traction and crutch walking</li> <li>Musculoskeletal inflammation: Bursitis, synovitis and arthritis</li> <li>Special therapies and alternative therapies</li> <li>Metabolic bone disorder: Osteoporosis, osteomalacia and paget 's disease</li> <li>Spinal column defects and deformities – tumor, prolapsed intervertebral disc and pott 's spine</li> <li>Rehabilitation and prosthesis</li> <li>Replacement surgeries (Hip and Knee)</li> <li>Nursing care of patients with common</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Case discussion</li> <li>Health education</li> </ul>	<ul style="list-style-type: none"> <li>Nursing care plan</li> <li>Prepare health teaching on care of patient with cast</li> </ul>
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			orthopaedic surgical procedures		
XI	20(T) 3(L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests and medical, surgical, nutritional and nursing management of patients with communicable diseases</p> <p>Demonstrate skill in barrier and reverse barrier techniques</p> <p>Demonstrate skill in execution of different isolation protocols</p>	<p><b>Nursing management of patients with Communicable diseases</b></p> <ul style="list-style-type: none"> <li>Overview of infectious diseases and the infectious process</li> <li>Nursing Assessment: History, Physical assessment and diagnostic tests</li> <li>Tuberculosis</li> <li>Diarrhoeal diseases, hepatitis A - E and typhoid</li> <li>Herpes, chickenpox, smallpox, measles, mumps and influenza</li> <li>Meningitis</li> <li>Gas gangrene</li> <li>Leprosy</li> <li>Dengue, plague, malaria, chikungunya, swine flu and filariasis</li> <li>Diphtheria, pertussis, tetanus and poliomyelitis</li> <li>COVID-19</li> <li>Special infection control measures: notification, isolation, quarantine, immunization</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussion/ Seminar</li> <li>Health education</li> <li>Drug book/ presentation</li> <li>Refer TB control and management module</li> </ul>	<ul style="list-style-type: none"> <li>Prepares and submits protocol on various isolation techniques</li> <li>Short essay</li> </ul>

## REFERENCE BOOKS

1. Black JM, Hawks JH. Medical Surgical Nursing Clinical Management for Positive outcomes. 8th ed. New Delhi: Elsevier; 2020.
2. Smeltzer CS, Bare GB, Hinkle JC. Brunner and Siddharth's Textbook of Medical Surgical Nursing. 4th ed. New Delhi: Wolters Kluwer; 2020.
3. Lewis S. Medical -Surgical Nursing Assessment and Management of Clinical Problems. 4th ed. New Delhi: Elsevier; 2022.
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5. William LS. Textbook of Medical Surgical Nursing. 3rd ed. New Delhi: FA. Davis company; 2018.

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## ADULT HEALTH NURSING – I CLINICAL PRACTICUM

CLINICAL PRACTICUM: 6 Credits (480 hours) - 18 weeks × 27 hours

### PRACTICE COMPETENCIES

On completion of the clinical practicum, the students will be able to apply nursing process and critical thinking in delivering holistic nursing care including rehabilitation to the adult patients undergoing surgery, with shock and fluid and electrolyte imbalance and with selected medical and surgical conditions i.e., gastrointestinal, respiratory, endocrine, orthopedic, dermatology and cardiovascular disorders.

The students will be competent to

1. utilize the nursing process in providing care to the sick adults in the hospital:
  - a) perform complete health assessment to establish a data base for providing quality patient care.
  - b) integrate the knowledge of diagnostic tests in the process of data collection.
  - c) identify nursing diagnoses and list them according to priority.
  - d) formulate nursing care plan, using problem solving approach.
  - e) apply scientific principles while giving nursing care to patients.
  - f) perform nursing procedures skillfully on patients.
  - g) establish/develop interpersonal relationship with patients and family members.
  - h) evaluate the expected outcomes and modify the plan according to the patient needs.
2. provide comfort and safety to adult patients in the hospital.
3. maintain safe environment for patients during hospitalization.
4. explain nursing actions appropriately to the patients and family members.
5. ensure patient safety while providing nursing procedures.
6. assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.
7. provide pre, intra and post-operative care to patients undergoing surgery.
8. integrate knowledge of pathology, nutrition and pharmacology for patients experiencing various medical and surgical disorders.
9. Integrate evidence-based information while giving nursing care to patients.
10. Demonstrate the awareness of legal and ethical issues in nursing practice.

### I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS

#### A. Skill Lab

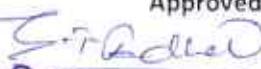
##### Use of manikins and simulators

- Intravenous therapy
- Oxygen through mask
- Oxygen through nasal prongs
- Venturi mask
- Nebulization
- Chest physiotherapy



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B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/Clinical Skills	Clinical Requirements	Assessment Methods
General medical	4	<p>Develop skill in Intravenous injection administration and IV therapy</p> <p>Assist with diagnostic procedures</p> <p>Develop skill in the Management of patients with respiratory Problems</p> <p>Develop skill in managing patients with metabolic abnormality</p>	<ul style="list-style-type: none"> <li>Intravenous therapy                             <ul style="list-style-type: none"> <li>IV cannulation</li> <li>IV maintenance and monitoring</li> <li>Administration of IV medication</li> </ul> </li> <li>Care of patient with Central line</li> <li>Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as Thoracentesis and abdominal paracentesis</li> <li>Management patients with respiratory problems</li> <li>Administration of oxygen through mask, nasal prongs, and venturi mask</li> <li>Pulse oximetry</li> <li>Nebulization</li> <li>Chest physiotherapy</li> <li>Postural drainage</li> <li>Oropharyngeal suctioning</li> <li>Care of patient with chest drainage</li> <li>Diet planning                             <ul style="list-style-type: none"> <li>High Protein diet</li> <li>Diabetic diet</li> </ul> </li> <li>Insulin administration</li> <li>Monitoring GRBS</li> </ul>	<ul style="list-style-type: none"> <li>Care Study – 1</li> <li>Health education</li> <li>Clinical presentation/ Care note) – 1</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>OSCE</li> <li>Care Study evaluation</li> <li>Care Note/</li> <li>Clinical presentation</li> </ul>

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## II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

### A. Skill Lab

Use of manikins and simulators

- Nasogastric aspiration
- Surgical dressing
- Suture removal
- Colostomy care/ileostomy care
- Enteral feeding

### B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General surgical wards	4	<p>Develop skill in caring for patients during pre- and post-operative period</p> <p>Assist with diagnostic procedures</p> <p>Develop skill in managing patient with gastro - intestinal problems</p> <p>Develop skill in wound management</p>	<ul style="list-style-type: none"> <li>• Pre-Operative care</li> <li>• Immediate Post-operative care</li> <li>• Post-operative exercise</li> <li>• Pain assessment</li> <li>• Pain Management</li> <li>• Assisting diagnostic procedure and after care of patients undergoing                             <ul style="list-style-type: none"> <li>○ Colonoscopy</li> <li>○ ERCP</li> <li>○ Endoscopy</li> <li>○ Liver Biopsy</li> </ul> </li> <li>• Nasogastric aspiration</li> <li>• Gastrostomy/Jejunostomy feeds</li> <li>• Ileostomy/Colostomy care</li> <li>• Surgical dressing</li> <li>• Suture removal</li> <li>• Surgical soak</li> <li>• Sitz bath</li> <li>• Care of drain</li> </ul>	<ul style="list-style-type: none"> <li>• Care study – 1</li> <li>• Health teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• OSCE</li> <li>• Care study</li> <li>• Care note/</li> <li>• Clinical presentation</li> </ul>

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### III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

#### A. Skill Lab

##### Use of manikins and simulators

- Cardiovascular assessment
- Interpreting ECG
- BLS/BCLS
- CPR
- ABG analysis
- Taking blood sample
- Arterial blood gas analysis – interpretation

#### B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Cardiology Wards	2	<p>Develop skill in management of patients with cardiac problems</p> <p>Develop skill in management of patients with disorders of blood</p>	<ul style="list-style-type: none"> <li>• Cardiac monitoring</li> <li>• Recording and interpreting ECG</li> <li>• Arterial blood gas analysis –interpretation</li> <li>• Administer cardiac drugs</li> <li>• Preparation and after care of patients for cardiac catheterization</li> <li>• CPR</li> <li>• Collection of blood sample for:                             <ul style="list-style-type: none"> <li>◦ Blood grouping/cross matching</li> <li>◦ Blood sugar</li> <li>◦ Serum electrolytes</li> </ul> </li> <li>• Assisting with blood transfusion</li> <li>• Assisting for bone marrow aspiration</li> <li>• Application of anti-embolism stockings (TED hose)</li> <li>• Application/maintenance of sequential compression device</li> </ul>	<ul style="list-style-type: none"> <li>• Cardiac assessment – 1</li> <li>• Drug presentation – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Drug presentation</li> </ul>

### IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM

#### A. Skill Lab

- Use of manikins and simulators
- Application of topical medication

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**B. Clinical Postings**

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Dermatology Wards	1	Develop skill in management of patients with disorders of integumentary system	<ul style="list-style-type: none"> <li>Intra dermal injection-skin allergy testing</li> <li>Application of topical medication</li> <li>Medicated bath</li> </ul>		<ul style="list-style-type: none"> <li>Clinical evaluation</li> </ul>

**V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES**

**A. Skill Lab**

- Barrier nursing
- Reverse barrier nursing
- Standard precautions

**B. Clinical postings**

Clinical area/unit	Duration (weeks)	Learning outcomes	Procedural competencies/clinical skills	Clinical requirements	Assessment methods
Isolation ward	1	Develop skill in the management of patients requiring isolation	<ul style="list-style-type: none"> <li>Barrier nursing</li> <li>Reverse barrier nursing</li> <li>Standard precautions (universal precaution) use of PPE, needle stick and sharp injury prevention, cleaning and disinfection, respiratory hygiene, waste disposal and safe injection practices)</li> </ul>	<ul style="list-style-type: none"> <li>Care note -1</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>Care note</li> </ul>

**VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS**

**A. SKILL LAB**

**Use of manikins and simulators**

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

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Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/Clinical Skills	Clinical Requirements	Assessment Method
Orthopedic wards	2	Develop skill in management of patients with musculoskeletal problems	<ul style="list-style-type: none"> <li>Preparation of patient with myelogram/CT/MRI</li> <li>Assisting with application and removal of POP/Cast</li> <li>Preparation, assisting and after care of patient with skin traction/skeletal traction</li> <li>Care of orthotics</li> <li>Muscle strengthening exercises</li> <li>Crutch walking</li> <li>Rehabilitation</li> </ul>	Care note – 1	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>Care note</li> </ul>

## VII. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

### A. Skill Lab

#### Use of manikins and simulators

- Scrubbing, gowning and gloving
- Orient to instruments for common surgeries
- Orient to suture materials
- Positioning

### B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skill	Clinical Requirement	Assessment Methods
Operation theatre	4	Develop skill in caring for intraoperative patient	<ul style="list-style-type: none"> <li>Position and draping</li> <li>Preparation of operation table</li> <li>Set up of trolley with instrument</li> <li>Assisting in major and</li> </ul>	<ul style="list-style-type: none"> <li>Assist as circulatory nurse - 4</li> <li>Positioning and draping – 5</li> <li>Assist as scrub nurse in major surgeries – 4</li> <li>Assist as scrub</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>OSCE</li> </ul>

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			minor operation <ul style="list-style-type: none"> <li>Disinfection and sterilization of equipment</li> <li>Scrubbing procedures – Gowning, masking and gloving</li> <li>Intra operative monitoring</li> </ul>	nurse in minor surgeries – 4	
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REFERENCE BOOKS

1. Black JM, Hawks JH. Medical Surgical Nursing Clinical Management for Positive outcomes. 8th ed. New Delhi: Elsevier; 2020.
2. Smeltzer CS, Bare GB, Hinkle JC. Brunner and Siddharth's Textbook of Medical Surgical Nursing. 4th ed. New Delhi: Wolters Kluwer; 2020.
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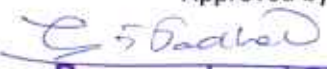
  
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Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcomes (POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
N-AHN (I) 215 ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module)	CO 1	2	3	3	2	3	2	2	2	2	2	3	1	2	1	1	1
	CO 2	2	2	3	3	3	2	1	2	3	1	2	3	2	2	2	2
	CO 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	CO 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	CO 5	2	2	1	2	3	2	2	2	2	2	3	3	2	2	2	2
	CO 6	3	2	2	1	3	2	1	1	2	2	3	3	3	3	2	1
	CO 7	3	3	3	2	1	3	3	3	3	3	3	3	3	3	3	2
	CO 8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2
	CO 9	3	3	2	2	2	2	2	2	3	2	2	3	2	2	2	2
	CO 10	3	3	2	3	3	2	3	1	2	2	3	3	2	3	3	3
	CO 11	3	2	3	3	2	3	2	2	3	2	2	3	2	3	2	2
	CO 12	3	3	3	3	2	2	3	3	3	2	3	2	2	3	2	3
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

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*Signature*  
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LOG BOOK

ADULT HEALTH NURSING-I

Sl. No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
I	MEDICAL					
	<i>Intravenous therapy</i>					
1	IV cannulation					
2	IV maintenance and monitoring					
3	Administration of IV medication					
4	Care of patient with centralline <ul style="list-style-type: none"> <li>• Insertion and removal of central line</li> <li>• Central venous pressure monitoring</li> <li>• Assess for infection</li> <li>• Dressing</li> </ul>					
	<i>Preparation, assisting, and after care of patients undergoing diagnostic procedures</i>					
5	Thoracentesis					
6	Abdominal paracentesis					
	<i>Respiratory therapies and monitoring</i>					
	<i>Respiratory assessment</i>					
7	Administration of oxygen using venturi mask					
8	Nebulization					
9	Use of pulse oximeter					
10	Use of incentive spirometer					
11	Use of metered dose inhaler					
12	Chest physiotherapy					
13	Postural drainage					

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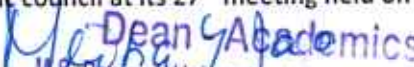
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14	Oropharyngeal suctioning					
15	Care of patient with chest drainage					
<b>Planning therapeutic diet</b>						
16	High protein diet					
17	Diabetic diet					
18	Diet in hypertension					
19	Renal diet					
20	Performing and monitoring GRBS					
21	Diabetic foot assessment					
22	Diabetic foot care					
23	Insulin administration					
<b>II SURGICAL</b>						
24	Pre-operative care					
25	Surgical safety- pre, intra and post- operative safety					
26	General post-operative care					
27	Post-operative exercise Early ambulation					
28	Pain assessment and management					
<b>Assisting diagnostic procedures and after care of patients undergoing</b>						
29	Gastrointestinal assessment					
30	Upper GI endoscopy: • Oesophago gastro duodenoscopy • ERCP					
	Lower GI endoscopy: • Colonoscopy • Sigmoidoscopy • Proctoscopy					
31	Liver biopsy					
32	Nasogastric aspiration					

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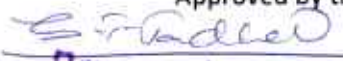
  
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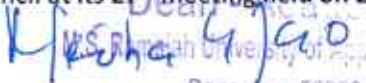
  
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33	Gastrostomy/Jejunostomy feeds					
34	Ileostomy/Colostomy care					
35	Surgical dressing					
36	Suture removal					
37	Surgical soak					
38	Sitz bath					
39	Care of drain					
III	CARDIOLOGY					
40	Cardiac assessment					
41	Cardiac monitoring					
42	Recording and interpreting ECG					
43	Arterial blood gas analysis – interpretation					
44	Administration of cardiac drugs					
45	Preparation and after care of patients undergoing cardiac catheterization					
46	Performing BCLS					
	<i>Collection of blood sample for</i>					
47	Blood grouping/cross matching					
48	Blood sugar					
49	Serum electrolytes					
50	Assisting with blood transfusion					
IV	DERMATOLOGY					
51	Assessment of skin					
52	Application of topical medication					
53	Intradermal injection-Skin allergy testing					
54	Medicated bath					

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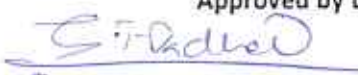
  
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V	COMMUNICABLE DISEASES					
55	Intradermal injection-BCG and Tuberculin skin test or Mantoux test					
56	Barrier nursing and Reverse barrier nursing					
57	Standard precautions- <ul style="list-style-type: none"> <li>• Sharp injury prevention</li> <li>• Cleaning and disinfection</li> <li>• Safe injection practices</li> </ul>					
VI	MUSCULOSKELETAL					
58	Musculoskeletal assessment					
59	Preparation of patient for Myelogram/CT/MRI					
60	Assisting with application and removal of POP/Cast  Assisting with application and removal of splint					
61	Preparation, assisting and aftercare of patient with Skin traction/skeletal traction					
62	Care of orthotics					
63	Muscle strengthening exercises					
64	Crutch walking and walker					
65	Stump care					
66	Rehabilitation					
VII	OPERATION ROOM					
67	Scrubbing procedures – Gowning, masking and gloving					
68	Set up of trolley with instruments					

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69	Preparation of operation table					
70	Position and draping					
71	Assisting in major and minor operation					
72	Disinfection and sterilization of equipment					
73	Intra operative monitoring					
74	Recovery room care					

CLINICAL REQUIREMENTS

Sl. No.	Clinical Requirement	Date	Signature of the Faculty
	<b>Medical</b>		
1	Care study – 1		
2	Health education – 1		
3	Clinical presentation/Care note – 1		
	<b>Surgical</b>		
4	Care study – 1		
5	Health education – 1		
6	Clinical presentation/Care note – 1		
	<b>Cardiac</b>		
7	Cardiac assessment – 1		
8	Drug presentation – 1		
	<b>Communicable</b>		
9	Clinical presentation/Care note – 1		
	<b>Musculoskeletal</b>		
10	Clinical presentation/Care note – 1		
	<b>OR</b>		
11	Assist as circulatory nurse – 5 i. ii. iii. iv.		

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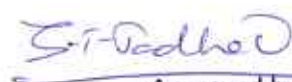
	v.		
12	Assist as scrub nurse in minor surgeries – 5 i. ii. iii. iv. v.		
13	Positioning and draping – 5 i. ii. iii. iv. v.		
14	Assist as scrub nurse in major surgeries – 5 i. ii. iii. iv. v.		
15	Completion of BCLS module		

Teaching Coordinator

H.O.D

  
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**IV SEMESTER**  
**PHARMACOLOGY - II**  
**Course Specifications**

Course Title	PHARMACOLOGY - II
Course Code	PHARM (II) 205
Course Type	Core course
Faculty	Nursing

PLACEMENT: IV SEMESTER

THEORY: 3 Credits (60 hours)

**DESCRIPTION**

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

**Course Summary**

CO-1	Explain the drugs used in the treatment of ear, nose, throat and eye disorders.
CO-2	Explain the drugs used in the treatment of urinary system disorders.
CO-3	Describe the drugs used in the treatment of nervous system disorders.
CO-4	Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.
CO-5	Explain the drugs used to treat emergency conditions and immune disorders.
CO-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.
CO-7	Demonstrate understanding about the drugs used in alternative system of medicine.
CO-8	Demonstrate understanding about the fundamental principles of prescribing.

*S. S. S. S.*

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COUSE OUTLINE

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 and 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>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
II	4 (T)	Describe drugs acting on urinary system and 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>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,</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>Very short answer</li> <li>MCQ</li> </ul>

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			side effects, adverse effects toxicity and role of nurse		
III	10 (T)	Describe drugs used on nervous system and nurse's responsibilities	<b>Drugs acting on nervous system</b> <ul style="list-style-type: none"> <li>• Basis and 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>○ Opioids and other central analgesics</li> </ul> </li> <li>• General and local anesthetic</li> <li>• Hypnotics and sedatives</li> <li>• Antipsychotics</li> <li>• Mood stabilizers</li> <li>• Antidepressants</li> <li>• Anti anxiety drugs</li> <li>• Anticonvulsants</li> <li>• Drugs for neurodegenerative disorders and miscellaneous drugs.</li> <li>• CNS 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</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>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>

  
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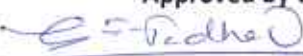
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			role of nurse		
IV	5 (T)	Describe drugs used for hormonal disorder and supplementation, contraception and medical termination of pregnancy and nurse's responsibilities	<p><b>Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy</b></p> <ul style="list-style-type: none"> <li>• Estrogens and progesterones</li> <li>• Oral contraceptives and hormone replacement therapy</li> <li>• Vaginal contraceptives</li> <li>• Drugs for infertility and medical termination of pregnancy</li> <li>• Uterine stimulants and relaxants</li> </ul> <p>Composition, actions dosage, route indications, contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse</p>	<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>• Very short answer</li> <li>• MCQ</li> </ul>
V	3 (T)	Develop understanding about important drugs used for women before, during and after labour	<p><b>Drugs used for pregnant women during antenatal, labour and postnatal period</b></p> <ul style="list-style-type: none"> <li>• Tetanus prophylaxis</li> <li>• Iron and Vitamin K1 supplementation</li> <li>• Oxytocin, misoprostol</li> <li>• Ergometrine</li> <li>• Methyl prostaglandin F2-alpha</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>• MCQ</li> </ul>

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			<ul style="list-style-type: none"> <li>Magnesium sulphate</li> <li>Calcium gluconate</li> </ul>		
VI	10 (T)	Describe drugs used in de-addiction, emergency, poisoning, vitamins and minerals supplementation, drugs used for immunization and immune-suppression and nurse's responsibilities	<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>Drugs used for de-addiction: alcohol and nicotine</li> <li>Drugs used in CPR and emergency- adrenaline, chlorpheniramine, hydro cortisone and dexamethasone</li> <li>IV fluids and electrolytes replacement</li> <li>Common poisons, drugs used for treatment of poisoning                             <ul style="list-style-type: none"> <li>Activated charcoal</li> <li>Ipecac</li> <li>Antidotes</li> <li>Anti-snake venom (ASV)</li> </ul> </li> <li>Vitamins and minerals supplementation</li> <li>Vaccines and sera (Universal immunization program schedules)</li> </ul> <p>Anticancer drugs: Chemotherapeutic drugs commonly used immuno-suppressants and Immunostimulants</p>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
VII	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,</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>MCQ</li> </ul>

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			homeopathy, unani and Siddha  Drugs used for common ailments		
VIII	10 (T) 10(P)	Demonstrate understanding about fundamental principles of prescribing	<b>Fundamental principles of prescribing</b> <ul style="list-style-type: none"> <li>Standard prescription format</li> <li>Difference between standing order and prescribing drugs</li> <li>National and international standards on nurse prescribing</li> <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> <li>Case vignettes</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Assignment evaluation</li> </ul>

REFERENCE BOOKS

1. Tripathi KD. Essentials of medical pharmacology. 8<sup>th</sup> ed. New Delhi: Jaypee brothers medical publishers (P) Ltd; 2018.
2. Shanbaag TV. Pharmacology for medical graduates. 4<sup>th</sup> ed. Gurgaon : Elsevier India ; 2021.
3. Bhandarkar RT. Textbook of pharmacology and therapeutics. 26<sup>th</sup> ed. Gurgaon : Elsevier India; 2020.
4. Katzung B. Basic and clinical pharmacology. 15<sup>th</sup> ed. Noida : McGraw-hill education India ( P) ltd ; 2021.
5. Whalen K. Lippincott illustrated reviews pharmacology. 8<sup>th</sup> ed. Gurugram : Wolters Kluwer; 2019.
6. Udaykumar P. Pharmacology for nurses. 5<sup>th</sup> ed. New Delhi: Jaypee brothers medical publishers (P) Ltd; 2022.

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Course Mapping (CO-PO-PSO Mapping)

	Program Outcome				Program Specific Outcome												
		PO-1	PO-2	PO-3	PO-4	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO-8	PSO-9	PSO-10	PSO-11	PSO-12
Course Outcome	CO-1	3	3	1	3	3	3	3	3	3	3	3	3	3	1	3	2
	CO-2	3	3	1	3	3	3	3	3	3	3	3	3	3	1	3	2
	CO-3	3	3	1	3	3	3	3	3	3	3	3	3	3	1	3	2
	CO-4	3	3	1	3	3	3	3	3	3	3	3	3	3	1	3	2
	CO-5	3	3	1	3	3	3	3	3	3	3	3	3	3	1	3	2
	CO-6	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3
	CO-7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	CO-8	3	3	1	3	3	3	3	3	3	3	3	3	3	1	3	1

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## Pathology II and Genetics

### Course Specifications

<b>Course Title</b>	Pathology II and Genetics
<b>Course Code</b>	PATH (II) 210
<b>Course Type</b>	Core course
<b>Faculty</b>	Nursing

### Course Summary

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

PLACEMENT: IV SEMESTER

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

### Course Outcomes

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

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

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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> Pathological changes in disease conditions of selected systems</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</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>Very short answer</li> <li>MCQ</li> </ul>

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			breast 5. Central nervous system • Meningitis • Encephalitis • Stroke • Tumors of CNS		
II	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	Clinical Pathology • Examination of body cavity fluids: Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests • Analysis of semen: ○ Sperm count, motility and morphology and their importance in infertility • Urine: ○ Physical characteristics, Analysis, culture and sensitivity • Faeces: ○ Characteristics ○ Stool examination: Occult blood, ova, parasite and cyst, reducing substance ○ Methods and collection of urine and faeces for various tests	• Lecture • Discussion • Visit to clinical lab and biochemistry lab	• Short answer • Very short answer • MCQ

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## GENETICS

### COURSE OUTLINE

T –Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Explain nature, principles and perspectives of heredity	<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>• MCQ</li> </ul>
II	2 (T)	Explain maternal, prenatal and genetic influences on development of defects and diseases	<b>Maternal, prenatal and genetic influences on development of defects and diseases</b> <ul style="list-style-type: none"> <li>• Conditions affecting the mother: genetic and infections</li> <li>• Consanguinity atopy</li> <li>• Prenatal nutrition and Maternal age</li> <li>• Maternal drug therapy</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>• Very short answer</li> <li>• MCQ</li> </ul>

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			<ul style="list-style-type: none"> <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>		
III	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> </ul> </li> <li>• Dysmorphism</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>• MCQ</li> </ul>
IV	2 (T)	Identify genetic disorders in adolescents and adults	<b>Genetic conditions of adolescents and adults</b> <ul style="list-style-type: none"> <li>• <del>Cancer genetics: Familial cancer</del></li> <li>• Inborn errors of metabolism</li> <li>• Blood group alleles and haematological 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>• MCQ</li> </ul>
V	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 counselling</li> <li>• Legal and ethical issues</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>



## REFERENCE BOOKS

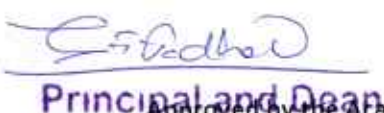
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## Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcomes(POs)				Programme specific Outcomes (PSOs)											
		P O 1	P O 2	P O 3	P O 4	P S O 1	PS O 2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PS O1 0	PS O1 1	PS O1 2
PATH (II) 210 & Pathology II and Genetics	CO 1	3	2	3	3	2	1	2	2	2	2	3	3	3	3	2	1
	CO 2	1	3	3	2	2	3	3	2	2	3	3	3	2	2	2	1
	CO 3	1	1	2	2	2	2	2	2	3	2	3	2	2	2	2	2
	CO 4	3	2	2	2	3	2	2	2	2	2	3	3	3	2	2	2
	CO 5	2	3	2	1	2	2	2	1	2	2	3	2	2	3	2	1
	CO 6	3	2	2	2	2	2	3	3	3	3	3	3	3	2	2	2
	CO 7	3	3	2	2	3	3	2	2	3	2	3	3	3	2	2	2
	3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																



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## ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY INCLUDING GERIATRIC AND PALLIATIVE CARE MODULE

### Course Specifications

<b>Course Title</b>	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing
<b>Course Code</b>	N- AHN (II) 225
<b>Course Type</b>	Combination course
<b>Department</b>	Medical Surgical Nursing
<b>Faculty</b>	Nursing

### DESCRIPTION

This course is designed to equip the students to review and apply their knowledge of anatomy, physiology, biochemistry and behavioural 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.

### Course Outcomes

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

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

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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)	<p>Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various disorders of ear, nose and throat</p> <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders</p>	<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>Ear                             <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 and tumors</li> <li>Deafness and its management</li> </ul> </li> <li>Epistaxis, nasal obstruction and laryngeal obstruction</li> <li>Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis and laryngitis</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration of hearing aids, nasal packing and 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>

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II	12 (T) 4 (SL)	<p>Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various disorders of eye</p> <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye</p> <p>Describe eye donation, banking and transplantation</p>	<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 and diagnostic assessment</li> </ul> <p><b>Eye Disorders</b></p> <ul style="list-style-type: none"> <li>Refractive errors</li> <li>Eyelids: Infection and deformities</li> <li>Conjunctiva: Inflammation, infection and 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 cum discussion</li> <li>Demonstration of visual aids, lens and medication administration</li> <li>Visit to eye bank</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Short answer</li> <li>Long essay</li> <li>OSCE</li> <li>Drug book</li> </ul>
III	15 (T) 4(L/S L)	<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><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 and diagnostic tests</li> <li>Urinary tract infections: Acute, chronic, lower and upper</li> <li>Nephritis and nephrotic syndrome</li> <li>Renal calculi</li> <li>Acute renal failure</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Case discussion</li> <li>Health education</li> <li>Drug book</li> <li>Field visit – hemodialysis unit</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Very short answer</li> <li>Long essay</li> <li>Case report</li> <li>Submits health teaching on prevention of urinary calculi</li> </ul>

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		Prepare and provide health education on prevention of renal calculi	<ul style="list-style-type: none"> <li>Chronic kidney disease</li> <li>Disorders of ureter, urinary bladder and urethra</li> <li>Disorders of Prostate: Inflammation, infection, stricture, obstruction and benign prostate hypertrophy</li> </ul>		
IV	6 (T)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders	<b>Nursing management of disorders of male reproductive system</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the male reproductive system</li> <li>History, physical assessment and diagnostic tests</li> <li>Infections of testes, penis and adjacent structures: Phimosis, epididymitis and orchitis</li> <li>Sexual dysfunction, infertility and contraception</li> <li>Male Breast Disorders: Gynecomastia, tumor and climacteric changes</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Case discussion</li> <li>Health education</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</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	<b>Nursing management of patient with burns, reconstructive and cosmetic surgery</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the skin and connective tissues</li> <li>History, physical assessment,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration of burn wound assessment, vacuum dressing and fluid calculations</li> <li>Visit to burn rehabilitation centre</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> <li>Very short answer</li> <li>Short answer</li> </ul>

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		significance	<p>assessment of burns and fluid and electrolyte loss</p> <ul style="list-style-type: none"> <li>• Burns</li> <li>• Re constructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes and gender reassignment</li> <li>• Legal and ethical aspects</li> <li>• Special therapies: LAD, vacuumed dressing, laser liposuction, skin health rejuvenation and use of derma filters</li> </ul>		
VI	16 (T) 4(L/S L)	<p>Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various neurological disorders</p> <p>Explain the etiology, pathophysiology, clinical manifestations,</p>	<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 and diagnostic tests</li> <li>• Headache</li> <li>• Head injuries</li> <li>• Spinal injuries: Paraplegia, hemiplegia and quadriplegia</li> <li>• Spinal cord compression: Herniation of inter-vertebral disc</li> <li>• Intra cranial and cerebral</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum 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>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• OSCE</li> <li>• Drug book</li> </ul>

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		diagnostic measures and management of patients with neurological disorders	<p>aneurysms</p> <ul style="list-style-type: none"> <li>• Meningitis, encephalitis, brain abscess and neuro-cysticercosis</li> <li>• Movement disorders: Chorea, seizures and epilepsies</li> <li>• Cerebrovascular disorders: CVA</li> <li>• Cranial and spinal neuropathies: Bell's palsy and trigeminal neuralgia</li> <li>• Peripheral Neuropathies</li> <li>• Degenerative diseases: Alzheimer 's disease and Parkinson 's disease</li> <li>• Guillain-Barré syndrome, myasthenia gravis and multiple sclerosis</li> <li>• Rehabilitation of patient with neurological deficit</li> </ul>		
VII	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders  Prepare and provides health	<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 and AIDS: Epidemiology, transmission, prevention of transmission and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion/ seminar</li> <li>• Refer module on HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Very short answer</li> <li>• Short answer</li> </ul>

  
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		<p>education on prevention of HIV infection and rehabilitation</p> <p>Describe the national infection control programs</p>	<p>management of HIV/AIDS</p> <ul style="list-style-type: none"> <li>• Role of Nurse; Counselling, health education, home care consideration and rehabilitation</li> <li>• National AIDS Control Program – NACO, various national and international agencies for infection control</li> </ul>		
VIII	12 (T) 4 (L/SL)	<p>Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer and 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, physical assessment and diagnostic tests</li> <li>• Prevention, screening, early detections and warning signs of cancer</li> <li>• Epidemiology, etiology classification, pathophysiology, staging, clinical manifestations, diagnosis, treatment modalities; medical and surgical nursing management of oncological conditions</li> <li>• Common malignancies of various body system: Eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate, brain and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration of chemotherapy preparation and administration</li> <li>• Visit to BMT, radiotherapy units (linear accelerator, brachytherapy) and nuclear medicine unit</li> <li>• Completion of palliative care module during clinical hours (20hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Quiz</li> <li>• OSCE</li> <li>• Drug book</li> <li>• Counselling and health teaching</li> </ul>

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			spinal cord <ul style="list-style-type: none"> <li>• Oncological emergencies</li> <li>• Modalities of treatment: Chemotherapy and Radiotherapy: Radiation safety and AERB regulations.</li> <li>• Surgical intervention, stem cell and bone marrow transplant, immunotherapy and gene therapy</li> <li>• Psychological aspects of cancer: Anxiety, depression, insomnia and anger</li> <li>• Supportive care</li> <li>• Hospice care</li> </ul>		
IX	15 (T) 4(L/S L)	Explain the types, policies, guidelines, prevention and management of disaster situations  Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with acute emergencies	<b>Nursing management of patient in Emergency and Disaster situations</b>  <b>Disaster Nursing</b> <ul style="list-style-type: none"> <li>• Concept and principles of disaster nursing and related policies</li> <li>• Types of disaster: Natural and man-made</li> <li>• Disaster preparedness: Team, guidelines, protocols, equipment and resources</li> <li>• Etiology, classification, pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration of disaster preparedness (Mock drill) and triaging</li> <li>• Field visit to local disaster management centers or demo by fire extinguishers</li> <li>• Group presentation (role play, skit, concept mapping) on different emergency care</li> <li>• Refer Trauma care management/ ATCN module</li> <li>• Guided reading on National Disaster</li> </ul>	<ul style="list-style-type: none"> <li>• Very short answer</li> <li>• Short answer</li> <li>• OSCE</li> </ul>

  
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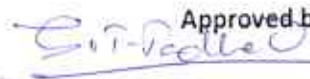
  
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			<p>management of patient with medical and surgical emergencies – Poly trauma, bites, poisoning and thermal emergencies</p> <ul style="list-style-type: none"> <li>Principles of emergency management</li> <li>Medico legal aspects</li> </ul>	<p>Management Authority (NDMA) guidelines</p>	
X	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>Ageing 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 cum discussion</li> <li>Demonstration of communication with visual and hearing impaired</li> <li>Field visit to old age homes</li> <li>Assignment on family systems of India focusing on geriatric population</li> </ul>	<ul style="list-style-type: none"> <li>Very short answer</li> <li>OSCE</li> <li>Case presentation</li> <li>Evaluation of assignment</li> </ul>
XI	15 (T) 8(L/S L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic</p>	<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:</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration on the use of mechanical ventilators and cardiac monitors</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Very short answer</li> <li>Case presentation</li> </ul>

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		measures and management of patients in critical care units	<p>Physical set-up, policies and staffing norms</p> <ul style="list-style-type: none"> <li>• Protocols, equipment and supplies</li> <li>• Use and application of critical care biomedical equipment: Ventilators, cardiac monitors, defibrillators, infusion pump, resuscitation equipment and other equipment's</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>	<ul style="list-style-type: none"> <li>• Clinical practice in different ICUs</li> <li>• Written assignment on ethical and legal issues in critical care</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of skill on monitoring of patients in ICU</li> <li>• Evaluation of assignment</li> </ul>
XII	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, and physical examination</li> <li>• Diagnostic tests</li> <li>• Occupational diseases and management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Industrial visit</li> <li>• Assignment on industrial health hazards</li> </ul>	<ul style="list-style-type: none"> <li>• Very short answer</li> </ul>

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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 re constructive surgery and with selected medical and 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

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### B. Clinical Posting

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ENT Ward and OPD	2	<p>Provide care to patients with ENT disorders.</p> <p>Educate the patients and their families.</p>	<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>Audiometric tests</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

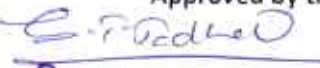
- Instilling eye medications
- Eye irrigation
- Eye bandage

  
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**B. Clinical Posting**

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Ophthalmology unit	2	<ul style="list-style-type: none"> <li>Develop skill in providing care to patients with Eye disorders</li> <li>Educate the patients and their families</li> </ul>	<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> <li>Pre and post-operative care</li> <li>Instillation of drops/ medication</li> <li>Eye irrigation</li> <li>Application of eye bandage</li> <li>Assisting with foreign body removal</li> </ul>	<ul style="list-style-type: none"> <li>Eye assessment-1</li> <li>Health teaching</li> <li>Case study/ Clinical presentation – 1</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>OSCE</li> <li>Clinical presentation</li> </ul>

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

**A. Skill Lab**

Use of manikins and simulators

- Assessment: kidney and urinary system
- Preparation: dialysis
- Catheterization and care

**B. Clinical Posting**

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Renal ward/ nephrology ward including	2	<ul style="list-style-type: none"> <li>Develop skill in Management of patients with urinary, male</li> </ul>	<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-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Assessment – 1</li> <li>Drug presentation-1</li> <li>Care study/ Clinical</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>Care plan</li> <li>OSCE</li> <li>Quiz</li> </ul>

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Dialysis unit		reproductive problems	examination <ul style="list-style-type: none"> <li>○ Digital rectal examination</li> </ul> <ul style="list-style-type: none"> <li>• Preparation and assisting with diagnostic and therapeutic procedures                             <ul style="list-style-type: none"> <li>○ Cystoscopy, Cystometrogram,</li> <li>○ Contrast studies: IVP,</li> <li>○ Peritoneal dialysis</li> <li>○ Hemodialysis</li> <li>○ Lithotripsy</li> <li>○ Specific tests: Semen analysis, gonorrhea test, Renal/ Prostate Biopsy.</li> </ul> </li> <li>• Catheterization care</li> <li>• Bladder irrigation</li> <li>• I/O recording and monitoring</li> <li>• Ambulation and exercise</li> </ul>	presentation - 1 <ul style="list-style-type: none"> <li>• Preparing and assisting in haemodialysis</li> </ul>	<ul style="list-style-type: none"> <li>• Drug presentation</li> </ul>
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**IV. Nursing Management of Patients with Burns and Reconstructive Surgery**

**A. Skill Lab**

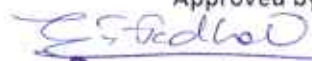
Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

**B. Clinical Posting**

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Burns unit/ reconstructive surgical unit	2	Develop skill in burns assessment and providing care to patients with	<ul style="list-style-type: none"> <li>• Assessment of burns</li> <li>• First aid of burns</li> <li>• Fluid and</li> </ul>	<ul style="list-style-type: none"> <li>• Burn wound assessment-1</li> <li>• Case study/case presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Case study/case report</li> </ul>

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		different types of burns	electrolyte replacement therapy	- 1	
		Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries	<ul style="list-style-type: none"> <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>		

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 Posting

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

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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 Posting

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 and physical examination of cancer patients</li> <li>• Screening for common cancers: TNM classification</li> <li>• Preparation, assisting and after care of</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment - 1</li> <li>• Care study/ clinical presentation - 1</li> <li>• Pre and post-</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Case study</li> <li>• Quiz</li> <li>• Drug book</li> </ul>

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			<p>patients undergoing diagnostic procedures</p> <ul style="list-style-type: none"> <li>○ Biopsies/FNAC</li> <li>○ Pap smear</li> <li>○ Bone marrow aspiration</li> </ul> <p>• Various modalities of treatment</p> <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> <p>• Stoma care and feeding</p> <p>• Caring of patients treated with nuclear medicine</p> <p>• Rehabilitation</p>	<p>operative care of patient with various modes of cancer treatment</p> <p>• Teaching on BSE to family members</p> <p>• Visit to palliative care unit</p>	
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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

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**B. Clinical Posting**

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 and their interpretations, in emergency and 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 and 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	History taking and assessment of Geriatric patient	<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</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Care plan</li> </ul>

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				assessment – 1	
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## X. Nursing Management of Patients in critical care units

### A. Skill Lab

#### Use of manikins and simulators

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

### B. Clinical Posting

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 and extubation</li> <li>• ABG analysis and 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</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 care bundles : VAE, VAP, CAUTI, CLABSI</li> <li>• Case</li> <li>• Presentation</li> </ul>

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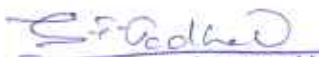
			<p>maintenance of Chest drainage system</p> <ul style="list-style-type: none"> <li>• Bag and mask ventilation</li> <li>• Assisting and maintenance of Central and peripheral invasive lines</li> <li>• Setting up of infusion pump, defibrillator,</li> <li>• Drug administration- infusion, intra-cardiac, intrathecal, epidural</li> <li>• Monitoring pacemaker</li> <li>• ICU care bundle</li> <li>• Management of the dying patient in the ICU</li> </ul>		
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## REFERENCE BOOKS

1. Black J, Hawks JH. Textbook of Medical Surgical Nursing: Clinical Management for Positive Outcomes. 8<sup>th</sup> ed. New Delhi: Elsevier; 2020.
2. Hinkle LJ, Cheever HK, Overbaugh K. Textbook of Medical Surgical Nursing, 15<sup>th</sup>ed. Philadelphia: Wolters Kluwer Health; 2020.
3. Lewis. Textbook of Medical Surgical Nursing: Assessment and Management of Clinical Problems .4<sup>th</sup> ed. New Delhi: Elsevier; 2022.
4. Aitken L, Marshall A, Chaboyer W. Critical Care Nursing.4<sup>th</sup> ed. USA: Elsevier; 2019.
5. Willis L. Textbook of Medical Surgical Nursing: 6<sup>th</sup> ed. J. B. Lippincott and Co; 2018.

  
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Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcome (POs)		Programme specific Outcomes (PSOs)													
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
N-AHN (II) 225 Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module	CO 1	2	3	3	2	3	2	2	2	2	2	3	1	2	1	1	1
	CO 2	2	2	3	3	3	2	1	2	3	1	2	3	2	2	2	2
	CO 3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	CO 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	CO 5	2	2	1	2	3	2	2	2	2	2	3	3	2	2	2	2
	CO 6	3	2	2	1	3	2	1	1	2	2	3	3	3	3	2	1
	CO 7	3	3	3	2	1	3	3	3	3	3	3	3	3	3	3	2
	CO 8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2
	CO 9	3	3	2	2	2	2	2	2	3	2	2	3	2	2	2	2
	CO 10	3	3	2	3	3	2	3	1	2	2	3	3	2	3	3	3
	CO 11	3	2	3	3	2	3	2	2	3	2	2	3	2	3	2	2
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

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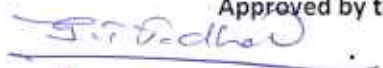
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**LOG BOOK**  
**ADULT HEALTH NURSING II**

Sl. No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
I	ENT					
1	History taking and physical assessment of ear, nose and throat					
2	Application of bandages to ear and nose					
3	Tracheostomy care					
<i>Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures</i>						
4	Auditory screening tests					
5	Audiometric tests					
6	Preparing and assisting in special procedures like Anterior/ posterior nasal packing, ear packing and syringing					
7	Preparation and after care of patients undergoing ENT surgical procedures					
8	Instillation of ear/nasal drops/ medication					
9	Discharge education after ENT surgery					
II	EYE					
10	History taking and physical examination of eyes and interpretation					
<i>Assisting procedures</i>						
11	Visual acuity					
12	Fundoscopy, retinoscopy, ophthalmoscopy, tonometry					
13	Refraction tests					

  
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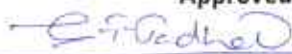
  
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14	Pre and postoperative care of patient undergoing eye surgery					
15	Instillation of eye drops/medication					
16	Eye irrigation					
17	Application of eye bandage					
18	Assisting with foreign body removal					
19	Discharge education after EYE surgery					
III	<b>NEPHROLOGY and UROLOGY</b>					
20	Assessment of kidney and urinary system • History taking and physical examination • Testicular self-examination • Digital rectal exam					
	<i>Preparation and assisting with diagnostic and therapeutic procedures</i>					
21	Cystoscopy, Cystometrogram					
22	Contrast studies – IVP and KUB					
23	Peritoneal dialysis					
24	Hemodialysis					
25	Lithotripsy					
26	Renal/Prostate biopsy					
27	Specific tests – Semen analysis, gonorrhea test					
28	Catheterization care					
29	Bladder irrigation after TURP					
30	Intake and output recording and monitoring					
IV	<b>BURNS and RECONSTRUCTIVE SURGERY</b>					
31	Assessment of burns					

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	wound – area/degree/percentage of wound using appropriate scales					
32	First aid of burns <ul style="list-style-type: none"> <li>Obtaining IV access for burns patient</li> <li>Fluid and electrolyte replacement therapy</li> <li>Calculation of fluid</li> <li>Insertion of IV cannula</li> </ul>					
33	Skin care					
34	Care of burn wounds <ul style="list-style-type: none"> <li>Bathing</li> <li>Dressing</li> </ul>					
35	Pre-operative and post-operative care of patient with burns					
36	Caring of skin graft and postcosmetic surgery					
37	Rehabilitation					
V	NEUROLOGY					
38	History taking, neurological assessment Glasgowcoma scale					
39	Continuous monitoring the patients with altered level of consciousness					
40	Preparation and assisting for various invasive and non- invasive procedures (Lumbar puncture EEG, MRI and CT)					
41	Care of patient undergoing neurosurgery including rehabilitation					

  
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VI	IMMUNOLOGY					
42	History taking and physical examination					
43	Immunological status assessment and interpretation of specific test (e.g. HIV)					
44	Care of patient with low immunity					
VII	ONCOLOGY					
45	History taking and physical examination of cancer patients					
46	Screening for common cancers – Oral cancer, cervical cancer and breast cancer					
<i>Preparation, assisting and after care of patients undergoing diagnostic procedures</i>						
47	Biopsies/FNAC					
48	Bone-marrow aspiration					
<i>Preparation of patients and assisting with various modalities of treatment</i>						
49	Chemotherapy					
50	Radiotherapy					
51	Hormonal therapy/ Immunotherapy					
52	Gene therapy/any other					
53	Care of patients treated with nuclear medicine					
54	Rehabilitation					
VIII	EMERGENCY CARE					
55	Practicing 'triage'					
56	Primary and secondary survey in emergency					
57	Examination, investigations and their interpretations, in emergency and disaster					

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	situations					
58	Emergency care of medical and traumatic injury patients					
59	Documentation and assisting in legal procedures in emergency unit					
60	Managing crowd					
61	Counseling the patient and family in dealing with grieving and bereavement					
IX	<b>CRITICAL CARE</b>					
62	Assessment of critically ill patients					
63	Assisting with arterial puncture					
64	Assisting with ET tube intubation and extubation					
65	Tracheostomy and ET tube suctioning <ul style="list-style-type: none"> <li>• Open</li> <li>• Closed</li> </ul>					
66	Care of patient with ET tube: <ul style="list-style-type: none"> <li>• Position of ET tube</li> <li>• Assessment of cuff pressure</li> <li>• Oral care</li> <li>• Assess for pressure ulcers at angle of mouth</li> </ul>					
67	ABG analysis and interpretation <ul style="list-style-type: none"> <li>• Respiratory acidosis</li> <li>• Respiratory alkalosis</li> <li>• Metabolic acidosis</li> <li>• Metabolic alkalosis</li> </ul>					
68	Setting up of ventilator modes and settings					

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	care of patient on with:					
	<ul style="list-style-type: none"> <li>Invasive ventilator                             <ul style="list-style-type: none"> <li>a) Controlled Mandatory Ventilation (CMV)</li> <li>b) Assist/ Controlled Ventilation (ACV)</li> <li>c) Synchronized Intermittent Mandatory Ventilation (SIMV)</li> </ul> </li> <li>Noninvasive ventilator                             <ul style="list-style-type: none"> <li>a) Continuous Positive Airway Pressure (CPAP)</li> <li>b) Bilevel Positive Airway Pressure (BiPAP)</li> </ul> </li> </ul>					
69	Setting up of crash cart					
70	Monitoring and maintenance of chest drainage system					
71	Use of cardiac monitor					
72	Bag and mask ventilation					
73	Assisting with starting and maintenance of central and peripheral lines invasive					
74	Setting up of infusion pump and syringe pump					
75	Identification of lethal arrhythmias					
76	Use of defibrillator					
77	Administration of drugs via infusion, intra cardiac, intrathecal, epidural route					
78	Use of inotropic drugs					
79	Administration of Total Parenteral Nutrition (TPN)					

  
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80	Monitoring and maintenance of pacemaker					
81	ICU care bundles <ul style="list-style-type: none"> <li>Ventilator Associated Pneumonia (VAP)</li> <li>CAUTI bundle – catheter related urinary tract infection</li> <li>Central venous catheter related Infection</li> <li>Prevention of surgical site Infection</li> <li>Intravascular catheter associated blood stream infection</li> </ul>					
82	Prevention of DVT <ul style="list-style-type: none"> <li>Use of low molecular heparin</li> <li>Application of anti - embolism stockings (TED hose)</li> <li>Application/maintenance of sequential compression device)</li> </ul>					
83	Management of the dying patient in the ICU					
X	Geriatric					
84	History taking and Assessment of geriatric patient					
85	Geriatric counseling					
86	Comprehensive health assessment (adult) after module completion					

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### CLINICAL REQUIREMENTS

Sl. No.	Clinical Requirement	Date	Signature of the Faculty
	<b>ENT</b>		
1	ENT assessment of an adult – 2 i. ii.		
2	Observation and activity report of OPD		
3	Clinical presentation – 1		
4	Drug book		
	<b>EYE</b>		
5	Eye assessment i. Adult – 1 ii. Geriatric – 1		
6	Patient-teaching – 1		
7	Clinical Presentation– 1		
	<b>NEPHROLOGY and UROLOGY</b>		
8	Assessment of i. Adult -1 ii. Geriatric - 1		
9	Drug presentation – 1		
10	Care study/Clinical presentation – 1		
	<b>BURNS AND RECONSTRUCTIVE SURGERY</b>		
11	Burn wound assessment – 1		
12	Clinical presentation – 1		
13	Observation report of burns unit		
14	Observe cosmetic/reconstructive procedures		
	<b>NEUROLOGY</b>		
15	Neuro-assessment –2 i. ii.		

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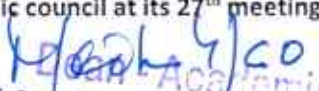
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16	Unconscious patient – 1		
17	Care study/case presentation – 1		
18	Drug presentation – 1		
	<b>IMMUNOLOGY</b>		
19	Assessment of immune status		
20	Teaching of isolation to patient and family care givers		
21	Nutritional management		
22	Care note – 1		
	<b>ONCOLOGY</b>		
23	Observation report of cancer unit		
24	Assessment of each system cancer patients – 2		
25	Care study/clinical presentation – 1		
26	Pre and post-operative care of patient with various modes of cancer treatment such as chemotherapy, radiation therapy, surgery, BMT, etc.  –3(at least)  i.  ii.  ii.		
27	Teaching on BSE to family members		
	<b>EMERGENCY</b>		
28	Primary assessment of adult– 1		
29	Immediate care (IV access establishment, assisting in intubation,suction, etc.)		
30	Use of emergency trolley		
	<b>CRITICAL CARE</b>		
31	Assessment of critically ill  i. Adult  ii. Geriatric		
32	Care note/Clinical presentation – 1		
	<b>GERIATRIC</b>		
33	Geriatric assessment – 1		
34	Care note/clinical presentation – 1		

  
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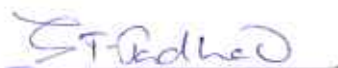
35	Fall risk assessment 1		
36	Functional status assessment – 1		
37	Completion of fundamentals of prescribing module		
38	Completion of palliative care module		

Teaching Coordinator

H.O.D

  
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## PROFESSIONALISM, PROFESSIONAL VALUES and ETHICS INCLUDING BIOETHICS

### Course Specifications

Course Title	PROFESSIONALISM, PROFESSIONAL VALUES and ETHICS INCLUDING BIOETHICS
Course Code	PROF 230
Course Type	Core Course
Department	Nursing Foundation
Faculty	Nursing

PLACEMENT: IV SEMESTER

THEORY: 1 Credit (20 hours)

### Course Summary

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

CO 1	describe profession and nursing as a profession.
CO 2	identify the challenges of professionalism.
CO 3	maintain respectful communication and relationship with other health team members, patients and society.
CO 4	demonstrate professional conduct.
CO 5	describe various regulatory bodies and professional organizations related to nursing
CO 6	discuss the importance of professional values in patient care.
CO 7	explain the professional values and demonstrate appropriate professional values in nursing practice.
CO 8	demonstrate and reflect on the role and responsibilities in providing compassionate carer in the health care setting.
CO 9	demonstrate respect, human dignity and privacy and confidentiality to self, patient's and their care givers and other health team members.
CO 10	advocate for patients' wellbeing, professional growth and advancing the profession.
CO 11	identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare.
CO 12	apply knowledge of ethics and bioethics in ethical decision making along with health team members.
CO 13	Protect and respect patient's rights.

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Unit	Time	Learning Activities	Content	Teaching/ Learning activities	Assessment Methods
I	5 (T)	<p>describe profession and nursing as a profession</p> <p>explain 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><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>• Challenges of professionalism                             <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 and Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Debate on overcoming professional challenges</li> <li>• Role play on professional communication and Relationship with team members</li> <li>• Case based discussion</li> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• MCQ</li> </ul>

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		<p>ethical decision making</p> <ul style="list-style-type: none"> <li>Relationship with patients and society</li> </ul> <p><b>Professional Conduct</b></p> <ul style="list-style-type: none"> <li>Following ethical principles</li> <li>Adhering to policies, rules and regulation of the institutions</li> <li>Professional etiquettes and behaviours</li> <li>Professional grooming: Uniform and dress code</li> <li>Dress code</li> <li>Professional boundaries: Professional relationship with the patients, caregivers and team members</li> </ul> <p><b>Regulatory Bodies and Professional Organizations: Roles and Responsibilities</b></p> <ul style="list-style-type: none"> <li>Regulatory bodies: <ul style="list-style-type: none"> <li>Indian Nursing Council</li> <li>State Nursing Council</li> </ul> </li> <li><b>Professional Organizations:</b> <ul style="list-style-type: none"> <li>Trained Nurses Association of India (TNAI)</li> <li>Student Nurses Association (SNA)</li> <li>Nurses League of Christian Medical Association of India, International Council of Nurses (ICN)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Visit to INC, SNC, TNAI</li> </ul>	<ul style="list-style-type: none"> <li>Visit report</li> </ul>
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			o International Confederation of Midwives		
II	5 - Th	Discuss the importance of professional values in patient care	<b>Professional values</b> <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>	<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>Essay</li> <li>Short answer</li> <li>Assessment of student's behavior with patients and families</li> </ul>
		Distinguish between personal values and professional values	<b>Professional values in nursing</b> <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 and altruism</li> </ul>		
		Demonstrate appropriate professional values in nursing practice	<ul style="list-style-type: none"> <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 and loyalty</li> <li>Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing then profession</li> </ul>		

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III	10 - Th	define ethical and bioethics	<p><b>Ethics and bioethics</b></p> <p>Definitions: Ethics, bioethics and ethical principles</p> <p>Principles of Bioethics</p> <ul style="list-style-type: none"> <li>• Beneficence</li> <li>• Non-maleficence: Patient safety, protecting patient from harm and 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 and 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 valid consent and refusal</li> <li>• Allocation of scarce nursing resources</li> <li>• Conflicts concerning new technologies</li> <li>• Whistle-blowing</li> <li>• Beginning of life issues                             <ul style="list-style-type: none"> <li>○ Abortion</li> <li>○ Substance abuse</li> <li>○ Fetal therapy</li> <li>○ Selective deduction</li> </ul> </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> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Quiz</li> <li>• Reflective diary</li> <li>• Case report</li> <li>• Attitude test</li> </ul>
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		<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> <p>Discuss the rights of the patients and families to make decisions about health care</p> <p>Protect and respects patient's rights</p>	<ul style="list-style-type: none"> <li>○ Intrauterine treatment of fetal conditions</li> <li>○ Mandated contraception</li> <li>○ Fetal injury</li> <li>○ Infertility treatment</li> <li>• End of life issues                         <ul style="list-style-type: none"> <li>○ End of life</li> <li>○ Euthanasia</li> <li>○ Do Not Resuscitate (DNR)</li> </ul> </li> <li>• Issues related to psychiatric care                         <ul style="list-style-type: none"> <li>○ Non compliance</li> <li>○ Restrain and seclusion</li> <li>○ Refuse to take food</li> </ul> </li> </ul> <p><b>Process of ethical decision making</b></p> <ul style="list-style-type: none"> <li>• Assess the situation (collect information)</li> <li>• Identify the ethical problem</li> <li>• Identify the alternative decisions</li> <li>• Choose the solution to the ethical decision</li> <li>• Implement the decision</li> <li>• Evaluate the decision</li> </ul> <p><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>	<ul style="list-style-type: none"> <li>• Assignment on patients rights</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of assignment</li> </ul>
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			<p><b>Patients' Bill of Rights- 17 patients' rights (MoH and FW, Gol)</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 non-discrimination</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</li> </ol>		
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			<p>facilities available on a prominent display board and a brochure</p> <p>16. Right to protection for patients involved in clinical trials, biomedical and health research</p> <p>17. Right to be heard and seek redressal</p>		
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REFERENCE BOOKS

1. Potter PA, Perry AG, Stockert P, Hall A. Fundamentals of nursing. 9<sup>th</sup> ed. London: Elsevier publishers; 2021.
2. Vati J. Principles and practice of *nursing management and administration*. 2<sup>nd</sup> ed. New Delhi: Jaypee brothers medical publishers (P) Ltd; 2020.
3. Basheer SP, Khan SY. A concise textbook of advanced nursing practice. 2<sup>nd</sup> ed. Bangalore: EMMESS medical publishers; 2019.
4. Brar NK. Advanced nursing practice. 2nd Ed. New Delhi: Jaypee brothers medical publishers (P) Ltd; 2019.

  
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Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcomes (POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
PROF 230 PROFESSIONALISM, PROFESSIONAL VALUES and ETHICS INCLUDING BIOETHICS	CO 1	3	2	1	3	1	2	1	3	3	3	1	1	1	1	2	1
	CO 2	3	2	3	2	3	2	3	1	2	2	2	2	3	2	1	2
	CO 3	3	2	3	3	3	3	3	1	2	3	3	3	3	2	2	2
	CO 4	3	3	3	3	3	3	2	3	3	1	1	3	2	2	3	1
	CO 5	1	3	2	3	1	2	1	3	3	1	1	2	3	2	1	2
	CO 6	3	3	3	3	3	3	3	3	3	1	1	3	3	1	3	3
	CO 7	3	3	3	3	3	3	3	3	3	1	1	3	3	1	3	3
	CO 8	2	3	3	2	3	3	3	2	2	3	3	3	3	3	1	2
	CO 9	2	2	3	1	1	2	2	3	3	1	1	2	1	2	1	1
	CO 10	3	2	3	2	2	2	2	1	2	2	3	2	3	3	3	3
	CO 11	1	2	3	2	1	3	1	3	3	2	2	3	3	1	2	1
	CO 12	2	2	3	2	2	3	2	3	2	2	3	3	3	2	2	2
	CO 13	1	3	3	2	1	3	2	2	3	2	2	3	3	2	3	1

  
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**5<sup>TH</sup> SEMESTER**  
**CHILD HEALTH NURSING – I**  
**Course Specifications**

<b>Course Title</b>	Child Health Nursing – I including Essential Newborn Care(EBNC), FBNC, IMNCI and PLS modules
<b>Course Code</b>	N-CHN(I) 301
<b>Course Type</b>	Combination course
<b>Department</b>	Pediatric Nursing
<b>Faculty</b>	Nursing

**PLACEMENT: V SEMESTER**

**THEORY: 3 Credits (60 hours)**

**PRACTICUM: Lab/Skill Lab: 1 Credit (40 hours)**

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

**DESCRIPTION**

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

**Course Outcomes**

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

CO-1	Develop understanding of the history and modern concepts of child health and child-care.
CO-2	Explore the national child welfare services, national programs and legislation in the light of national health policy.
CO-3	Describe the role of preventive paediatrics and perform preventive measures towards accidents.
CO-4	Participate in national immunization programs/Universal Immunization Program (UIP).
CO-5	Describe the principles of child health nursing and perform child health nursing procedures.
CO-6	Describe the normal growth and development of children at different ages.
CO-7	Identify the developmental needs of children and provide parental guidance.
CO-8	Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation.
CO-9	Apply the principles and strategies of integrated management of neonatal and childhood illness (IMNCI).
CO-10	Apply the knowledge of pathophysiology and provide nursing care to children with disorders of respiratory and endocrine system.

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CO-11	Identify and meet childhood emergencies and perform child CPR.
	<b>PRACTICUM</b>
CO-12	Perform assessment of children: health, developmental and anthropometric assessment.
CO-13	Provide nursing care to children with various medical disorders.
CO-14	Provide pre and postoperative care to children with common paediatric surgical conditions/ malformation.
CO-15	Perform immunization as per National Immunization Schedule (NIS).
CO-16	Give health education/nutritional education to parents.
CO-17	Provide nursing care to critically ill children.
CO-18	Counsel parents according to identified counselling needs.

**COURSE OUTLINE**

**T – Theory, L/SL – Lab/Skill Lab**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T) 10 (L)	Explain the modern concept of child-care  Describe national policy, national programs and legislation in relation to child health and welfare  Describe the role of preventive paediatrics	<b>Introduction: modern concepts of child care</b>  <ul style="list-style-type: none"> <li>Historical development of child health</li> <li>Philosophy and modern concept of child-care</li> <li>Cultural and religious considerations in child-care</li> <li>National policy and legislations in relation to child health and welfare</li> <li>National programs and agencies related to welfare services to the children</li> <li>Internationally accepted rights of the child</li> <li>Changing trends in hospital care, preventive, promotive and curative aspect of child health</li> <li>Preventive paediatrics:                         <ul style="list-style-type: none"> <li>Concept</li> <li>Immunization</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

		<p>List major causes of death during infancy, early and late childhood</p> <p>Differentiate between adult and child in terms of illness and response</p> <p>Describe major functions and role of the paediatric nurse in caring for a hospitalized child</p> <p>Describe the principles of child health nursing and perform child health nursing procedures</p>	<ul style="list-style-type: none"> <li>○ Immunization programs and cold chain</li> <li>○ Care of under-five and under-five clinics/Well-baby clinics</li> <li>○ Preventive measures towards accidents</li> <li>• Child morbidity and mortality rates</li> <li>• Difference between an adult and child which affect response to illness                         <ul style="list-style-type: none"> <li>○ Physiological</li> <li>○ Psychological</li> <li>○ Social</li> <li>○ Immunological</li> </ul> </li> <li>• Hospital environment for sick child</li> <li>• Impact of hospitalization on the child and family</li> <li>• Communication techniques for children</li> <li>• Grief and bereavement</li> <li>• The role of a child health nurse in caring for a hospitalized child</li> <li>• Principles of pre and postoperative care of infants and children</li> <li>• Child health nursing procedures:                         <ul style="list-style-type: none"> <li>○ Administration of medication: oral, I/M and I/V</li> <li>○ Calculation of fluid requirement</li> <li>○ Application of restraints</li> <li>○ Assessment of pain in children</li> <li>○ FACES pain scale</li> <li>○ FLACC pain scale</li> <li>○ Numerical rating scale</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of common paediatric procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of paediatric procedures skills through checklist</li> </ul>
II	12 (T)	Describe the normal growth and development	<p><b>Healthy child</b></p> <ul style="list-style-type: none"> <li>• Definition and principles of growth and development</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Developmental study of infant and children</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

		<p>of children at different ages</p> <p>Identify the needs of children at different ages and provide parental guidance</p> <p>Identify the nutritional needs of children of different ages and way of meeting needs</p> <p>Identify the role of play for normal and sick children</p>	<ul style="list-style-type: none"> <li>Factors affecting growth and development</li> <li>Growth and development from birth to adolescence</li> <li>Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg)</li> <li>The needs of normal children through the stages of developmental and parental guidance</li> <li>Nutritional needs of children and infants                             <ul style="list-style-type: none"> <li>Breast feeding, Exclusive breast feeding</li> <li>Supplementary/artificial feeding and weaning</li> </ul> </li> <li>Baby friendly hospital concept</li> <li>Types, value of play and selection of play material</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration on techniques of breastfeeding</li> <li>Observational study of normal and sick child</li> <li>Field visit to anganwadi and child guidance clinic</li> <li>Videos on breast feeding</li> <li>Clinical practice/field</li> </ul>	<ul style="list-style-type: none"> <li>Quiz on growth and development</li> <li>Evaluation of developmental study reports</li> <li>Assessment of skill on techniques of breastfeeding through checklist</li> </ul>
III	15 (T) 20 (L)	<p>Provide care to normal and high-risk neonates</p> <p>Perform neonatal resuscitation</p> <p>Recognize and manage common neonatal problems</p>	<p><b>Nursing care of neonate:</b></p> <ul style="list-style-type: none"> <li>Appraisal of new-born</li> <li>Nursing care of a normal new born/essential new born care</li> <li>Neonatal resuscitation</li> <li>Nursing management of low birth weight baby</li> <li>Kangaroo mother care</li> <li>Nursing management of common neonatal disorder                             <ul style="list-style-type: none"> <li>Hyperbilirubinemia</li> <li>Hypothermia</li> <li>Hyperthermia</li> <li>Metabolic disorder</li> <li>Neonatal infections</li> <li>Neonatal seizures</li> <li>Respiratory distress syndrome</li> <li>Retinopathy of prematurity</li> </ul> </li> <li>Organization of neonatal care unit</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Modular based teaching: ENBC and FBNC module (oral drills, videos, self-evaluation exercise)</li> <li>Workshop on neonatal resuscitation: NRP module</li> <li>Demonstration</li> <li>Practice session</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> <li>OSCE</li> <li>Assessment of skills with checklist</li> </ul>

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IV	10 (T)  5 (L)	Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI)	Integrated management of neonatal and childhood illnesses	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Modular based teaching: IMNCI module</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> <li>OSCE</li> </ul>
V	8 (T)	Describe the etiology pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory and endocrine system	<b>Nursing management in common childhood diseases</b>  <b>Respiratory system:</b> <ul style="list-style-type: none"> <li>Identification and nursing management of congenital and other disorders:                             <ul style="list-style-type: none"> <li><b>Congenital:</b> Tracheoesophageal fistula and diaphragmatic hernia</li> <li><b>Others:</b> Acute nasopharyngitis, tonsillitis, croup, bronchitis, bronchiolitis, pneumonia and asthma</li> </ul> </li> </ul> <b>Endocrine system:</b> <ul style="list-style-type: none"> <li>Juvenile diabetes mellitus and hypothyroidism</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Case scenario</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> <li>Assessment of skills with checklist</li> <li>Nursing Process application</li> </ul>
VI	5 (T)  5 (L)	Develop ability to meet childhood emergencies and perform child CPR	<b>Childhood emergencies</b> <ul style="list-style-type: none"> <li>Accidents: causes and prevention                             <ul style="list-style-type: none"> <li>Poisoning, foreign bodies, haemorrhage, burns and drowning</li> </ul> </li> <li>Paediatric Life Support (PLS) (AHA Guidelines)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Paediatric Life Support (PLS) module/ Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Very short answer</li> <li>MCQ</li> <li>OSCE</li> </ul>

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## CHILD HEALTH NURSING - I (CLINICAL)

PLACEMENT: V SEMESTER

PRACTICUM: Skill Lab: 1 Credit (40 hours)

Clinical: V SEMESTER - 2 Credits (160 hours)

### PRACTICE COMPETENCIES

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

1. perform assessment of children: health, developmental and anthropometric assessment.
2. provide nursing care to children with various medical disorders.
3. provide pre and postoperative care to children with common paediatric surgical conditions/ malformation.
4. perform immunization as per National Immunization Schedule (NIS).
5. give health education/nutritional education to parents.
6. provide nursing care to critically ill children.
7. counsel parents according to identified counselling needs.

### Skill Lab

Use of manikins and simulators: neonatal resuscitation,

Paediatric Life Support (PLS), Continuous Positive Airway Pressure (CPAP) and endotracheal suction

### Pediatric nursing procedures

- Administration of medication: oral, IM and IV
- Oxygen administration
- Application of restraints
- Specimen collection
- Urinary catheterization and drainage
- Ostomy care
- Feeding: Oro/Nasogastric, gastrostomy and jejunostomy
- Wound dressing
- Suture removal

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### CLINICAL POSTINGS: 5 weeks X 30 hours per week

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Pediatric medical ward	2 weeks	Provide nursing care to children with various medical disorders	<ul style="list-style-type: none"> <li>• Taking pediatric history</li> <li>• Physical examination and assessment of children</li> </ul>	<ul style="list-style-type: none"> <li>• Case study/ presentation (1)</li> <li>• Health education (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of case study/ presentation and health education session</li> </ul>

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			<ul style="list-style-type: none"> <li>• Administration of oral, IM and IV medicine/fluids</li> <li>• Calculation of fluid replacement</li> <li>• Preparation of different strengths of IV fluids</li> <li>• Application of restraints</li> <li>• Collection of specimens for common investigations</li> <li>• Assisting with common diagnostic procedures</li> <li>• Teaching mothers/parents                             <ul style="list-style-type: none"> <li>◦ Malnutrition</li> <li>◦ Oral rehydration therapy</li> <li>◦ Feeding and weaning</li> <li>◦ Immunization schedule</li> </ul> </li> <li>• Play therapy</li> </ul>		<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist (OSCE/OSPE)</li> <li>• Completion of activity record</li> </ul>
Pediatric surgical ward	1 week	<p>Recognize different pediatric surgical conditions/ malformations</p> <p>Provide pre and post-operative care to children with common paediatric surgical conditions/ malformation</p>	<ul style="list-style-type: none"> <li>• Calculation, preparation and administration of IV fluids</li> <li>• Bowel wash, insertion of suppositories</li> <li>• Care for ostomies:                             <ul style="list-style-type: none"> <li>◦ Colostomy</li> <li>◦ Irrigation</li> <li>◦ Ureterostomy</li> <li>◦ Gastrostomy</li> <li>◦ Enterostomy</li> </ul> </li> <li>• Urinary catheterization and drainage</li> <li>• Feeding</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing care plan (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of care plan</li> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist OSCE/OSPE</li> <li>• Completion of activity record</li> </ul>

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			<ul style="list-style-type: none"> <li>○ Naso-gastric</li> <li>○ Gastrostomy</li> <li>○ Jejunostomy</li> <li>• Care of surgical wounds</li> <li>○ Dressing</li> <li>○ Suture removal</li> </ul>		
Pediatric OPD/ Immunization room	1 week	<p>Perform assessment of children: health, developmental and anthropometric</p> <p>Perform immunization as per National Immunization Schedule (NIS)</p> <p>Give health education/ nutritional education</p>	<ul style="list-style-type: none"> <li>• Assessment of children                             <ul style="list-style-type: none"> <li>○ Health assessment</li> <li>○ Developmental assessment</li> <li>○ Anthropometric assessment</li> <li>○ Nutritional assessment</li> </ul> </li> <li>• Immunization</li> <li>• Health/Nutritional education</li> </ul>	<ul style="list-style-type: none"> <li>• Growth and developmental study:                             <ul style="list-style-type: none"> <li>○ Infant (1)</li> <li>○ Toddler (1)</li> <li>○ Preschooler (1)</li> <li>○ Schooler (1)</li> <li>○ Adolescent (1)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of growth and developmental study reports</li> <li>• Completion of activity record.</li> </ul>
NICU and PICU	1 week	<p>Provide nursing care to critically ill children</p> <p>Counsel parents according to identified counselling needs</p>	<ul style="list-style-type: none"> <li>• Neonatal resuscitation and paediatric life support</li> <li>• Administration of O2 inhalation by different methods</li> <li>• Care of a child on ventilator, CPAP</li> <li>• Endotracheal suction</li> <li>• Chest physiotherapy</li> <li>• Administration of fluids with infusion pumps</li> <li>• Total parenteral nutrition</li> <li>• Baby bath/sponge bath</li> <li>• Feeding children by</li> </ul>	<ul style="list-style-type: none"> <li>• Newborn assessment (1)</li> <li>• Nursing Care plan (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of newborn assessment report/care plan</li> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist OSCE/OSPE</li> <li>• Completion of activity record</li> </ul>

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			<p>katori. Spoon and palada cup</p> <ul style="list-style-type: none"> <li>Care of a baby in incubator/ Radiant warmer</li> <li>Phototherapy</li> <li>Monitoring of babies</li> <li>Recording and reporting</li> </ul>		
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## REFERENCE BOOKS

- Marilyn J, Wilson D, Rodgers CC. Wong's Essentials of Pediatric Nursing. 11<sup>th</sup>ed. New Delhi: Elsevier publishers; 2021.
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Course code & Name	Course Outcome (COs)	Programme Outcomes (POs)		Programme specific Outcomes (PSOs)													
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
N-CHN(I) 301 Child Health Nursing – I including Essential Newborn Care(EBNC), FBNC, IMNCI and PLS modules	CO 1	2	3	2	2	3	2	2	2	2	2	2	2	2	1	2	2
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	CO 10	3	3	2	2	2	3	2	2	2	2	2	2	2	1	2	2
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	CO 13	3	3	2	2	2	1	3	2	2	2	2	2	2	1	2	2
	CO 14	3	3	2	2	2	3	2	2	2	2	2	2	2	1	2	2
	CO 15	3	3	2	2	2	2	2	2	2	2	2	2	2	1	2	2
	CO 16	1	1	1	3	2	2	2	2	2	2	2	2	2	1	2	2
	CO 17	3	3	2	2	1	2	2	2	2	2	2	3	2	1	2	2
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

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LOG BOOK (V and VI SEMESTER)

CHILD HEALTH NURSING I and II

Sl. No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
I	PEDIATRIC MEDICAL and SURGICAL					
	General assessment:					
1.	Vital signs-Temperature( Axillary, tympanic), pulse, respiration and blood pressure					
2.	Assessment of degree of dehydration					
3.	Assessment of malnutrition					
4.	Health assessment – Taking history and Physical examination and nutritional assessment of					
	• Neonate					
	• Infant					
	• Toddler					
	• Preschooler					
	• Schooler					
	• Adolescent					
5	Infection control practices in pediatric setting					
	• Hand hygiene					
	• Respiratory hygiene					
	• Safe injection practices					
	• Sterilization and disinfection of pediatric care devices, equipment and unit					
6	Administration of medication/fluids – Calculation, preparation and administration of medication					
	• Oral					
	• I/M					
	• I/V					
	• Intradermal					

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	<ul style="list-style-type: none"> <li>Subcutaneous</li> </ul>					
	<ul style="list-style-type: none"> <li>Nebulization</li> </ul>					
7	Calculation of fluid requirements					
8	Preparation of different strengths of I/V fluids					
9	Administration of IV fluids					
10	Application of restraints					
11	<i>Administration of O<sub>2</sub> inhalation by different methods</i>					
	<ul style="list-style-type: none"> <li>Nasal Catheter/Nasal Prong</li> </ul>					
	<ul style="list-style-type: none"> <li>Mask</li> </ul>					
	<ul style="list-style-type: none"> <li>Oxygen hood</li> </ul>					
	<ul style="list-style-type: none"> <li>Baby bath/sponge bath</li> </ul>					
	<ul style="list-style-type: none"> <li>Feeding children by katori and spoon/paladai, cup</li> </ul>					
12	<i>Collection of specimens for common investigations</i>					
	<ul style="list-style-type: none"> <li>Urine</li> </ul>					
	<ul style="list-style-type: none"> <li>Stool</li> </ul>					
	<ul style="list-style-type: none"> <li>Blood</li> </ul>					
13	Assisting with common diagnostic procedures					
	<ul style="list-style-type: none"> <li>Lumbar puncture</li> </ul>					
	<ul style="list-style-type: none"> <li>Bone marrow aspiration</li> </ul>					
14	Health education to mothers/parents – Topics					

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	<ul style="list-style-type: none"> <li>Prevention and management of malnutrition</li> </ul>					
	<ul style="list-style-type: none"> <li>Prevention and management of diarrhea (Oral rehydration therapy)</li> </ul>					
	<ul style="list-style-type: none"> <li>Feeding and complementary feeding</li> </ul>					
	<ul style="list-style-type: none"> <li>Expression of breast milk</li> </ul>					
15	Immunization schedule					
16	Play therapy					
17	Conduct individual and group play therapy sessions					
18	Prevention of accidents					
19	Bowel wash					
20	Administration of suppositories					
21	Care for ostomies:					
	<ul style="list-style-type: none"> <li>Colostomy Irrigation</li> </ul>					
	<ul style="list-style-type: none"> <li>Ureterostomy</li> </ul>					
	<ul style="list-style-type: none"> <li>Ileostomy</li> </ul>					
	<ul style="list-style-type: none"> <li>Jejunostomy</li> </ul>					
	Urinary catheterization and drainage					
23	Feeding					
	<ul style="list-style-type: none"> <li>Naso-gastric</li> </ul>					
	<ul style="list-style-type: none"> <li>Gastrostomy</li> </ul>					
	<ul style="list-style-type: none"> <li>Jejunostomy</li> </ul>					

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*M. Shalpa*  
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Programme structure and course details of B.Sc. Nursing-2022

24	Care of surgical wounds					
	• Dressing					
	• Suture removal					
II	PEDIATRIC OPD/IMMUNIZATION ROOM					
25	Growth and developmental assessment of children					
	• Infant					
	• Toddler					
	• Preschooler					
	• Schooler					
	• Adolescent					
26	Administration of vaccination					
27	Health/Nutritional education					
III	NICU/PICU					
28	Assessment of newborn					
29	Care of preterm/LBW newborn					
30	Kangaroo mother care					
31	Neonatal resuscitation					
32	Assisting in neonatal diagnostic procedures					
33	Feeding of high risk newborn –EBM (spoon/paladai)					
34	Insertion/removal/ feeding – Naso/oro-gastric tube					
35	Administration of medication – oral/parenteral					
36	Neonatal drug calculation					

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Programme structure and course details of B.Sc. Nursing-2022

37	Assisting in exchange transfusion					
38	Organizing different levels of neonatal care					
39	Care of a child on ventilator/CPAP					
40	Endotracheal suction					
41	Chest physiotherapy					
42	Administration of fluids with infusion pumps					
43	Total Parenteral Nutrition (TPN)					
44	Recording and reporting					
45	Cardiopulmonary resuscitation –PLS					

  
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## CLINICAL REQUIREMENTS

Sl. No.	Clinical Requirement	Date	Signature of the Faculty
	<b>Pediatric medical</b>		
1	Nursing care plan – 1		
2	Case study/ presentation – 1		
3	Health talk – 1		
	<b>Surgical</b>		
4	Nursing care plan – 1		
5	Case study/presentation – 1		
	<b>OPD/Immunization room</b>		
6	Growth and developmental study: i. Infant – 1 ii. Toddler – 1 iii. Preschooler – 1		
	<b>NICCU/PICU</b>		
7	Newborn assessment – 1		
8	Nursing care plan – 1		
9	Kangaroo mother care – 2		
10	Nursing care plan of high risk newborn – 1		
11	Completion of ENBC module		
12	Completion of FNBC module		
13	Completion of IMNCI module		
14	Completion of PLS module		

*G/L*  
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Teaching Coordinator

H.O.D

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*S. S. Radhe*  
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**BANGALORE – 54**  
**B.Sc/P.B.B.Sc NURSING**  
**SUBJECT: CHILD HEALTH NURSING**  
**CASE STUDY EVALUATION FORMAT**

Name of the Student:

Year:

Diagnosis of patient:

Sl. No.	Criteria	Marks Allotted	Marks obtained
1	History collection	4	
2	Physical examination	4	
3	Growth and development	4	
	Nutritional Assessment	2	
4	Investigation and treatment	2	
5	<b>Description of case in comparison with patient picture</b>		
	Anatomy & Physiology/Embryology	2	
	Introduction, incidence, etiology and pathophysiology	4	
	Clinical features and diagnostic evaluation	4	
	Management and nursing management	4	
6	<b>Nursing Care Plan</b>		
	Assessment of patient	2	
	Writing a nursing diagnoses (Based on priority)	3	
	Identifying desired outcome	2	
	Planning and implementation of nursing care	6	
	Evaluation of nursing care	2	
7	Health Education	2	
8	Summary of patient care	1	
9	Bibliography	2	
<b>Total</b>		<b>50</b>	

REMARKS:

*[Signature]*  
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SIGNATURE OF THE STUDENT

SIGNATURE OF THE EVALUATOR

*[Signature]*  
 Principal and Dean

*[Signature]*  
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**RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH**  
**BANGALORE – 54**  
**B.Sc/P.B.B.Sc NURSING**  
**SUBJECT: CHILD HEALTH NURSING**  
**CARE PLAN EVALUATION FORMAT**

Name of the Student:

Year :

Diagnosis of patient:

Sl. No.	Criteria	Marks Allotted	Marks obtained
1	<b>Assessment</b>		
	History collection	2	
	Physical Examination	2	
	Assessment of Growth and Development	2	
	Assessment of Nutritional status	2	
2	Investigations	1	
3	Treatment	1	
4	<b>Nursing Care plan</b>		
	Assessment of patient	1	
	Writing a nursing diagnoses (Based on priority)	3	
	Identifying desired outcome	1	
	Planning and implementation of nursing care	5	
	Evaluation of nursing care	2	
5	<b>Health Education</b>	2	
6	<b>Summary of patient care</b>	1	
	<b>Total</b>	<b>25</b>	

REMARKS:

*[Signature]*  
*[Stamp: M.S. Ramaiah University of Applied Sciences]*

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 Bangalore  
**SIGNATURE OF THE STUDENT**

**SIGNATURE OF THE EVALUATOR**

*[Signature]*

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*[Signature]*

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B.Sc/P.B.B.Sc(N)  
SUBJECT: CHILD HEALTH NURSING  
CLINICAL PRESENTATION EVALUATION FORMAT

Name of the Student :

Year :

Diagnosis of patient:

Sl. No.	Criteria	Marks Allotted	Marks obtained
	<b>Assessment</b>		
1	History collection and physical examination	3	
2	Assessment of Growth and Development	2	
3	Assessment of Nutritional status	2	
4	Investigations and treatment	1	
5	Presentation of disease aspect	3	
6	A.V. aids used	2	
7	Nursing care plan	6	
8	Health Education	2	
9	Entertaining discussion	1	
10	Personal and Professional behavior	2	
11	Bibliography	1	
	<b>Total</b>	<b>25</b>	

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B.Sc/P.B.B.Sc NURSING

SUBJECT: CHILD HEALTH NURSING

HEALTH EDUCATION EVALUATION FORMAT

Name of the Student:

Year:

Topic:

Sl. No.	Criteria	Marks Allotted	Marks obtained
1	Content : adequate and relevant	8	
2	Presentation of content	6	
3	Group interaction	2	
4	Fluency of language	2	
5	A.V.aids : Preparation and proper use	5	
6	Personal & Professional behavior	1	
7	Bibliography	1	
	Total	25	

REMARKS:

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*ET Decho*

*Maha. Rao*

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B.Sc/P.B.B.Sc NURSING

SUBJECT: CHILD HEALTH NURSING

ASSIGNMENT EVALUATION FORMAT

Name of the Student:

Year:

Topic:

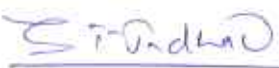
Sl. No.	Criteria	Marks Allotted	Marks obtained
1	Content: adequate and relevant	20	
2	Comprehensiveness	5	
3	Organization of content	5	
4	Creativity (Images/pictures/illustrations)	10	
5	Time of submission	5	
6	References	5	
	Total	50	

Remarks:

SIGNATURE OF THE STUDENT

SIGNATURE OF THE EVALUATOR

  
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Meetha Jayaram  
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## MENTAL HEALTH NURSING – I

### Course Specifications

Course Title	Mental Health Nursing I
Course Code	N-MHN(I) 305
Course Type	Combination course
Department	Mental Health Nursing
Faculty	Nursing

### Course Summary

This course is designed to develop basic understanding of the principles and standards of mental health nursing and skill in application of nursing process in assessment and care of patients with mental disorders.

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

### Course Outcomes

CO-1	Trace the historical development of mental health nursing and discuss its scope.
CO-2	Identify the classification of mental disorders.
CO-3	Develop basic understanding of the principles and concepts of mental health nursing.
CO-4	Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings.
CO-5	Conduct mental health assessment.
CO-6	Identify and maintain therapeutic communication and nurse patient relationship.
CO-7	Demonstrate knowledge of the various treatment modalities and therapies used for mental disorders.
CO-8	Apply nursing process in delivering care to patients with mental disorders.
CO-9	Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.
CO-10	Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.
CO-11	Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/therapies used.
	<b>PRACTICUM</b>
CO-12	Assess patients with mental health problems/disorders
CO-13	Observe and assist in various treatment modalities or therapies
CO-14	Counsel and educate patients and families
CO-15	Perform individual and group psychoeducation
CO-16	Provide nursing care to patients with mental health problems/disorders
CO-17	Motivate patients in the community for early treatment and follow up
CO-18	Observe the assessment and care of patients with substance abuse disorders in de-addiction centre

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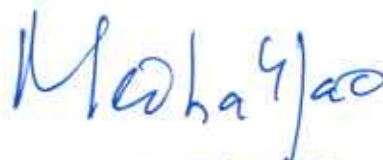



# COURSE OUTLINE

## T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6 (T)	Describe the historical development and current trends in mental health nursing  Discuss the scope of mental health nursing  Describe the concept of normal and abnormal behaviour	<b>Introduction</b> <ul style="list-style-type: none"> <li>Perspectives of mental health and mental health nursing, evolution of mental health services, treatments and nursing practices</li> <li>Mental health team</li> <li>Nature and scope of mental health nursing</li> <li>Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice</li> <li>Concepts of normal and abnormal behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> </ul>

  
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II	10 (T)	<p>Define the various terms used in mental health nursing</p> <p>Explain the classification of mental disorders</p> <p>Explain the psychodynamics of maladaptive behaviour</p> <p>Discuss the etiological factors and psychopathology of mental disorders</p> <p>Explain the principles and standards of mental health nursing</p> <p>Describe the conceptual models of mental health nursing</p>	<p><b>Principles and concepts of mental health nursing</b></p> <ul style="list-style-type: none"> <li>• Definition: Mental health nursing and terminology used</li> <li>• Classification of mental disorders: ICD 11, DSM 5 and geropsychiatry manual classification</li> <li>• Review of personality development and defense mechanisms</li> <li>• Etiology and bio-psycho-social factors</li> <li>• Psychopathology of mental disorders: Review of structure and function of brain, limbic system and abnormal neurotransmission</li> <li>• Principles of mental health nursing</li> <li>• Ethics and responsibilities</li> <li>• Practice standards for psychiatric mental health nursing (INC practice standards)</li> <li>• Conceptual models and the role of nurse:                         <ul style="list-style-type: none"> <li>○ Existential model</li> <li>○ Psychoanalytical models</li> <li>○ Behavioural model</li> <li>○ Interpersonal model</li> </ul> </li> <li>• Preventive psychiatry and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Review of personality development</li> <li>• Explain psychopathology of mental disorders using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>
III	6 (T)	Describe nature, purpose and process of assessment of mental health status	<p><b>Mental health assessment</b></p> <ul style="list-style-type: none"> <li>• History taking</li> <li>• Mental status examination</li> <li>• Mini mental status examination</li> <li>• Neurological examination</li> <li>• Investigations: Related to blood chemistry, EEG, CT and MRI</li> <li>• Psychological tests</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration of mental status examination</li> <li>• Practice session</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• Assessment of mental health status using checklist</li> </ul>

  
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IV	6 (T)	<p>Identify therapeutic communication and techniques</p> <p>Describe therapeutic relationship</p> <p>Describe therapeutic impasses and its interventions</p>	<p><b>Therapeutic communication and nurse-patient relationship</b></p> <ul style="list-style-type: none"> <li>Therapeutic communication: Types, techniques, characteristics and barriers</li> <li>Therapeutic nurse-patient relationship</li> <li>Interpersonal relationship</li> <li>Elements of nurse patient contract</li> <li>Review of technique of IPR- Johari window</li> <li>Therapeutic impasse and its management</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration of therapeutic communication techniques</li> <li>Role Play</li> <li>Process recording</li> <li>Simulation (video)</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> <li>OSCE</li> </ul>
V	10 (T)	<p>Explain treatment modalities and therapies used in mental disorders and role of the nurse</p>	<p><b>Treatment modalities and therapies used for mental disorders</b></p> <ul style="list-style-type: none"> <li>Physical therapies: Psychopharmacology and Electro Convulsive Therapy (ECT)</li> <li>Psychological therapies: Psychotherapy, behaviour therapy and Cognitive Behaviour Therapy (CBT)</li> <li>Psychosocial: Group therapy, family therapy, therapeutic community, recreational therapy, art therapy (dance and music) and occupational therapy</li> <li>Alternative and complementary: Yoga, meditation and relaxation</li> <li>Consideration for special populations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Group work</li> <li>Practice session</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> <li>Quiz</li> </ul>
VI	8 (T)	<p>Describe the etiology, psycho-dynamics/ pathology, clinical</p>	<p><b>Nursing management of patient with schizophrenia and other psychotic disorders</b></p>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Case discussion</li> <li>Case presentation</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>

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**Programme structure and course details of B.Sc. Nursing-2022**

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

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Programme structure and course details of B.Sc. Nursing-2022

			<ul style="list-style-type: none"> <li>Follow-up, home care and rehabilitation</li> </ul>		
VIII	8 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	<p><b>Nursing management of patient with neurotic, stress related and somatization disorders</b></p> <ul style="list-style-type: none"> <li>Prevalence and incidence</li> <li>Classifications</li> <li>Anxiety disorders – Obsessive Compulsive Disorder (OCD), Post Traumatic Stress Disorder (PTSD), somatoform disorders, phobias, dissociative and conversion disorders</li> <li>Etiology, psychodynamics, clinical manifestation and diagnostic criteria/ formulations</li> <li>Nursing Assessment: History, physical and mental assessment</li> <li>Treatment modalities and nursing management of patients with neurotic and stress related disorders</li> <li>Geriatric considerations/ considerations for special populations</li> <li>Follow-up, home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> <li>Case scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> <li>Assessment of patient management problems</li> </ul>

REFERENCE BOOKS

1. Sreevani R. A Guide to Mental Health and Psychiatric Nursing. 4<sup>th</sup>ed. New Delhi: Jaypee brothers medical publishers (P) ltd; 2018.
2. Gandhi S. Textbook of Mental Health and Psychiatric Nursing. Gurgaon: Elsevier publication; 2022.
3. Bhatia MS. A Concised Textbook on Psychiatric Nursing. 5<sup>th</sup>ed. New Delhi: CBS publishers and distributors; 2020.
4. Townsend MC, Morgan KI. Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice. 9<sup>th</sup>ed. Philadelphia: F.A.Davis company; 2020.
5. Boland R, Verduin ML. Kaplan and Sadock's Synopsis of Psychiatry. 12<sup>th</sup>ed. Philadelphia: Lippincott Williams and Wilkins; 2021.

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## CLINICAL PRACTICUM

### MENTAL HEALTH NURSING - I and II

PLACEMENT: SEMESTER V and VI

MENTAL HEALTH NURSING - I – 1 Credit (80 hours)

#### PRACTICE COMPETENCIES

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

CO-1	Assess patients with mental health problems/disorders
CO-2	Observe and assist in various treatment modalities or therapies
CO-3	Counsel and educate patients and families
CO-4	Perform individual and group psychoeducation
CO-5	Provide nursing care to patients with mental health problems/disorders
CO-6	Motivate patients in the community for early treatment and follow up
CO-7	Observe the assessment and care of patients with substance abuse disorders in de-addiction centre

#### CLINICAL POSTINGS

(8 weeks × 30 hours per week = 240 hours)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
Psychiatric OPD	2	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>Observe and assist in therapies</li> <li>Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform Mental Status Examination (MSE)</li> <li>Observe / practice psychometric assessment</li> <li>Perform neurological examination</li> <li>Observing and assisting in therapies</li> <li>Individual and group psycho-education                             <ul style="list-style-type: none"> <li>Mental hygiene</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>History taking and mental status examination – 2</li> <li>Health education – 1</li> <li>Observation report of OPD</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of health education</li> <li>Assessment of observation report</li> <li>Completion of activity record</li> </ul>

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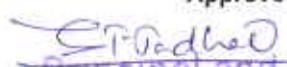
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			practice education o Family psycho-education		
Child guidance clinic	1	<ul style="list-style-type: none"> <li>Assess children with various mental health problems</li> <li>Counsel and educate children, families and significant others</li> </ul>	<ul style="list-style-type: none"> <li>History and mental status examination</li> <li>Observe/practice psychometric assessment</li> <li>Observe and assist in various therapies</li> <li>Parental teaching for child with mental deficiency</li> </ul>	<ul style="list-style-type: none"> <li>Case work – 1</li> <li>Observation report of different therapies – 1</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of the observation report</li> </ul>
Inpatient ward	4	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>Provide nursing care for patients with various mental health problems</li> <li>Assist in various therapies</li> <li>Counsel and educate patients, families and significant others</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Mental Status Examination (MSE)</li> <li>Neurological examination</li> <li>Assisting in psychometric assessment</li> <li>Recording therapeutic communication</li> <li>Administration of medications</li> <li>Assist in Electro-Convulsive Therapy (ECT)</li> <li>Participating in all therapies</li> <li>Preparing patients for Activities of Daily Living (ADL)</li> <li>Conducting admission and discharge counselling</li> <li>Counselling and teaching patients and families</li> </ul>	<ul style="list-style-type: none"> <li>Give care to 2-3 patients with various mental disorders</li> <li>Case study – 1</li> <li>Care plan</li> <li>Clinical presentation – 1</li> <li>Process recording – 2</li> <li>Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of the case study, care plan, clinical presentation, process recording</li> <li>Completion of activity record</li> </ul>

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Community psychiatry and de-addiction centre	1	<ul style="list-style-type: none"> <li>Identify patients with various mental disorders</li> <li>Motivate patients for early treatment and follow up</li> <li>Assist in follow up clinic</li> <li>Counsel and educate patient, family and community</li> <li>Observe the assessment and care of patients at de-addiction centre</li> </ul>	<ul style="list-style-type: none"> <li>Conduct home visit and case work</li> <li>Identifying individuals with mental health problems</li> <li>Assisting in organizations of mental health camp</li> <li>Conducting awareness meetings for mental health and mental illness</li> <li>Counselling and teaching family members, patients and community</li> <li>Observing de-addiction care</li> </ul>	<ul style="list-style-type: none"> <li>Case work – 1</li> <li>Observation report on field visits</li> <li>Visit to de-addiction centre</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Evaluation of case work and observation report</li> <li>Completion of activity record</li> </ul>
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## REFERENCE BOOKS

1. Sreevani R. A Guide to Mental Health and Psychiatric Nursing. 4<sup>th</sup>ed. New Delhi: Jaypee brothers medical publishers (P) ltd; 2018.
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### Course Mapping (CO-PO-PSO Mapping)

Course code & name	Course outcome (COs)	Programme Outcomes (Pos)				Programme specific outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
N-MHN (I) 305 Mental health nursing	CO 1	3	2	1	2	3	3	2	2	2	2	2	2	2	2	2	2
	CO 2	2	3	2	3	3	1	1	1	1	1	1	1	1	2	2	2
	CO 3	3	2	2	3	2	1	1	1	2	2	1	1	2	2	2	2
	CO 4	3	3	3	2	1	1	1	2	2	2	1	1	2	2	1	2
	CO 5	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2
	CO 6	3	3	2	2	2	2	2	2	2	2	2	3	2	2	2	2
	CO 7	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	CO 8	3	3	3	2	3	3	2	2	2	2	2	3	3	3	3	2
	CO 9	3	3	3	2	3	3	2	2	3	3	2	3	3	3	2	2
	CO 10	3	3	3	2	3	3	2	3	3	2	2	3	3	3	2	2
	CO 11	3	3	3	2	3	3	2	3	3	2	2	3	3	3	2	2
	CO 12	3	3	3	2	3	3	2	3	3	2	2	3	3	3	2	2
	CO 13	3	3	2	2	2	2	1	2	2	1	2	2	2	2	2	2
	CO 14	3	3	2	2	3	3	2	3	3	2	2	3	2	2	2	2
	CO 15	3	2	3	2	3	3	2	2	3	2	1	3	2	1	2	2
	CO 16	3	3	3	2	3	3	2	2	3	2	2	3	2	2	2	2
	CO 17	3	3	2	2	2	2	2	2	2	2	1	2	2	2	2	2
	CO 18	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3: very strong contribution, 2: strong contribution, 1: moderate contribution																	

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## COMMUNITY HEALTH NURSING I

### Course Specifications

Course Title	N-COMH(I) 310
Course Code	Community Health Nursing I including Environmental Science & Epidemiology
Course Type	Combination course
Department	COMMUNITY HEALTH NURSING
Faculty	Nursing

PLACEMENT: V SEMESTER

TIME ALLOTTED: THEORY – 5 credits (100 hours)

PRACTICUM: Clinical: 2 Credits (160 hours)

### COURSE DESCRIPTION

This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environmental science. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum. It helps students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiological approach. It also helps the students to develop knowledge and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clients of all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.

### Course Outcomes

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

CO-1	Explore the evolution of public health in India and community health nursing.
CO-2	Explain the concepts and determinants of health.
CO-3	Identify the levels of prevention and health problems of India.
CO-4	Develop basic understanding about the health care planning and the present health care delivery system in India at various levels.
CO-5	Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus.
CO-6	Discuss health care policies and regulations in India.
CO-7	Demonstrate understanding about an overview of environmental science, environmental health and sanitation.
CO-8	Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counselling.
CO-9	Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings.

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CO-10	Describe community health nursing approaches and concepts.
CO-11	Describe the role and responsibilities of community health nursing personnel.
CO-12	Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings.
CO-13	Make effective home visits applying principles and methods used for home visiting.
CO-14	Use epidemiological approach in community diagnosis.
CO-15	Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases.
CO-16	Investigate an epidemic of communicable diseases.
CO-17	Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level.
CO-18	Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU).

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hours)	Learning Outcomes	Contents	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	<p>Define public health, community health and community health nursing</p> <p>Explain the evolution of public health in India and scope of community health nursing</p> <p>Explain various concepts of health and disease, dimensions and determinants of health</p> <p>Explain the natural history</p>	<ul style="list-style-type: none"> <li>• Concepts of community health and community health nursing</li> <li>• Definition of public health, community health and community health nursing</li> <li>• Public health in India and its evolution and scope of community health nursing</li> <li>• Review: Concepts of health and illness/ disease: Definition, dimensions and determinants of health and disease</li> <li>• Natural history of disease</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using chart and graphs</li> <li>• Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community)</li> <li>• Explain using examples</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> <li>• Survey report</li> </ul>

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		of disease and levels of prevention	<ul style="list-style-type: none"> <li>Levels of prevention: Primary, secondary and tertiary prevention – review</li> <li>Health problems (Profile) of India</li> </ul>		
II	8 (T)	<p>Describe health planning and its steps and various health plans and committees</p> <p>Discuss health care delivery system in India at various levels</p> <p>Describe SDGs, primary health care and comprehensive primary health care (CPHC)</p> <p>Explain health care policies and</p>	<ul style="list-style-type: none"> <li><b>Health care planning and organization of health care at various levels</b></li> <li>Health planning steps</li> <li>Health planning in India: Various committees and commissions on health and family welfare and Five Year plans</li> <li>Participation of community and stakeholders in health planning</li> <li>Health care delivery system in India: Infrastructure and health sectors, delivery of health services at Sub-Centre (SC), PHC, CHC, district level, state level and national level</li> <li>Sustainable Development Goals (SDGs), primary health care and Comprehensive Primary Health Care (CPHC): elements and principles</li> <li>CPHC through SC/Health Wellness Center (HWC)</li> <li>Role of MLHP/CHP</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Participate in community leaders meeting</li> <li>Field visits to CHC, PHC, SC/ health wellness centers (HWC)</li> <li>Directed reading</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>Leaders meeting report</li> <li>Evaluation of field visit reports and presentation</li> </ul>

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		regulations in India	<ul style="list-style-type: none"> <li>National health care policies and regulations</li> <li>National health policy (1983, 2002, 2017)</li> <li>National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM</li> <li>National Health Protection Mission (NHPM)</li> <li>Ayushman Bharat</li> <li>Universal health coverage</li> </ul>		
III	15 (T)	<p>Identify the role of an individual in the conservation of natural resources</p> <p>Describe ecosystem, its structure, types and functions</p> <p>Explain the classification, value and threats to biodiversity</p> <p>Enumerate the causes, effects and control measures of environmental pollution</p>	<p><b>Environmental science, environmental health and sanitation</b></p> <ul style="list-style-type: none"> <li>Natural resources:</li> <li>Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources</li> <li>Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles</li> <li>Ecosystem: Concept, structure and functions of ecosystems, types and characteristics – forest ecosystem, grassland</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Debates on environmental protection and preservation</li> <li>Explain using charts, graphs, models, films and slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>Field visit reports</li> </ul>

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		ecosystem, desert ecosystem, aquatic ecosystem and energy flow in ecosystem		
	Discuss about climate change, global warming, acid rain and ozone layer depletion	<ul style="list-style-type: none"> <li>Biodiversity: Classification, value of bio-diversity, threats to biodiversity and conservation of biodiversity</li> <li>Environmental pollution: Introduction, causes, effects and control measures of air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution, nuclear hazards and their impact on health</li> <li>Climate change, global warming: ex. heat wave, acid rain, ozone layer depletion, waste land reclamation and its impact on health</li> <li>Social issues and environment: Sustainable development, urban problems related to energy, water and environmental ethics</li> <li>Acts related to environmental protection and preservation</li> </ul>	<ul style="list-style-type: none"> <li>Directed reading</li> <li>Visits to water supply and purification sites</li> </ul>	
	Enumerate the role of an individual in creating awareness about the social issues related to environment			
	List the acts related to environmental protection and preservation			
	Describe the concept of environmental	Environmental health and sanitation	<ul style="list-style-type: none"> <li>Observe rain water harvesting plants</li> </ul>	

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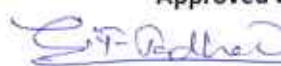
		health and sanitation	<ul style="list-style-type: none"> <li>• Concept of environment health and sanitation</li> <li>• Concept of safe water, sources of water, water-borne diseases, water purification processes, household purification of water</li> <li>• Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water</li> <li>• Concepts of water conservation: Rain water harvesting and water shed management</li> <li>• Concept of pollution prevention</li> <li>• Air and noise pollution</li> <li>• Role of nurse in prevention of pollution</li> <li>• Solid waste management, human excreta disposal and management and sewage disposal and management</li> <li>• Commonly used insecticides and pesticides</li> </ul>		
		Describe water conservation, rainwater harvesting and water shed management			
		Explain waste management		<ul style="list-style-type: none"> <li>• Visit to sewage disposal and treatment sites, and waste disposal sites</li> </ul>	

  
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IV	7 (T)	Describe the various nutrition assessment methods at the community level	<p><b>Nutrition assessment and nutrition education</b></p> <ul style="list-style-type: none"> <li>Review of nutrition                             <ul style="list-style-type: none"> <li>Concepts, types</li> <li>Meal planning: Aims, steps and diet plan for different age groups</li> <li>Nutrition assessment of individuals, families and community by using appropriate methods</li> </ul> </li> <li>Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status</li> <li>General nutritional advice</li> <li>Nutrition education: Purpose, principles and methods and rehabilitation</li> <li>Review: Nutritional deficiency disorders</li> <li>National nutritional policy and programs in India</li> </ul>	<ul style="list-style-type: none"> <li>Lecturer</li> <li>Discussion</li> <li>Cooking Demonstration</li> <li>Nutritional assessment for different age groups</li> <li>Market visit</li> <li>Role play on prevention of food borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> <li>Performance evaluation of nutrition assessment for different age groups</li> </ul>
		Plan and provide diet plans for all age groups including therapeutic diet			
		Provide nutrition counselling and education to all age groups and describe the national nutrition programs			

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		Identify early the food borne diseases and perform initial management and referral appropriately	<b>Food borne diseases and food safety food borne diseases</b> <ul style="list-style-type: none"> <li>• Definition, burden, causes and classification</li> <li>• Signs and symptoms</li> <li>• Transmission of food borne pathogens and toxins</li> <li>• Early identification, initial management and referral</li> </ul> <b>Food poisoning and food intoxication</b> <ul style="list-style-type: none"> <li>• Epidemiological features/clinical characteristics, types of food poisoning</li> <li>• Food intoxication-features, preventive and control measures</li> <li>• Public health response to food borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Field visits to milk purification plants, slaughterhouse</li> <li>• Refer Nutrition module-BPCCHN Block 2-unit I and UNIT 5</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit report</li> </ul>
V	6 (T)	Describe behaviour change communication skills	<b>Communication management and health education</b> <ul style="list-style-type: none"> <li>• Behaviour change communication skills (BCC)                             <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Human behaviour</li> <li>○ Health belief model: Concepts and definition, ways to influence behaviour</li> <li>○ Steps of behaviour change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration: BCC skills</li> <li>• Supervised field practice</li> <li>• Refer: BCC/SBCC module (MoHFW and USAID)</li> <li>• Role play barriers to effective communication and methods to overcome them</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• short answer</li> <li>• MCQ</li> </ul>

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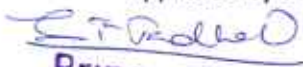
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Programme structure and course details of B.Sc. Nursing-2022

		Counsel and provide health education to individuals, families and community for promotion of healthy life style practices using appropriate methods and media	<ul style="list-style-type: none"> <li>○ Techniques of behaviour change: Guiding principles in planning BCC activity</li> <li>○ Steps of BCC</li> <li>○ Social and Behaviour Change Communication strategies (SBCC): Techniques to collect social history from clients</li> <li>○ Barriers to effective communication and methods to overcome them</li> <li>○ Health promotion and Health education: Methods/ techniques, and audio-visual aids</li> </ul>		<ul style="list-style-type: none"> <li>• Performance evaluation of health education sessions to individuals and families</li> </ul>
VI	7 (T)	Describe community health nursing approaches and concepts  Describe and identify the activities of	<b>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</b> <ul style="list-style-type: none"> <li>• Approaches: <ul style="list-style-type: none"> <li>○ Nursing process</li> <li>○ Epidemiological approach</li> <li>○ Problem solving approach</li> <li>○ Evidence based approach</li> <li>○ Empowering people to care for themselves</li> </ul> </li> <li>• Review: Primary health care and Comprehensive</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Supervised field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essays</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

		community health nurse to promote and maintain family health through home visits	<p>Primary Health Care (CPHC)</p> <p><b>Home Visits:</b></p> <ul style="list-style-type: none"> <li>• Concept, principles, process and techniques: Bag technique</li> <li>• Qualities of community health nurse</li> <li>• Roles and responsibilities of community health nursing personnel in family health services</li> <li>• Review: Principles and techniques of counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of bag technique</li> <li>• Role play on techniques of counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of supervised field practice</li> <li>• Evaluation of bag technique using check list</li> </ul>
VII	10 (T)	Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health	<p><b>Assisting individuals and families to promote and maintain their health</b></p> <p>A. Assessment of individuals and families (Review from child health nursing, medical surgical nursing and OBG Nursing)</p> <ul style="list-style-type: none"> <li>• Assessment of children, women, adolescents, elderly</li> <li>• Children: Monitoring growth and development, milestones</li> <li>• Anthropometric measurements, BMI</li> <li>• Social development</li> <li>• Temperature and blood pressure monitoring</li> <li>• Menstrual cycle</li> <li>• Breast Self-Examination (BSE)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play on management of common diseases at                             <ul style="list-style-type: none"> <li>○ Home</li> <li>○ Health centre</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> <li>• Assessment of clinical performance in lab /OSCE/ field practice area</li> <li>• Evaluation of records and reports</li> <li>• Evaluation of field visit reports</li> </ul>

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		<p>and Testicles Self-Examination (TSE)</p> <ul style="list-style-type: none"> <li>• Warning signs of various diseases</li> <li>• Tests: Urine for sugar and albumin, blood sugar, haemoglobin</li> </ul> <p>B. Provision of health services/primary health care:</p> <ul style="list-style-type: none"> <li>• Routine check-up, immunization, counselling and diagnosis</li> <li>• Management of common diseases at home and health centre level                             <ul style="list-style-type: none"> <li>○ Care based on standing orders/protocols approved by MoH and FW</li> <li>○ Drugs dispensing and injections at health centre</li> </ul> </li> </ul> <p>C. Continue medical care and follow up in community for various diseases/disabilities</p> <p>D. Carry out therapeutic procedures as prescribed/required for client and family</p> <p>E. Maintenance of health records and reports</p> <ul style="list-style-type: none"> <li>• Maintenance of client records</li> <li>• Maintenance of health records at the facility level</li> <li>• Report writing and documentation of</li> </ul>		<ul style="list-style-type: none"> <li>• Documentation and maintain of                             <ul style="list-style-type: none"> <li>○ Individual record</li> <li>○ Family record</li> <li>○ Health center records</li> </ul> </li> </ul>	
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		<p>Develop beginning skills in handling social issues affecting the health and development of the family</p> <p>Identify and assist the families to utilize the community resources appropriately</p>	<p>activities carried out during home visits, in the clinics/ centers and field visits</p> <p>F. Sensitize and handle social issues affecting health and development of the family</p> <ul style="list-style-type: none"> <li>• Women empowerment</li> <li>• Women and child abuse</li> <li>• Abuse of elders</li> <li>• Female foeticide</li> <li>• Commercial sex workers</li> <li>• Substance abuse</li> </ul> <p>G. Utilize community resources for client and family</p> <ul style="list-style-type: none"> <li>• Trauma services</li> <li>• Old age homes</li> <li>• Orphanages</li> <li>• Homes for physically challenged individuals</li> <li>• Homes for destitute</li> <li>• Palliative care centres</li> <li>• Hospice care centres</li> <li>• Assisted living facility</li> </ul>	<ul style="list-style-type: none"> <li>• Field visits</li> </ul>	
VIII	10 (T)	Describe the concepts, approaches and methods of epidemiology	<p><b>Introduction to epidemiology – epidemiological approaches and processes</b></p> <ul style="list-style-type: none"> <li>• Epidemiology: Concept and definition</li> <li>• Distribution and frequency of disease</li> <li>• Aims and uses of epidemiology</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Field visit to communicable disease hospital</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• Report on visit to communicable disease hospital</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

		Investigate an epidemic of communicable disease	<ul style="list-style-type: none"> <li>Epidemiological models of causation of disease</li> <li>Concepts of disease transmission</li> <li>Modes of transmission: Direct, indirect and chain of infection</li> <li>Time trends or fluctuations in disease occurrence</li> <li>Epidemiological approaches: Descriptive, analytical and experimental</li> <li>Principles of control measures/levels of prevention of disease</li> <li>Investigation of an epidemic of communicable disease</li> <li>Use of basic epidemiological tools to make community diagnosis for effective planning and intervention</li> </ul>	<ul style="list-style-type: none"> <li>Investigation of an epidemic of communicable disease</li> </ul>	<ul style="list-style-type: none"> <li>Report and presentation on investigating an epidemic of communicable disease</li> </ul>
IX	15 (T)	<p>Explain the epidemiology of specific communicable diseases</p> <p>Describe the various methods of prevention, control and management of communicable</p>	<p><b>Communicable diseases and national health programs</b></p> <ol style="list-style-type: none"> <li>Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)</li> </ol> <ul style="list-style-type: none"> <li>Epidemiology of the following vector borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Role play</li> <li>Suggested field visits</li> <li>Field practice</li> <li>Assessment of clients with communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>very short answer</li> <li>MCQ</li> <li>Field visit reports</li> <li>Assessment of family case study</li> <li>OSCE</li> <li>Quiz</li> </ul>

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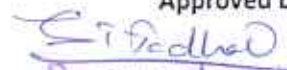
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		<p>diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility</p>	<ul style="list-style-type: none"> <li>• Prevention and control measures</li> <li>• Screening and diagnosing the following conditions, primary management, referral and follow up                             <ul style="list-style-type: none"> <li>○ Malaria</li> <li>○ Filaria</li> <li>○ Kala-azar</li> <li>○ Japanese encephalitis</li> <li>○ Dengue</li> <li>○ Chickungunya</li> </ul> </li> <li>2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</li> <li>• Epidemiology of the following infectious diseases</li> <li>• Prevention and Control measures</li> <li>• Screening, diagnosing the following conditions, primary management, referral and follow up                             <ul style="list-style-type: none"> <li>○ Leprosy</li> <li>○ Tuberculosis</li> <li>○ Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis and measles</li> <li>○ Enteric fever</li> <li>○ Viral hepatitis</li> <li>○ HIV/AIDS/RTI infections</li> <li>○ HIV/AIDS and Sexually</li> </ul> </li> </ul>		
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			<p>Transmitted Diseases/ Reproductive tract infections (STIs/RTIs)</p> <ul style="list-style-type: none"> <li>○ Diarrhoea</li> <li>○ Respiratory tract infections</li> <li>○ COVID-19</li> <li>○ Helminthic – Soil and food, transmitted and parasitic, infections – Scabies and pediculosis</li> </ul> <p>3. Communicable diseases: Zoonotic diseases</p> <ul style="list-style-type: none"> <li>• Epidemiology of zoonotic diseases</li> <li>• Prevention and control measures</li> <li>• Screening and diagnosing the following conditions, primary management, referral and follow up</li> <li>• Rabies: Identify, suspect, primary management and referral to a health facility</li> <li>• Role of a nurses in control of communicable diseases</li> </ul> <p>4. National Health Programs</p> <ul style="list-style-type: none"> <li>• UIP: Universal Immunization Program (diphtheria, whooping cough, tetanus, poliomyelitis, measles and hepatitis b)</li> </ul>		
		Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs		<ul style="list-style-type: none"> <li>• Participation in national health programs</li> </ul>	

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			<ul style="list-style-type: none"> <li>National Leprosy Eradication Program (NLEP)</li> <li>Revised National Tuberculosis Control Program (RNTCP)</li> <li>Integrated Disease Surveillance Program (IDSP): Enteric fever, diarrhoea, respiratory infections and scabies</li> <li>National Aids Control Organization (NACO)</li> <li>National vector borne disease control program</li> <li>National air quality monitoring program</li> <li>Any other newly added program</li> </ul>		
X	15 (T)	Describe the national health program for the control of non-communicable diseases and the role of nurses in screening, identification, primary management and referral to a health facility	<b>Non-Communicable Diseases (NCD) and National Health Program (NHP)</b> <ul style="list-style-type: none"> <li>National response to NCD (Every disease will be dealt under the following headlines )</li> <li>Epidemiology of specific diseases</li> <li>Prevention and control measures</li> <li>Screening, diagnosing/ identification and primary management, referral and follow up care</li> </ul> <b>NCD-1</b> <ul style="list-style-type: none"> <li>Diabetes Mellitus</li> <li>Hypertension</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Suggested field visits</li> <li>Field practice</li> <li>Assessment of clients with non-communicable diseases</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> <li>Field visit reports</li> <li>Assessment of family case study</li> <li>OSCE</li> </ul>

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			<ul style="list-style-type: none"> <li>Cardiovascular diseases</li> <li>Stroke and Obesity</li> <li><b>Blindness:</b> Categories of visual impairment and national program for control of blindness</li> <li><b>Deafness:</b> National program for prevention and control of deafness</li> <li><b>Thyroid diseases</b></li> <li><b>Injury and accidents:</b> <ul style="list-style-type: none"> <li>Risk factors for road traffic injuries and operational guidelines for trauma care facility on highways</li> </ul> </li> </ul> <p><b>NCD-2 Cancers</b></p> <ul style="list-style-type: none"> <li>Cervical Cancer</li> <li>Breast Cancer</li> <li>Oral cancer</li> <li>Epidemiology of specific cancers, Risk factors/ Causes, prevention, screening, diagnosis – signs and symptoms and early management and referral</li> <li>Palliative care</li> <li>Role of a nurse in non-communicable disease control program</li> </ul> <p><b>National Health Programs</b></p> <ul style="list-style-type: none"> <li>National program for Prevention and control of Cancer,</li> </ul>		
		Identify the national health programs relevant to non-communicable		<ul style="list-style-type: none"> <li>Participation in national health programs</li> </ul>	

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		diseases and explain the role of nurses in implementation of these programs	Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) <ul style="list-style-type: none"> <li>National program for control of blindness</li> <li>National program for prevention and control of deafness</li> <li>National tobacco control program</li> <li>Standard treatment protocols used in national health programs</li> </ul>		
XI	3 (T)	Enumerate the school health activities and the role of a school health nurse	<b>School Health Services</b> <ul style="list-style-type: none"> <li>Objectives</li> <li>Health problems of school children</li> <li>Components of school health services</li> <li>Maintenance of school health records</li> <li>Initiation and planning of school health services</li> <li>Role of a school health nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Role play</li> <li>Suggested field visits</li> <li>Field practice</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>Evaluation of health counselling to school children</li> <li>Screen, diagnose, manage and refer school children</li> <li>OSCE</li> </ul>

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### CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

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

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban	2 weeks	Build and maintain rapport	<ul style="list-style-type: none"> <li>Interviewing skills using communication</li> </ul>	Community needs assessment/	<ul style="list-style-type: none"> <li>Evaluation of survey report</li> </ul>

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			and interpersonal relationship	Survey – Rural/urban – 1	
Rural	2 Weeks	<p>Identify the socio demographic characteristics, health determinants and resources of a rural and an urban community</p> <p>Observe the functioning and document significant observations</p> <p>Perform nutritional assessment and plan diet plan for adult</p> <p>Educate individuals/family/community on</p> <ul style="list-style-type: none"> <li>Nutrition</li> <li>Hygiene</li> <li>Food hygiene</li> <li>Healthy lifestyle</li> <li>Health promotion</li> </ul>	<ul style="list-style-type: none"> <li>Conducting community needs assessment/survey to identify health determinants of a community</li> <li>Observation skills</li> <li>Nutritional assessment skills</li> <li>Skill in teaching individual/family on:                             <ul style="list-style-type: none"> <li>Nutrition, including food hygiene and safety</li> <li>Healthy lifestyle</li> <li>Health promotion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SC/HWC,PHC, CHC</li> <li>Water resources and purification site – water quality standards</li> <li>Rain water harvesting</li> <li>Sewage disposal</li> <li>Observation of                             <ul style="list-style-type: none"> <li>milk diary</li> <li>slaughter house – meat hygiene</li> <li>observation of nutrition programs</li> <li>visit to market</li> </ul> </li> <li>Nutritional assessment of an individual (adult) – 1</li> <li>Health teaching (Adult) – 1</li> <li>Use of audio-visual aids</li> <li>Flash cards</li> <li>Posters</li> <li>Flannel graph</li> <li>Flip charts</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of field visit and observation reports</li> <li>Health talk evaluation</li> <li>Assessment of clinical performance</li> </ul>

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		Perform health assessment for clients of various age groups	<ul style="list-style-type: none"> <li>Health assessment including nutritional assessment for clients of different age groups</li> </ul>	<ul style="list-style-type: none"> <li>Health assessment of                             <ul style="list-style-type: none"> <li>Woman – 1</li> <li>Infant / under five – 1</li> <li>Adolescent – 1</li> <li>Adult – 1</li> </ul> </li> <li>Growth monitoring of under-five children – 1</li> </ul>	<ul style="list-style-type: none"> <li>Evaluations of reports and records</li> </ul>
		Maintain records and reports	<ul style="list-style-type: none"> <li>Documentation skills</li> </ul>		Clinical performance assessment OSCE Final clinical Examination
		Investigate epidemic of communicable disease	<ul style="list-style-type: none"> <li>Investigating an epidemic – Community health survey</li> </ul>	<b>Document and maintain:</b> <ul style="list-style-type: none"> <li>Individual record</li> <li>Family record</li> <li>Health center record</li> </ul>	
		Identify prevalent communicable and non-communicable diseases	<ul style="list-style-type: none"> <li>Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to First Referral Unit (FRU)</li> </ul>	<ul style="list-style-type: none"> <li>Community health survey to investigate an epidemic – 1</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of home visit</li> </ul>
		Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols	<ul style="list-style-type: none"> <li>Conduct home visit</li> </ul>	<ul style="list-style-type: none"> <li>Screening, diagnosing and primary management and referral:                             <ul style="list-style-type: none"> <li>Communicable disease – 1</li> <li>Non-Communicable</li> </ul> </li> </ul>	

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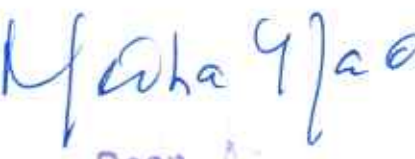
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		Participate in implementation of national health programs	<ul style="list-style-type: none"> <li>Participation in implementation of national health programs</li> </ul>	ble diseases – 1  <ul style="list-style-type: none"> <li>Home visits – 2</li> </ul>	
		Participate in school health program	<ul style="list-style-type: none"> <li>Participation in school health program</li> </ul>	<ul style="list-style-type: none"> <li>Participation in any two national health programs</li> </ul>	
				<ul style="list-style-type: none"> <li>Participation in school health program – 1</li> </ul>	

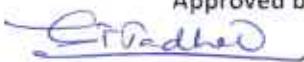
### REFERENCE BOOKS

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 Assistant Professor  
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 Bangalore

  
 Dean - A

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Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Program me Outcom es(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
N-COMH(I) 310Community Health Nursing I including Environmental Science & Epidemiology	CO 1	3	3	2	2	2	2	2	2	2	3	2	3	3	3	2	3
	CO 2	3	3	2	2	3	3	3	2	2	3	3	3	2	2	2	3
	CO 3	3	3	3	3	3	3	3	2	2	2	3	3	3	3	3	2
	CO 4	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3
	CO 5	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3
	CO 6	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3
	CO 7	3	3	3	3	3	3	3	2	2	2	3	3	2	2	2	3
	CO 8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	CO 9	3	3	3	3	3	3	3	3	2	3	3	3	3	2	2	3
	CO 10	3	3	3	2	3	3	3	3	3	2	3	3	3	2	2	3
	CO 11	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	CO 12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	CO 13	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
	CO 14	3	3	3	2	3	3	3	3	2	2	3	3	3	3	3	3
	CO 15	3		3	3	3	3	3	2	2	3	3	3	3	3	3	3
	CO 16	3	3	3	2	2	2	3	2	2	3	2	3	2	3	2	3
	CO 17	3	3	3	2	2	2	3	3	3	3	3	3	3	2	3	3
	CO18	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

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LOG BOOK

COMMUNITY HEALTH NURSING-I INCLUDING ENVIRONMENTAL SCIENCE and  
EPIDEMIOLOGY

Sl. No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
1	Interviewing skills (using communication and interpersonal skills)					
2	Conducting community needs assessment/survey					
3	Observational visit					
4	Nutritional assessment skills					
5	Teaching individuals and families on nutrition-food hygiene and safety, healthy lifestyle and health promotion					
6	BCC (Behaviour change communication) skills <ul style="list-style-type: none"> <li>• Abstinence from tobacco use</li> <li>• Reduction of salt in diet</li> <li>• Reduction in alcohol intake</li> <li>• Balanced diet</li> <li>• Reduction in insufficient physical activity</li> <li>• Reduction in sugar intake</li> </ul>					
7	Health assessment including nutritional assessment-differentage					

  
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	groups • Children under five • Adolescent • Woman					
8	Investigating an epidemic –Community health survey					
9	Performing lab tests – a) Hemoglobin, blood sugar and blood smear for malaria b) Urine test for glucose and albumin					
10	Screening, diagnosis and primary management of common health problems in the community and referral of high-risk clients (Communicable and NCD)					
11	Documentation skills					
12	Home visit					
13	Participation in national health programs					
14	Participation in school healthprograms					

  
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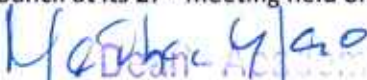


## CLINICAL REQUIREMENTS

Sl. No.	Clinical Requirement	Date	Signature of the Faculty
1	Community needs assessment/survey (Rural/Urban) – 1		
2	Visits to – SC/HWC – PHC – CHC		
3	Observation of nutritional programs -Anganwadi		
4	<b>Observation visits</b>		
	i. Water purification site and Water quality tests		
	ii. Milk diary		
	iii. Slaughter-house		
	iv. Market		
	v. Sewage disposal site		
	vi. Rain water harvesting		
	vii. Slaughter-house		
5	Nutritional assessment – Adult 1		
6	Individual health teaching – Adult 1		
7	Use of AV aids – flash cards/posters/flannel graphs/flip charts (AnyTwo) i. ii.		
8	Health assessment of i. Woman – 1 ii. Infant/under five child – 1 iii. Adolescent – 1 iv. Adult – 1		 Registrar M.S. Ramaiah University of Applied Sciences Bangalore - 560 054
9	Growth monitoring of children under five – 1		
10	Documentation i. Individual records – 1 ii. Family records – 1		
11	Investigation of an epidemic – 1		

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Programme structure and course details of B.Sc. Nursing-2022

12	Screening and primary management of i. Communicable diseases – 1 ii. NCD – 1		
13	Home visits – 2		
14	Participation in national health programs – 2		
15	Participation in school health program – 1		

Teaching Coordinator

H.O.D

  
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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

DEPARTMENT OF COMMUNITY HEALTH NURSING

CARE PLAN EVALUATION FORMAT

Name of the Student : Topic :  
Batch : Date of submission :  
Placement : Evaluation :  
Area :

Sl. No.	Criteria	Marks Allotted	Marks obtained
1	Socio economic background of the family	5	
2	Physical Examination of the client	3	
3	Nutritional Assessment	2	
4	Investigation and treatment	2	
5	Identification of needs and problems	2	
6	Nursing diagnosis based on priority	2	
7	Nursing care plan	5	
8	Health Education	2	
9	Bibliography	1	
10	Organization of the content	1	
	<b>Total</b>	<b>25</b>	

COMMENTS:

SIGNATURE OF THE STUDENT:

Date:

SIGNATURE OF THE EVALUATOR

Date:

*[Signature]*  
Registrar  
M.S. Ramaiah University of Applied Sciences  
Bangalore - 560 054

*[Signature]*  
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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

DEPARTMENT OF COMMUNITY HEALTH NURSING

EVALUATION CRITERIA FOR FAMILY CASE STUDY

Name of the Student : Area :  
Batch : Topic :  
Placement : Date of submission :

Sl. No.	Criteria	Marks Allotted	Marks obtained
1	Introduction	1	
2	Socio economic background of the family	5	
3	History Collection	3	
3	Physical Assessment	5	
4	Nutritional Assessment	5	
5	Investigation and treatment	2	
6	Identification of needs and problems	2	
7	Nursing diagnosis based on priority	2	
8	Nursing process	10	
9	Review of literature	8	
10	Health Education	3	
11	Conclusion	1	
12	Bibliography	2	
13	Organization of the content	1	
	<b>Total</b>	<b>50</b>	

COMMENTS:

SIGNATURE OF THE STUDENT:

DATE :

SIGNATURE OF THE EVALUATOR

DATE:

*[Signature]*  
Registrar  
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*[Signature]*  
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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

DEPARTMENT OF COMMUNITY HEALTH NURSING

EVALUATION PROFORMA FOR BAG TECHNIQUE

Name of the Student :

Year :

Area of Work :

Date :

Procedure :

Sl. No.	Criteria	Maximum marks	Marks obtained
1	Essential supplies and equipments	1	
2	Spreading of news paper	1	
3	Opening the bag	1	
4	Removing hand washing articles	2	
5	Hand Washing	2	
6	Removing necessary articles for procedure	2	
7	Performing procedure	4	
8	Discarding the waste	1	
9	Hand Washing	1	
10	Replacement of the Articles	2	
11	Folding the news paper	1	
12	Method of carrying the bag	1	
13	Knowledge about the usage of bag	1	
	Total	20	

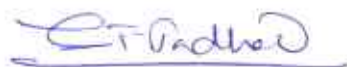
REMARKS :

SIGNATURE OF THE STUDENT

SIGNATURE OF THE CLINICAL INSTRUCTOR

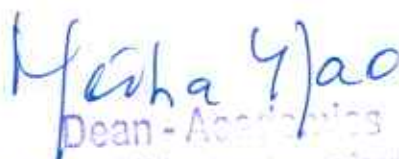


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DEPARTMENT OF COMMUNITY HEALTH NURSING

EVALUATION PROFORMA FOR URINE ANALYSIS

Name of the Student :

Year :

Area of Work :

Date :

Procedure :

Sl. No.	Criteria	Maximum marks	Marks obtained
1	Essential supplies and equipments	1	
2	Spreading of news paper and opening the bag	1	
3	Removing hand washing article	1	
4	Hand washing	2	
5	Removing necessary article for procedure	1	
6	Performing procedure History collection Collection of urine Benedict/Albumin Test	6	
7	Discarding the waste	1	
8	Hand Washing	2	
9	Replacement of the Articles	2	
10	Folding the news paper	1	
11	Health Education	1	
12	Recording	1	
	<b>Total</b>	<b>20</b>	

REMARKS :

SIGNATURE OF THE STUDENT

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*S. Gadhe*  
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DEPARTMENT OF COMMUNITY HEALTH NURSING

EVALUATION PROFORMA FOR UNDER FIVE ASSESSMENT

Name of the Student :

Year :

Area of Work :

Date :

Procedure :

Sl. No.	Criteria	Maximum marks	Marks obtained
1	Essential supplies and equipments	1	
2	Spreading of news paper and opening the bag	1	
3	Removing hand washing article	1	
4	Hand washing	2	
5	Removing necessary article for procedure	1	
6	Performing procedure History collection Anthropometric measurement Physical assessment Nutritional assessment	6	
7	Discarding the waste	1	
8	Hand Washing	2	
9	Replacement of the Articles	2	
10	Folding the news paper	1	
11	Health Education	1	
12	Recording	1	
	Total	20	

REMARKS :

SIGNATURE OF THE STUDENT

SIGNATURE OF THE CLINICAL INSTRUCTOR

*[Signature]*

Principal and Dean

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*[Signature]*

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DEPARTMENT OF COMMUNITY HEALTH NURSING

EVALUATION PROFORMA FOR HB ESTIMATION

Name of the Student :

Year :

Area of Work :

Date :

Procedure :

Sl. No.	Criteria	Maximum marks	Marks obtained
1	Essential supplies and equipment's	1	
2	Spreading of newspaper and opening the bag	1	
3	Removing hand washing article	1	
4	Hand washing	2	
5	Removing necessary article for procedure	1	
6	Performing procedure History collection Performance	5	
7	Discarding the waste	1	
8	Hand Washing	2	
9	Replacement of the Articles	2	
10	Folding the news paper	1	
11	Health Education	2	
12	Recording	1	
	<b>Total</b>	<b>20</b>	

REMARKS :

SIGNATURE OF THE STUDENT

SIGNATURE OF THE CLINICAL INSTRUCTOR

*S. P. Reddy*

*Manjula*  
Dean - Academic

Principal and Dean

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DEPARTMENT OF COMMUNITY HEALTH NURSING

HEALTH EDUCATION EVALUATION FORMAT

Name of the Student :

Topic :

Batch :

Date of submission :

Placement :

Evaluation :

Area :

Sl. No.	Criteria	Marks Allotted	Marks obtained
I	<b>HEALTH EDUCATION PLAN</b>		
1.	Objectives clear & appropriate	1	
2	Selection, sequence and adequate subject matter	1	
3	Selection of topic based on the needs/problems	2	
II	<b>PRESENTATION</b>		
1.	Introduction relevant and motivation	1	
2	Evaluates the knowledge	1	
3	Observes principles of teaching and learning	2	
4	Explanation-adequate, clear and confident	3	
5	Uses appropriate methods	2	
6	Encourages group	3	
7	Confined to the time limit	1	
III	<b>INSTRUCTIONAL AIDS</b>		
1	Selection-appropriate & adequate	2	
2	Follows principles of audio visual Aids preparation	2	
IV	<b>PERSONAL &amp; PROFESSIONAL BEHAVIOUR</b>		
1	Appearance and posture appropriate & well groomed	2	
2	Verbal communication pleasant and observant	2	
	<b>Total</b>	<b>25</b>	

COMMENTS:

SIGNATURE OF THE STUDENT

SIGNATURE OF THE EVALUATOR

DATE:

DATE :

*[Signature]*

*[Signature]*  
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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

SUBJECT: COMMUNITY HEALTH NURSING

EVALUATION PROFORMA FOR MASS HEALTH EDUCATION

Sl. No.	CRITERIA	MAX.MARKS	MARKS OBTAINED
1	Introduce the topic	2	
2	Cost effective in preparation	2	
3	Principles	4	
4	Attracting attention	2	
5	Physical control and safety	3	
6	Follow maxims of teaching by utilizing A.V.Aids	3	
7	Retentivity of content	2	
8	Time of Submission	2	
	<b>TOTAL</b>	<b>20</b>	

REMARKS :


SIGNATURE OF THE STUDENT

DATE:

  
Registrar  
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Bangalore - 560 054

SIGNATURE OF THE EVALUATOR

DATE :

  
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Dean - Academics

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BANGALORE – 54

DEPARTMENT OF COMMUNITY HEALTH NURSING -I  
B.Sc/PBBSc NURSING  
EVALUATION FOR VISITS (PHC/ANGANWADI)

Name of the Student : Area :  
Batch : Topic :  
Placement : Date of submission :

Sl. No.	Criteria	Marks Allotted	Marks obtained
1	Introduction	1	
2	Objectives	2	
3	Origin & Philosophy	3	
3	Physical Setup	3	
4	Organogram	3	
5	Staffing pattern	3	
6	Functions	4	
7	Problems/difficulties encountered	3	
8	Financial Support	1	
9	Personal Evaluation	1	
10	Conclusion	1	
	<b>Total</b>	<b>25</b>	

COMMENTS:

SIGNATURE OF THE STUDENT:

DATE :

SIGNATURE OF THE EVALUATOR

DATE:

Principal and Dean

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BANGALORE – 54

B.Sc./P.B.B.Sc. NURSING

SUBJECT: COMMUNITY HEALTH NURSING

EVALUATION CRITERIA FOR ASSIGNMENT (QUESTIONS)

Sl. No.	Criteria	Maximum marks	Marks obtained
1	Content	20	
2	Relevance	10	
3	Organization of content	10	
4	Clarity and neatness	5	
5	Reference	3	
6	Time of Submission	2	
	Total	50	

COMMENTS:

SIGNATURE OF THE STUDENT:

Date:

  
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Bangalore - 560054

SIGNATURE OF THE EVALUATOR

Date:

  
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## EDUCATIONAL TECHNOLOGY / NURSING EDUCATION

### Course Specifications

Course Title	EDUCATIONAL TECHNOLOGY / NURSING EDUCATION
Course Code	EDUC 315
Course Type	Combination course
Faculty	Nursing

PLACEMENT: V SEMESTER

THEORY: 2 credits (40 hours)

PRACTICUM: 1 credit (40 hours)

### DESCRIPTION

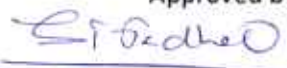
This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces the basics of curriculum planning and organization. It further enables students to participate actively in the team and collaborative learning.


### COMPETENCIES

On completion of the course, the students will be competent to

CO-1	Develop a basic understanding of theoretical foundations and principles of teaching and learning.
CO-2	Identify the latest approaches to education and learning
CO-3	Initiate self-assessment to identify one's own learning styles.
CO-4	Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
CO-5	Develop an understanding of the basics of curriculum planning, and organizing.
CO-6	Analyze and use different teaching methods effectively that are relevant to the student population and settings.
CO-7	Make appropriate decisions in the selection of teaching learning activities integrating basic principles.
CO-8	Utilize active learning strategies that enhance critical thinking, team learning and collaboration
CO-9	Engage in team learning and collaboration through inter professional education.
CO-10	Integrate the principles of teaching and learning in selection and use of educational media/technology
CO-11	Apply the principles of assessment in selection and use of assessment and evaluation strategies.
CO-12	Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
CO-13	Develop basic understanding of student guidance through mentoring and academic advising.

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M S Ramaiah

  
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Programme structure and course details of B.Sc. Nursing-2022

CO-14	Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counselling.
CO-15	Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards.
CO-16	Develop basic understanding of evidence-based teaching practices

COURSE OUTLINE

T- Theory. P- Practical (Laboratory)

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6	3	<p>Explain the definition, aims, types, approaches and scope of educational technology</p> <p>Compare and contrast the various educational philosophies</p>	<p><b>Introduction and Theoretical Foundations:</b></p> <ul style="list-style-type: none"> <li>• <b>Education and educational technology</b> <ul style="list-style-type: none"> <li>○ Definition and aims</li> <li>○ Approaches and scope of educational technology</li> <li>○ Latest approaches to education</li> <li>○ Transformational education</li> <li>○ Relationship based education</li> <li>○ Competency based education</li> </ul> </li> <li>• <b>Educational philosophy:</b> <ul style="list-style-type: none"> <li>○ Definition of philosophy, education and philosophy</li> <li>○ Comparison of educational philosophies</li> <li>○ Philosophy of nursing education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>

*Registrar*  
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Approved by the Academic council at its 27<sup>th</sup> meeting held on 26<sup>th</sup> September 2022

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Programme structure and course details of B.Sc. Nursing-2022

			<p>Explain the teaching learning process, nature, characteristics and principles</p>	<ul style="list-style-type: none"> <li>• <b>Teaching learning process:</b> <ul style="list-style-type: none"> <li>○ Definitions</li> <li>○ Teaching learning as a process</li> <li>○ Nature and characteristics of teaching and learning</li> <li>○ Principles of teaching and learning</li> <li>○ Barriers to teaching and learning</li> <li>○ Learning theories</li> <li>○ Latest approaches to learning</li> <li>○ Experiential learning</li> <li>○ Reflective learning</li> <li>○ Scenario based learning</li> <li>○ Simulation based learning</li> <li>○ Blended learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on learning theories</li> </ul> <p><b>Group exercise:</b></p> <ul style="list-style-type: none"> <li>• Create/discuss scenario-based exercise</li> </ul>	<p>Assessment of Assignment: Learning theories – analysis of any one</p>
II	6	6	<p>Identify essential qualities/attributes of a teacher</p> <p>Describe the teaching styles of faculty</p> <p>Explain the determinants of learning and initiates self-assessment to identify own learning style</p> <p>Identify the factors that motivate the learner</p>	<p><b>Assessment and planning</b></p> <ul style="list-style-type: none"> <li>• Assessment of teacher                             <ul style="list-style-type: none"> <li>○ Essential qualities of a teacher</li> <li>○ Teaching styles – Formal authority, demonstrator, facilitator and delegator</li> </ul> </li> <li>• Assessment of learner                             <ul style="list-style-type: none"> <li>○ Types of learners</li> <li>○ Determinants of learning –</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul> <p><b>Self-assessment exercise:</b></p> <ul style="list-style-type: none"> <li>• Identify your learning style using any learning style inventory (ex. Kolb 's learning style inventory)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>

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*Meeta Rao*  
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Programme structure and course details of B.Sc. Nursing-2022

			<p>Define curriculum and classify types</p> <p>Identify the factors influencing curriculum development</p> <p>Develop skill in writing learning outcomes and lesson plan</p>	<p>learning needs, readiness to learn, learning styles</p> <ul style="list-style-type: none"> <li>○ Today 's generation of learners and their skills and attributes</li> <li>○ Emotional intelligence of the learner</li> <li>○ Motivational factors – personal factors, environmental factors and support system</li> </ul> <ul style="list-style-type: none"> <li>• Curriculum planning                             <ul style="list-style-type: none"> <li>○ Curriculum – definition, types</li> <li>○ Curriculum design – components, approaches</li> <li>○ Curriculum development – factors influencing curriculum development, facilitators and barriers</li> <li>○ Writing learning outcomes/ behavioural objectives</li> <li>○ Basic principles of writing course plan, unit plan and lesson plan</li> </ul> </li> </ul>	<p>Individual/group exercise:</p> <ul style="list-style-type: none"> <li>• Writing learning outcomes</li> <li>• Preparation of a lesson plan</li> </ul>	<p>Assessment of Assignment:</p> <ul style="list-style-type: none"> <li>• Individual/ Group</li> </ul>
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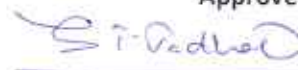
  
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Programme structure and course details of B.Sc. Nursing-2022

III	8	15	<p>Explain the principles and strategies of classroom management</p> <p>Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods</p>	<ul style="list-style-type: none"> <li>Implementation                             <ul style="list-style-type: none"> <li>Teaching in classroom and skill lab – teaching methods</li> <li>Classroom management- principles and strategies</li> <li>Classroom communication</li> <li>Facilitators and barriers to classroom communication</li> <li>Information communication technology (ICT) – ICT used in education</li> </ul> </li> <li>Teaching methods – features, advantages and disadvantages                             <ul style="list-style-type: none"> <li>Lecture, group discussion, microteaching</li> <li>Skill lab – simulations,</li> <li>Demonstration and re-demonstration</li> <li>Symposium, panel discussion, seminar, scientific workshop, exhibitions</li> <li>Role play, project</li> <li>Field trips</li> <li>Self-directed learning (SDL)</li> <li>Computer assisted learning</li> <li>One-to-one instruction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Practice teaching/Micro teaching</li> <li>Exercise (Peer teaching)</li> <li>Patient teaching session</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> <li>Assessment of microteaching</li> </ul>
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Programme structure and course details of B.Sc. Nursing-2022

			Explain active learning strategies and participate actively in team and collaborative learning	<ul style="list-style-type: none"> <li>Active learning strategies                             <ul style="list-style-type: none"> <li>Team based learning</li> <li>Problem based learning</li> <li>Peer sharing</li> <li>Case study analysis</li> <li>Journaling</li> <li>Debate</li> <li>Gaming</li> <li>Inter-professional education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Construction of game – puzzle</li> <li>Teaching in groups – interdisciplinary</li> </ul>	
IV	6	3	<p>Enumerate the factors influencing selection of clinical learning experiences</p> <p>Develop skill in using different clinical teaching strategies</p>	<p>Teaching in the clinical setting – teaching methods</p> <ul style="list-style-type: none"> <li>Clinical learning environment</li> <li>Factors influencing selection of clinical learning experiences</li> <li>Practice model</li> <li>Characteristics of effective clinical teacher</li> <li>Writing clinical learning outcomes/practice competencies</li> <li>Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment and process recording</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Writing clinical outcomes assignments in pairs</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Assessment of written assignment</li> </ul>

*S. Radha*

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Programme structure and course details of B.Sc. Nursing-2022

V	5	5	<p>Explain the purpose, principles and steps in the use of media</p> <p>Categorize the different types of media and describe its advantages and disadvantages</p> <p>Develop skill in preparing and using media</p>	<p><b>Educational/teaching media</b></p> <ul style="list-style-type: none"> <li>Media use – Purpose, components, principles and steps</li> <li>Types of media Still visuals                             <ul style="list-style-type: none"> <li>Non projected – drawings and diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials- handout, leaflet, brochure and flyer</li> <li>Projected – film stripes, microscope, power point slides and overhead projector</li> </ul> </li> </ul> <p><b>Moving visuals</b></p> <ul style="list-style-type: none"> <li>Video learning resources – videotapes and DVD, Blu-ray, USB and flash drive</li> <li>Motion pictures/films Realia and models</li> <li>Real objects and Models</li> </ul> <p><b>Audio aids / Audio media</b></p> <ul style="list-style-type: none"> <li>Audiotapes/Compact discs</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> <li>Assessment of the teaching media prepared</li> </ul>
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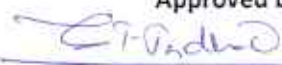
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				<ul style="list-style-type: none"> <li>• Radio and tape recorder</li> <li>• Public address system</li> <li>• Digital audio</li> </ul> <p><b>Electronic media /computer learning resources</b></p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Web-based video conferencing</li> <li>• E-learning, Smart classroom</li> <li>• Telecommunication (Distance education)</li> <li>• Cable TV, satellite broadcasting, video conferencing telephones – Telehealth/ telenursing Mobile technology</li> </ul>		
VI	5	3	<p>Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation</p> <p>Explain the guidelines to develop assessment</p> <p>Develop skill in construction of different tests</p>	<ul style="list-style-type: none"> <li>• <b>Assessment/evaluation methods/ strategies</b> <ul style="list-style-type: none"> <li>○ Purposes, scope and principles in selection of assessment methods and types</li> <li>○ Barriers to evaluation Guidelines to develop assessment tests</li> </ul> </li> <li>• <b>Assessment of knowledge</b> <ul style="list-style-type: none"> <li>○ Essay type questions</li> <li>○ Short answer questions (SAQ)</li> <li>○ Multiple choice questions (MCQ – single response and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• short answer</li> <li>• MCQ</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

			Identify various clinical evaluation tools and demonstrate skill in selected tests	<p>multiple response)</p> <ul style="list-style-type: none"> <li>Assessment of skills                             <ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>Observation (checklist, rating scales and videotapes)</li> <li>Written communication – progress notes, nursing care plans, process recording and written assignments</li> <li>Verbal communication (oral examination)</li> <li>Simulation</li> <li>Objective Structured Clinical Examination (OSCE)</li> <li>Self-evaluation</li> <li>Clinical portfolio and clinical logs</li> </ul> </li> <li>Assessment of attitude                             <ul style="list-style-type: none"> <li>Attitude scales Assessment tests for higher learning:</li> <li>Interpretive questions, hot spot questions, drag and drop and ordered response question</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Exercise on constructing assessment tool/s</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of tools prepared</li> </ul>
VII	3	3	Explain the scope, purpose and principles of guidance	<p>Guidance/academic advising, counselling and discipline</p> <ul style="list-style-type: none"> <li>Guidance</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	

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Programme structure and course details of B.Sc. Nursing-2022

			<p>Differentiate between guidance and counseling</p> <p>Describe the principles, types, and counseling process</p> <p>Develop basic skill of counseling and guidance</p>	<ul style="list-style-type: none"> <li>○ Definition, objectives, scope, purpose and principles</li> <li>○ Roles of academic advisor/ faculty in guidance</li> <li>• Counselling                             <ul style="list-style-type: none"> <li>○ Difference between guidance and counselling</li> <li>○ Definition, objectives, scope, principles, types, process and steps of counselling</li> <li>○ Counseling skills/techniques – basics</li> <li>○ Roles of counsellor</li> <li>○ Organization of counseling services</li> <li>○ Issues for counseling in nursing students</li> </ul> </li> </ul> <p>Discipline and grievance in students</p> <ul style="list-style-type: none"> <li>○ Managing disciplinary/grievance problems – preventive guidance and counseling</li> <li>○ Role of students grievance redressal cell/committee</li> </ul>	<ul style="list-style-type: none"> <li>• Role play on student counselling in different situations</li> <li>• Assignment on identifying situations requiring counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of performance in role play scenario</li> <li>• Evaluation of assignment</li> </ul>
			<p>Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students</p>			

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# Programme structure and course details of B.Sc. Nursing-2022

VIII	4	2	<p>Recognize the importance of value-based education</p> <p>Develop skill in ethical decision making and maintain ethical standards for students</p> <p>Introduce knowledge of EBT and its application in nursing education</p>	<p><b>Ethics and Evidence Based Teaching (EBT) in nursing education</b></p> <p>Ethics – Review</p> <ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Value based education in nursing</li> <li>• Value development strategies</li> <li>• Ethical decision making</li> <li>• Ethical standards for students</li> <li>• Student-faculty relationship</li> <li>• Evidence based teaching - introduction</li> <li>• Evidence based education process and its application to nursing education</li> </ul>	<ul style="list-style-type: none"> <li>• Value clarification exercise</li> <li>• Case study Analysis (student encountered scenarios) and suggest ethical decision-making steps</li> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Evaluation of case study analysis</li> <li>• Quiz - MCQ</li> </ul>
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## REFERENCES BOOKS

1. Sudha R. Nursing education principles and concepts. 2<sup>nd</sup>ed. New Delhi: Jaypee brothers medical publishers (P) ltd; 2021.
2. Sodhi JK. Comprehensive Textbook of Nursing Education. 2<sup>nd</sup>ed. New Delhi: Jaypee brothers medical publishers (P) ltd; 2022.
3. Bastable SB. Nurse as Educator: Principles of Teaching and Learning for Nursing Practice. 5<sup>th</sup>ed. USA: Jones and Bartlett Learning; 2019.
4. Diane MB, Judith AH. Teaching in Nursing: A Guide for Faculty. 6<sup>th</sup>ed. Mumbai: Elsevier publishers; 2019.
5. Asthana B. Measurement and Evaluation in Psychology and Education. 2<sup>nd</sup>ed. Agra: Shri Vinod pustak mandir; 2020.
6. Oermann MH. Clinical Teaching Strategies in Nursing. 5<sup>th</sup>ed. New York: Springer publishing company; 2017.
7. Neeraja KP. Textbook of nursing education. 2<sup>nd</sup>ed. New Delhi: Jaypee brothers medical publishers (P) ltd; 2021.
8. Keating SB. Curriculum Development and Evaluation in Nursing Education. 4<sup>th</sup>ed. New

York. Springer publishing company; 2018.

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9. Oermann MH, Gaberson KB. Evaluation and Testing in Nursing Education. 6<sup>th</sup>ed. New York. Springer publishing company; 2019.

### COURSE MAPPING (CO-PO-PSO)

Course code & Name	Course Outcome (COs)	Programme Outcomes(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
EDUCATIONAL TECHNOLOGY / NURSING EDUCATION	CO 1	2	3	2	3	3	2	3	2	3	3	3	3	3	2	3	3
	CO 2	2	2	2	2	2	3	2	2	3	3	3	3	3	1	3	3
	CO 3	3	2	2	2	3	3	2	2	2	3	2	3	2	2	3	3
	CO 4	2	3	3	3	2	2	2	2	3	3	2	3	2	3	3	2
	CO 5	3	3	3	3	3	3	3	3	3	3	2	2	3	2	3	3
	CO 6	3	2	2	2	3	2	3	3	3	3	2	3	2	3	2	3
	CO 7	3	3	2	2	3	2	3	2	3	3	3	3	3	2	2	3
	CO 8	3	3	3	3	2	2	2	3	3	3	3	3	2	2	3	2
	CO 9	2	1	2	2	2	2	2	2	3	3	3	1	2	2	2	3
	CO 10	2	3	2	2	2	3	3	3	3	3	3	2		2	2	3
	CO 11	3	3	3	3	3	3	3	3	3	2	2	3	2	3	2	3
	CO 12	1	2	2	3	2	2	2	3	2	2	3	2	2	23	2	3
	CO 13	3	3	2	2	3	2	2	2	3	3	3	2	2	3	2	2
	CO 14	3	3	3	3	2	2	2	3	3	3	2	2	3	3	2	2
	CO 15	1	2	2	2	2	3	3	1	2	2	2	3	2	2	2	3
	CO 16	2	3	2	2	2	3	3	2	3	2	2	3	2	2	2	3

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## INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

### Course Specifications

Course Title	Introduction to Forensic Nursing and Indian laws
Course Code	N-FORN 320
Course Type	Core course
Faculty	Nursing

PLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

### DESCRIPTION

This course is designed to help students to know the importance of forensic science in total patient care and to recognize forensic nursing as a speciality discipline in professional nursing practice.

### Course Outcomes

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

CO-1	Identify forensic nursing as an emerging speciality in healthcare and nursing practice.
CO-2	Explore the history and scope of forensic nursing practice.
CO-3	Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence.
CO-4	Develop basic understanding of the Indian judicial system, legal procedures and POCSO Act.

### COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hr)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	Th	P				
I	3(T)		Describe the nature of forensic science and discuss issues concerning violence	<b>Forensic science</b> <ul style="list-style-type: none"> <li>Definition</li> <li>History</li> <li>Importance in medical science</li> <li>Forensic science laboratory</li> </ul> <b>Violence</b>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Visit to regional forensic science laboratory</li> </ul>	<ul style="list-style-type: none"> <li>Very short answers</li> <li>MCQ</li> <li>Write visit report</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

			<ul style="list-style-type: none"> <li>• Definition</li> <li>• Epidemiology</li> <li>• Source of data</li> </ul> <p>Sexual abuse – child and women</p>		
II	2(T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	<p><b>Forensic nursing</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• History and development</li> <li>• Scope – setting of practice, areas of practice and subspecialties</li> <li>• Ethical issues</li> <li>• Roles and responsibilities of nurse</li> <li>• INC and SNC Acts</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>
III	7(T)	Identify members of forensic team and describe role of forensic nurse	<p><b>Forensic team</b></p> <ul style="list-style-type: none"> <li>• Members and their roles</li> </ul> <p><b>Comprehensive forensic nursing care of victim and family</b></p> <ul style="list-style-type: none"> <li>• Physical aspects</li> <li>• Psychosocial aspects</li> <li>• Cultural and spiritual aspects</li> <li>• Legal aspects</li> <li>• Assist forensic team in care beyond scope of her practice</li> <li>• Admission and discharge/referral/death of victim of violence</li> <li>• Responsibilities of nurse as a witness</li> </ul> <p><b>Evidence preservation</b></p>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Hypothetical/real case presentation</li> <li>• Observation of post-mortem</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> <li>• Evaluation of case presentation</li> <li>• Write</li> </ul>

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			<ul style="list-style-type: none"> <li>– role of nurses</li> <li>• Observation</li> <li>• Recognition</li> <li>• Collection</li> <li>• Preservation</li> <li>• Documentation of biological and other evidence related to criminal/traumatic event</li> <li>• Forwarding biological samples for forensic examination</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to department of forensic medicine</li> </ul>	report
IV	3(T)	Describe fundamental rights and human rights commission	<b>Introduction of Indian constitution</b> <b>Fundamental rights</b> <ul style="list-style-type: none"> <li>• Rights of victim</li> <li>• Rights of accused</li> </ul> <b>Human rights commission</b>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Written assignment on introduction of Indian constitution and fundamental rights</li> <li>• Visit to prison</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Evaluation of assignment</li> <li>• Write visit report</li> </ul>
V	5(T)	Explain Indian judicial system and laws	<b>Sources of laws and law-making powers</b> <b>Overview of Indian judicial system</b> <ul style="list-style-type: none"> <li>• JMFC (Judicial Magistrate First Class)</li> <li>• District</li> <li>• State</li> <li>• Apex</li> </ul> <b>Civil and Criminal Case procedures</b> <ul style="list-style-type: none"> <li>• IPC (Indian Penal Code)</li> <li>• ICPC</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Guided reading</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Quiz</li> </ul>

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# Programme structure and course details of B.Sc. Nursing-2022

		Discuss the importance of POCSO Act	<ul style="list-style-type: none"> <li>IE Act (Indian Evidence Act)</li> </ul> <p>Overview of Protection of Children from Sexual Offences Act (POCSO)</p>		
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## REFERENCE BOOKS

1. Pyrek KM. Forensic nursing. Boca Raton: CRC press publication; 2006.
2. Hammer RM, Moynihan B, Pagliaro EM. A hand book for practice of Forensic nursing. 2<sup>nd</sup>ed. Canada: Jones and Bartlett publishers; 2011.
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4. Constantino R, Crane PC, Young S. Text book of forensic nursing, Evidence based principle and practice. Philadelphia: F A Davis publication; 2013.
5. Price B, Maguire K. Core curriculum for Forensic Nursing. Wolters Kluwer: Lippincott Williams and Wilkins; CBS publishers and distributors Pvt Ltd; 2016.
6. Scannell MJ. Fast Fact about Forensic Nursing. New York: Springer publishing Co Inc; 2018.
7. Bader DG, Gabriel S. Forensic Nursing a concise manual. Boca Raton: CRC press Taylor and Francis group; 2009.
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## Course mapping (CO-PO-PSO Mapping)

Course code & name	Course outcome (Cos)	Programme outcome (Pos)				Programme specific outcomes (PSOs)											
		PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
	CO 1	3	3	2	2	3	2	1	2	2	2	1	1	1	2	2	2
	CO 2	3	2	2	2	3	2	1	2	2	2	1	1	1	2	2	2
	CO 3	3	3	2	2	3	2	1	2	2	2	1	2	2	2	2	2
	CO 4	3	3	2	2	2	1	1	3	2	2	2	2	1	2	3	3
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

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**6<sup>TH</sup> SEMESTER**  
**CHILD HEALTH NURSING – II**  
**Course Specifications**

<b>Course Title</b>	Child Health Nursing II
<b>Course Code</b>	N-CHN(II) 301
<b>Course Type</b>	Combination course
<b>Department</b>	Pediatric Nursing
<b>Faculty</b>	Nursing

**PLACEMENT:** VI SEMESTER

**THEORY:** 2 Credits (40 hours)

**PRACTICUM:** Clinical: 1 Credit (80 hours)

**Course Summary:** 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.

**COURSE OUTLINE**

T – Theory, L/SL – Lab/Skill Lab

**Course Outcomes**

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

CO-1	Apply the knowledge of pathophysiology and provide nursing care to children with cardiovascular, gastrointestinal, genitourinary, nervous system disorders, orthopaedic disorders, eye, ear, skin disorders and communicable diseases.
CO-2	Provide care to children with common behavioural, social and psychiatric problems.
CO-3	Manage challenged children.
CO-4	Identify the social and welfare services for challenged children.
	<b>PRACTICUM</b>
CO-5	Provide nursing care to children with various medical disorders.
CO-6	Give health education/nutritional education to parents.
CO-7	Provide pre and postoperative care to children with common paediatric surgical conditions/ malformation.

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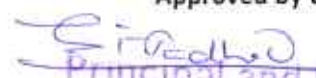
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COURSE OUTLINE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, hematological, gastrointestinal, genitourinary and nervous system	<p><b>Nursing management in common childhood diseases</b></p> <p><b>Cardiovascular system:</b></p> <ul style="list-style-type: none"> <li>• Identification and nursing management of congenital and other disorders                             <ul style="list-style-type: none"> <li>○ <b>Congenital:</b> Cyanotic and acyanotic (ASD, VSD, PDA, and TOF)</li> <li>○ <b>Others:</b> Rheumatic fever, rheumatic heart disease, and congestive cardiac failure</li> </ul> </li> <li>• <b>Hematological conditions:</b> <ul style="list-style-type: none"> <li>○ <b>Congenital:</b> Hemophilia and thalassemia</li> <li>○ <b>Others:</b> Anaemia, leukaemia, thrombocytopenic purpura, hodgkins and nonhodgkins lymphoma</li> </ul> </li> </ul> <p><b>Gastrointestinal system:</b></p> <ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital and other disorders                             <ul style="list-style-type: none"> <li>○ <b>Congenital:</b> Cleft lip, cleft palate, congenital hypertrophic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration and practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Very short answers</li> <li>• MCQ</li> <li>• Assessment of skills with checklist</li> </ul>

  
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Programme structure and course details of B.Sc. Nursing-2022

			<p>pyloric stenosis, hirschsprung's disease (megacolon), Anorectal malformation, malabsorption syndrome, abdominal wall defects and hernia</p> <ul style="list-style-type: none"> <li>○ <b>Others:</b> Gastroenteritis, diarrhoea, vomiting, protein energy malnutrition, intestinal obstruction, hepatic diseases and intestinal parasites</li> </ul> <p><b>Genitourinary system:</b></p> <ul style="list-style-type: none"> <li>• Identification and nursing management of congenital and other disorders <ul style="list-style-type: none"> <li>○ <b>Congenital:</b> Wilm's tumour, extrophy of bladder, hypospadias, epispadias and obstructive uropathy</li> <li>○ <b>Others:</b> Nephrotic syndrome, acute glomerulonephritis, and renal failure</li> </ul> </li> </ul> <p><b>Nervous system:</b></p> <ul style="list-style-type: none"> <li>• Identification and nursing management of congenital and other disorders</li> </ul>		
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			<ul style="list-style-type: none"> <li>○ <b>Congenital:</b> Spina bifida and hydrocephalous</li> <li>○ <b>Others:</b> Meningitis, encephalitis, convulsive disorders (convulsions and seizures), cerebral palsy and head injury</li> </ul>		
II	10 (T)	<p>Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with orthopaedic disorders, eye, ear and skin disorders</p> <p>Explain the preventive measures and strategies for children with communicable diseases</p>	<p><b>Nursing management in common childhood diseases</b></p> <p><b>Orthopaedic disorders:</b></p> <ul style="list-style-type: none"> <li>• Orthopaedic disorders: Club foot, hip dislocation and fracture</li> <li>• Disorder of eye, ear and skin: Refractory errors, otitis media and atopic dermatitis</li> </ul> <p><b>Communicable diseases in children:</b> Identification/ diagnosis, nursing management in hospital, in home, control and prevention:</p> <ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Diphtheria</li> <li>• Tetanus</li> <li>• Pertussis</li> <li>• Poliomyelitis</li> <li>• Measles</li> <li>• Mumps</li> <li>• Chickenpox</li> <li>• Dengue fever</li> <li>• HIV/AIDS</li> <li>• COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> <li>• Assessment of skills with checklist</li> </ul>
III	10 (T)	Describe the management of children with behavioural, social and	<p><b>Management of behavioural, social and psychiatric problems in children</b></p> <ul style="list-style-type: none"> <li>• Child guidance clinic</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Field visit to child guidance clinics, school</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> <li>• MCQ</li> </ul>

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**Programme structure and course details of B.Sc. Nursing-2022**

	psychiatric problems	<ul style="list-style-type: none"> <li>Common behaviour disorders in children and management                             <ul style="list-style-type: none"> <li>Enuresis and encopresis</li> <li>Nervousness</li> <li>Nail biting</li> <li>Thumb sucking</li> <li>Temper tantrum</li> <li>Stealing</li> <li>Aggressiveness</li> <li>Juvenile delinquency</li> <li>School phobia</li> <li>Learning disability</li> </ul> </li> <li>Psychiatric disorders in children and management                             <ul style="list-style-type: none"> <li>Childhood schizophrenia</li> <li>Childhood depression</li> <li>Conversion reaction disorder</li> <li>Posttraumatic stress disorder</li> <li>Autistic spectrum disorders</li> </ul> </li> <li>Eating disorder in children and management                             <ul style="list-style-type: none"> <li>Obesity</li> <li>Anorexia nervosa</li> <li>Bulimia</li> </ul> </li> <li>Management of challenged children:                             <ul style="list-style-type: none"> <li>Mentally</li> <li>Physically</li> <li>Socially</li> <li>Child abuse</li> <li>Substance abuse</li> </ul> </li> <li>Welfare services for challenged children in India</li> </ul>	for mentally, physically and socially challenged	<ul style="list-style-type: none"> <li>Assessment of field visit report</li> </ul>
	Identify the social and welfare services for challenged children			

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*Pradheep*

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## CHILD HEALTH NURSING - II (CLINICAL)

PLACEMENT: VI SEMESTER

PRACTICUM: Clinical: 1 Credit (80 hours)

### PRACTICE COMPETENCIES

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

1. provide nursing care to children with various medical disorders.
2. give health education/nutritional education to parents.
3. provide pre and postoperative care to children with common paediatric surgical conditions/ malformation.

CLINICAL POSTINGS: 3 weeks X 30 hours per week

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Pediatric medical ward	1 week	<p>Provide nursing care to children with various medical disorders</p> <p>Give health education/nutritional</p>	<ul style="list-style-type: none"> <li>• Taking pediatric history</li> <li>• Physical examination and assessment of children</li> <li>• Administration of oral, I/M and I/V medicine/fluids</li> <li>• Calculation of fluid replacement</li> <li>• Preparation of different strengths of I/V fluids</li> <li>• Application of restraints</li> <li>• Administration of oxygen inhalation by different methods</li> <li>• Baby bath/sponge bath</li> <li>• Feeding children by Katori spoon and palada cup</li> <li>• Collection of specimens for common investigations</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing care plan (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of nursing care plan</li> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist OSCE/OSPE</li> <li>• Completion of activity record</li> </ul>

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**Programme structure and course details of B.Sc. Nursing-2022**

		education to parents	<ul style="list-style-type: none"> <li>Assisting with common diagnostic procedures</li> <li>Teaching mothers/parents                             <ul style="list-style-type: none"> <li>Malnutrition</li> <li>Oral rehydration therapy</li> <li>Feeding and weaning</li> <li>Immunization schedule</li> </ul> </li> <li>Play therapy</li> </ul>		
Pediatric surgical ward	2 weeks	Provide pre and postoperative care to children with common paediatric surgical conditions/ malformation	<ul style="list-style-type: none"> <li>Calculation, preparation and administration of I/V fluids</li> <li>Bowel wash and insertion of suppositories</li> <li>Care for ostomies:                             <ul style="list-style-type: none"> <li>Colostomy</li> <li>Irrigation</li> <li>Ureterostomy</li> <li>Gastrostomy</li> <li>Enterostomy</li> </ul> </li> <li>Urinary catheterization and drainage</li> <li>Feeding                             <ul style="list-style-type: none"> <li>Naso-gastric</li> <li>Gastrostomy</li> <li>Jejunostomy</li> </ul> </li> <li>Care of surgical wounds                             <ul style="list-style-type: none"> <li>Dressing</li> <li>Suture removal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Case study/ presentation (1)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of case study/ presentation</li> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist OSCE/OSPE</li> <li>Completion of activity record</li> </ul>

**REFERENCE BOOKS**

- Marilyn J, Wilson D, Rodgers CC. Wong's Essentials of Pediatric Nursing. 11<sup>th</sup>ed. New Delhi: Elsevier publishers; 2021.
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Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcomes(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
	CO 1	1	2	2	2	1	2	2	2	2	2	2	2	1	2	2	2
	CO 2	2	2	1	2	1	2	2	3	2	2	2	2	1	2	2	2
	CO 3	2	2	1	1	2	1	3	2	2	1	2	3	3	2	2	1
	CO 4	2	2	2	2	2	3	2	2	2	2	2	2	2	1	2	2
	Practical																
	CO 5	2	3	2	1	2	2	3	2	2	1	2	3	3	1	2	2
	CO 6	2	3	2	1	2	2	3	2	2	1	3	3	2	1	2	2
	CO 7	2	3	2	1	1	2	3	3	2	1	3	3	3	2	2	2
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

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*S. Radha*

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*M. Chitra*  
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Log book

**CHILD HEALTH NURSING I and II**

Sl. No.	Procedural Competencies/Skills	Perform s independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
I	PEDIATRIC MEDICAL and SURGICAL					
	General assessment:					
1.	Vital signs-Temperature( Axillary, tympanic), pulse, respiration and blood pressure					
2.	Assessment of degree of dehydration					
3.	Assessment of malnutrition					
4.	Health assessment – Taking history and Physical examination and nutritional assessment of					
	• Neonate					
	• Infant					
	• Toddler					
	• Preschooler					
	• Schooler					
	• Adolescent					
5	Infection control practices in pediatric setting					
	• Hand hygiene					
	• Respiratory hygiene					
	• Safe injection practices					
	• Sterilization and disinfection of pediatric care devices, equipment and unit					
6	Administration of medication/fluids – Calculation, preparation and administration of medication					
	• Oral					
	• I/M					
	• I/V					
	• Intradermal					
	• Subcutaneous					
	• Nebulization					
7	Calculation of fluid requirements					
8	Preparation of different strengths of I/V					

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	fluids					
9	Administration of IV fluids					
10	Application of restraints					
11	Administration of O <sub>2</sub> inhalation by different methods					
	<ul style="list-style-type: none"> <li>Nasal Catheter/Nasal Prong</li> </ul>					
	<ul style="list-style-type: none"> <li>Mask</li> </ul>					
	<ul style="list-style-type: none"> <li>Oxygen hood</li> </ul>					
	<ul style="list-style-type: none"> <li>Baby bath/sponge bath</li> </ul>					
	<ul style="list-style-type: none"> <li>Feeding children by katori and spoon/paladai, cup</li> </ul>					
12	Collection of specimens for common investigations					
	<ul style="list-style-type: none"> <li>Urine</li> </ul>					
	<ul style="list-style-type: none"> <li>Stool</li> </ul>					
	<ul style="list-style-type: none"> <li>Blood</li> </ul>					
13	Assisting with common diagnostic procedures					
	<ul style="list-style-type: none"> <li>Lumbar puncture</li> </ul>					
	<ul style="list-style-type: none"> <li>Bone marrow aspiration</li> </ul>					
14	Health education to mothers/parents – Topics					
	<ul style="list-style-type: none"> <li>Prevention and management of malnutrition</li> </ul>					
	<ul style="list-style-type: none"> <li>Prevention and management of diarrhea (Oral rehydration therapy)</li> </ul>					
	<ul style="list-style-type: none"> <li>Feeding and complementary feeding</li> </ul>					
	<ul style="list-style-type: none"> <li>Expression of breast milk</li> </ul>					
15	Immunization schedule					
16	Play therapy					
17	Conduct individual and group play therapy sessions					
18	Prevention of accidents					
19	Bowel wash					
20	Administration of suppositories					
21	Care for ostomies:					

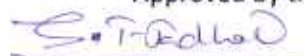
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	<ul style="list-style-type: none"> <li>Colostomy Irrigation</li> </ul>					
	<ul style="list-style-type: none"> <li>Ureterostomy</li> </ul>					
	<ul style="list-style-type: none"> <li>Ileostomy</li> </ul>					
	<ul style="list-style-type: none"> <li>Jejunostomy</li> </ul>					
22	Urinary catheterization and drainage					
23	Feeding					
	<ul style="list-style-type: none"> <li>Naso-gastric</li> </ul>					
	<ul style="list-style-type: none"> <li>Gastrostomy</li> </ul>					
	<ul style="list-style-type: none"> <li>Jejunostomy</li> </ul>					
24	Care of surgical wounds					
	<ul style="list-style-type: none"> <li>Dressing</li> </ul>					
	<ul style="list-style-type: none"> <li>Suture removal</li> </ul>					
II	PEDIATRIC OPD/IMMUNIZATION ROOM					
25	Growth and developmental assessment of children					
	<ul style="list-style-type: none"> <li>Infant</li> </ul>					
	<ul style="list-style-type: none"> <li>Toddler</li> </ul>					
	<ul style="list-style-type: none"> <li>Preschooler</li> </ul>					
	<ul style="list-style-type: none"> <li>Schooler</li> </ul>					
	<ul style="list-style-type: none"> <li>Adolescent</li> </ul>					
26	Administration of vaccination					
27	Health/Nutritional education					
III	NICU/PICU					
28	Assessment of newborn					
29	Care of preterm/LBW newborn					
30	Kangaroo mother care					
31	Neonatal resuscitation					
32	Assisting in neonatal diagnostic procedures					
33	Feeding of high risk newborn –EBM (spoon/paladai)					
34	Insertion/removal/feeding – Naso/oro-gastric tube					
35	Administration of medication –					

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Bangalore-560054



Programme structure and course details of B.Sc. Nursing-2022

	oral/parenteral					
36	Neonatal drug calculation					
37	Assisting in exchange transfusion					
38	Organizing different levels of neonatal care					
39	Care of a child on ventilator/CPAP					
40	Endotracheal suction					
41	Chest physiotherapy					
42	Administration of fluids with infusion pumps					
43	Total Parenteral Nutrition (TPN)					
44	Recording and reporting					
45	Cardiopulmonary resuscitation –PLS					

CLINICAL REQUIREMENTS

Sl. No.	Clinical Requirement	Date	Signature of the Faculty
	<b>Pediatric medical</b>		
1	Nursing care plan – 1		
2	Case study/ presentation – 1		
3	Health talk – 1		
	<b>Surgical</b>		
4	Nursing care plan – 1		
5	Case study/presentation – 1		
	<b>OPD/Immunization room</b>		
6	Growth and developmental study: i. Infant – 1 ii. Toddler – 1 iii. Preschooler – 1		
	<b>NICCU/PICU</b>		
7	Newborn assessment – 1		
8	Nursing care plan – 1		
9	Kangaroo mother care – 2		
10	Nursing care plan of high risk newborn – 1		
11	Completion of ENBC module		
12	Completion of FNBC module		
13	Completion of IMNCI module		
14	Completion of PLS module		

*[Signature]*  
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Teaching Coordinator

H.O.D

Approved by the Academic council at its 27<sup>th</sup> meeting held on 26<sup>th</sup> September 2022

*[Signature]*  
Principal and Dean  
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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

B.Sc NURSING

SUBJECT: CHILD HEALTH NURSING

CASE STUDY EVALUATION FORMAT

Name of the Student:

Year:

Diagnosis of patient:

Sl. No.	Criteria	Marks Allotted	Marks obtained
1	History collection	4	
2	Physical examination	4	
3	Growth and development	4	
	Nutritional Assessment	2	
4	Investigation and treatment	2	
5	<b>Description of case in comparison with patient picture</b>		
	Anatomy & Physiology/Embryology	2	
	Introduction, incidence, etiology and pathophysiology	4	
	Clinical features and diagnostic evaluation	4	
	Management and nursing management	4	
6	<b>Nursing Care Plan</b>		
	Assessment of patient	2	
	Writing a nursing diagnoses (Based on priority)	3	
	Identifying desired outcome	2	
	Planning and implementation of nursing care	6	
	Evaluation of nursing care	2	
7	Health Education	2	
8	Summary of patient care	1	
9	Bibliography	2	
<b>Total</b>		<b>50</b>	

REMARKS:

*[Signature]*

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SIGNATURE OF THE STUDENT

SIGNATURE OF THE EVALUATOR

*[Signature]*  
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**RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH**  
**BANGALORE – 54**  
**B.Sc NURSING**  
**SUBJECT: CHILD HEALTH NURSING**  
**CARE PLAN EVALUATION FORMAT**

Name of the Student:

Year :

Diagnosis of patient:

Sl. No.	Criteria	Marks Allotted	Marks obtained
1	<b>Assessment</b>		
	History collection	2	
	Physical Examination	2	
	Assessment of Growth and Development	2	
	Assessment of Nutritional status	2	
2	Investigations	1	
3	Treatment	1	
4	<b>Nursing Care plan</b>		
	Assessment of patient	1	
	Writing a nursing diagnoses (Based on priority)	3	
	Identifying desired outcome	1	
	Planning and implementation of nursing care	5	
	Evaluation of nursing care	2	
5	<b>Health Education</b>	2	
6	<b>Summary of patient care</b>	1	
	<b>Total</b>	<b>25</b>	

REMARKS:

*GL*  
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SIGNATURE OF THE STUDENT

SIGNATURE OF THE EVALUATOR

*Meetha Rao*  
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*S. Redha*  
 Principal and Dean



RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH  
BANGALORE – 54

B.Sc(N)  
SUBJECT: CHILD HEALTH NURSING  
CLINICAL PRESENTATION EVALUATION FORMAT

Name of the Student :

Year :

Diagnosis of patient:

Sl. No.	Criteria	Marks Allotted	Marks obtained
	Assessment		
1	History collection and physical examination	3	
2	Assessment of Growth and Development	2	
3	Assessment of Nutritional status	2	
4	Investigations and treatment	1	
5	Presentation of disease aspect	3	
6	A.V. aids used	2	
7	Nursing care plan	6	
8	Health Education	2	
9	Entertaining discussion	1	
10	Personal and Professional behavior	2	
11	Bibliography	1	
	Total	25	

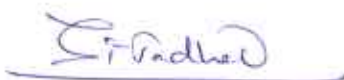
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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

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B.Sc NURSING

SUBJECT: CHILD HEALTH NURSING

HEALTH EDUCATION EVALUATION FORMAT

Name of the Student:

Year:

Topic:

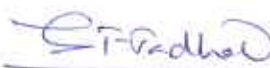
Sl. No.	Criteria	Marks Allotted	Marks obtained
1	Content : adequate and relevant	8	
2	Presentation of content	6	
3	Group interaction	2	
4	Fluency of language	2	
5	A.V.aids : Preparation and proper use	5	
6	Personal & Professional behavior	1	
7	Bibliography	1	
	Total	25	

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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

B.Sc NURSING

SUBJECT: CHILD HEALTH NURSING

ASSIGNMENT EVALUATION FORMAT

Name of the Student:

Year:

Topic:

Sl. No.	Criteria	Marks Allotted	Marks obtained
1	Content: adequate and relevant	20	
2	Comprehensiveness	5	
3	Organization of content	5	
4	Creativity (Images/pictures/illustrations)	10	
5	Time of submission	5	
6	References	5	
	Total	50	

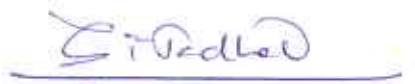
Remarks:

  
Sciences

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## MENTAL HEALTH NURSING – II

### Course Specifications

Course Title	Mental Health Nursing II
Course Code	N-MHN(II) 305
Course Type	Combination course
Department	Mental Health Nursing
Faculty	Nursing

### COURSE SUMMARY

This course is designed to provide the students with basic understanding and skills essential to meet psychiatric emergencies and perform the role of community mental health nurse.

**PLACEMENT: VI SEMESTER**

**THEORY: 1 Credit (40 Hours)**

**PRACTICUM: Clinical: 2 Credits (160 Hours)**

### COURSE OUTCOMES:

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

CO-1	Apply nursing process in providing care to patients with substance use disorders, personality and sexual disorders.
CO-2	Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence.
CO-3	Apply nursing process in providing care to patients with organic brain disorders.
CO-4	Identify and respond to psychiatric emergencies.
CO-5	Carry out crisis interventions during emergencies under supervision.
CO-6	Perform admission and discharge procedures as per MHCA 2017.
CO-7	Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.
<b>PRACTICUM</b>	
CO-8	Assess patients with mental health problems/disorders
CO-9	Observe and assist in various treatment modalities or therapies
CO-10	Counsel and educate patients and families
CO-11	Perform individual and group psychoeducation
CO-12	Provide nursing care to patients with mental health problems/disorders
CO-13	Motivate patients in the community for early treatment and follow up
CO-14	Observe the assessment and care of patients with substance abuse disorders in de-addiction centre.

*S. T. Reddy*  
Principal and Dean

*M. S. Ramiah*  
Dean - Academics  
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COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	<b>Nursing management of patients with substance use disorders</b> <ul style="list-style-type: none"> <li>Prevalence and incidence</li> <li>Commonly used psychotropic substance: Classifications, forms, routes, action, intoxication and withdrawal</li> <li>Psychodynamics/etiology of substance use disorder (Terminologies: Substance use, abuse, tolerance, dependence and withdrawal)</li> <li>Diagnostic criteria/formulations</li> <li>Nursing assessment: History (substance history), physical, mental assessment, drug and drug assay</li> <li>Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, brief interventions, MET, refusal skills and maintenance therapy) and nursing management of patients with substance use disorders</li> <li>Special considerations for vulnerable population</li> <li>Follow-up, home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> <li>Assessment of patient management problems</li> </ul>
II	6 (T)	Describe the etiology, psychodynamics, clinical manifestations,	<b>Nursing management of patient with personality and sexual disorders</b> <ul style="list-style-type: none"> <li>Prevalence and incidence</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

		diagnostic criteria and management of patients with personality and sexual disorders	<ul style="list-style-type: none"> <li>Classification of disorders</li> <li>Etiology, psychopathology, characteristics and diagnosis</li> <li>Nursing assessment: History, physical and mental health assessment</li> <li>Treatment modalities and nursing management of patients with personality and sexual disorders</li> <li>Geriatric considerations</li> <li>Follow-up, home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Case presentation</li> <li>Clinical practice</li> <li>Case scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of patient management problems</li> </ul>
III	8 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency	<b>Nursing management of patient with behavioural and emotional disorders occurring during childhood and adolescence (Intellectual disability, autism, attention deficit hyperactive disorder, eating disorders, learning disorders and conduct disorder)</b> <ul style="list-style-type: none"> <li>Prevalence and incidence</li> <li>Classifications</li> <li>Etiology, psychodynamics, characteristics and diagnostic criteria/formulations</li> <li>Nursing assessment: History, physical, mental status examination and IQ assessment</li> <li>Treatment modalities and nursing management of childhood and adolescent disorders including intellectual disability</li> <li>Follow-up, home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> <li>Case scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>MCQ</li> <li>Quiz</li> <li>Assessment of patient management problems</li> </ul>
IV	5 (T)	Describe the etiology, psychopathol	<b>Nursing management of patient with organic brain disorders (delirium,</b>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> </ul>

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**Programme structure and course details of B.Sc. Nursing-2022**

		ogy, clinical manifestation s, diagnostic criteria and management of organic brain disorders	dementia, amnesic disorders) <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classification</li> <li>• Etiology, psychopathology, clinical features, diagnosis and differential diagnosis</li> <li>• Nursing assessment: History, physical, mental and neurological assessment</li> <li>• Treatment modalities and nursing management of organic brain disorders</li> <li>• Follow-up, home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> <li>• Case scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Assessment of patient management problems</li> </ul>
V	6 (T)	Identify psychiatric emergencies and carry out crisis intervention	<b>Psychiatric emergencies and crisis intervention</b> <ul style="list-style-type: none"> <li>• Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their management</li> <li>• Maladaptive behaviour of individual and groups in stress, crisis and disaster(s)</li> <li>• Types of crisis</li> <li>• Crisis intervention: Principles, techniques and process                             <ul style="list-style-type: none"> <li>○ Stress reduction interventions as per stress adaptation model</li> <li>○ Coping enhancement</li> <li>○ Techniques of counselling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>
VI	4 (T)	Explain legal aspects applied in mental health settings and	<b>Legal Issues in mental health nursing</b> <ul style="list-style-type: none"> <li>• Overview of Indian Lunacy Act and The Mental Health Act 1987</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>

  
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### Programme structure and course details of B.Sc. Nursing-2022

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Programme structure and course details of B.Sc. Nursing-2022

			elderly, victims of violence and abuse, handicapped and HIV/AIDS		
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**CLINICAL PRACTICUM**  
**MENTAL HEALTH NURSING - I and II**

PLACEMENT: SEMESTER V and VI

MENTAL HEALTH NURSING - I – 1 Credit (80 hours)

MENTAL HEALTH NURSING - II – 2 Credits (160 hours)

**PRACTICE COMPETENCIES**

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

CO-1	Assess patients with mental health problems/disorders
CO-2	Observe and assist in various treatment modalities or therapies
CO-3	Counsel and educate patients and families
CO-4	Perform individual and group psychoeducation
CO-5	Provide nursing care to patients with mental health problems/disorders
CO-6	Motivate patients in the community for early treatment and follow up
CO-7	Observe the assessment and care of patients with substance abuse disorders in de-addiction centre

**CLINICAL POSTINGS**

(8 weeks × 30 hours per week = 240 hours)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
Psychiatric OPD	2	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>Observe and assist</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform Mental Status Examination (MSE)</li> <li>Observe / practice psychometric assessment</li> </ul>	<ul style="list-style-type: none"> <li>History taking and mental status examination – 2</li> <li>Health education – 1</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> </ul>

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Programme structure and course details of B.Sc. Nursing-2022

		<ul style="list-style-type: none"> <li>in therapies</li> <li>Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>Perform neurological examination</li> <li>Observing and assisting in therapies</li> <li>Individual and group psycho-education                             <ul style="list-style-type: none"> <li>Mental hygiene practice education</li> <li>Family psycho-education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Observation report of OPD</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of health education</li> <li>Assessment of observation report</li> <li>Completion of activity record</li> </ul>
Child guidance clinic	1	<ul style="list-style-type: none"> <li>Assess children with various mental health problems</li> <li>Counsel and educate children, families and significant others</li> </ul>	<ul style="list-style-type: none"> <li>History and mental status examination</li> <li>Observe/practice psychometric assessment</li> <li>Observe and assist in various therapies</li> <li>Parental teaching for child with mental deficiency</li> </ul>	<ul style="list-style-type: none"> <li>Case work – 1</li> <li>Observation report of different therapies – 1</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of the observation report</li> </ul>
Inpatient ward	4	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>Provide nursing care for patients with various mental health problems</li> <li>Assist in various therapies</li> <li>Counsel and</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Mental Status Examination (MSE)</li> <li>Neurological examination</li> <li>Assisting in psychometric assessment</li> <li>Recording therapeutic communication</li> <li>Administration of medications</li> <li>Assist in Electro-Convulsive Therapy (ECT)</li> <li>Participating in all therapies</li> </ul>	<ul style="list-style-type: none"> <li>Give care to 2-3 patients with various mental disorders</li> <li>Case study – 1</li> <li>Care plan</li> <li>Clinical presentation – 1</li> <li>Process recording – 2</li> <li>Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of the case study, care plan, clinical presentation, process recording</li> <li>Completion of activity record</li> </ul>

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**Programme structure and course details of B.Sc. Nursing-2022**

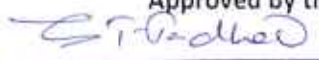
		educate patients, families and significant others	<ul style="list-style-type: none"> <li>Preparing patients for Activities of Daily Living (ADL)</li> <li>Conducting admission and discharge counselling</li> <li>Counselling and teaching patients and families</li> </ul>		
Community psychiatry and de-addiction centre	1	<ul style="list-style-type: none"> <li>Identify patients with various mental disorders</li> <li>Motivate patients for early treatment and follow up</li> <li>Assist in follow up clinic</li> <li>Counsel and educate patient, family and community</li> <li>Observe the assessment and care of patients at de-addiction centre</li> </ul>	<ul style="list-style-type: none"> <li>Conduct home visit and case work</li> <li>Identifying individuals with mental health problems</li> <li>Assisting in organizations of mental health camp</li> <li>Conducting awareness meetings for mental health and mental illness</li> <li>Counselling and teaching family members, patients and community</li> <li>Observing de-addiction care</li> </ul>	<ul style="list-style-type: none"> <li>Case work – 1</li> <li>Observation report on field visits</li> <li>Visit to de-addiction centre</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Evaluation of case work and observation report</li> <li>Completion of activity record</li> </ul>

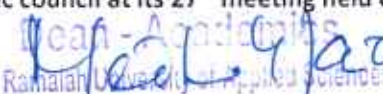
  
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**REFERENCE BOOKS**

1. Sreevani R. A Guide to Mental Health and Psychiatric Nursing. 4<sup>th</sup>ed. New Delhi: Jaypee brothers medical publishers (P) Ltd; 2018.
2. Gandhi S. Textbook of Mental Health and Psychiatric Nursing. Gurgaon: Elsevier publication; 2022.
3. Bhatia MS. A Concised Textbook on Psychiatric Nursing. 5<sup>th</sup>ed. New Delhi: CBS publishers and distributors; 2020.
4. Townsend MC, Morgan KI. Psychiatric Mental Health Nursing: Concepts of care in evidence-based practice. 9<sup>th</sup>ed. Philadelphia: F.A.Davis company; 2020.
5. Boland R, Verduin ML, Kaplan and Sadock's Synopsis of Psychiatry. 12<sup>th</sup>ed. Philadelphia: Lippincott Williams and Wilkins; 2021.

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Course Mapping (CO-PO-PSO Mapping)

Course code and name	Course outcome (Cos)	Programme outcome (Pos)				Programme specific outcomes (PSOS)											
		PO 1	PO 2	PO 3	PO 4	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
	CO 1	2	2	2	2	3	3	2	3	2	3	2	2	2	3	2	3
	CO 2	2	2	2	2	3	3	2	3	3	3	2	3	2	3	2	2
	CO 3	2	2	2	2	3	3	2	3	3	3	2	3	2	3	2	2
	CO 4	2	2	2	2	3	3	1	3	3	3	2	3	2	2	3	2
	CO 5	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2
	CO 6	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3
	CO 7	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	2
	CO 8	3	3	3	2	3	3	2	3	3	3	2	3	3	3	2	2
	CO 9	2	2	1	1	2	2	1	2	2	2	2	2	2	2	2	2
	CO 10	3	3	2	2	3	3	2	3	3	3	2	3	2	1	2	2
	CO 11	3	3	2	2	3	3	2	3	3	3	1	3	2	2	2	2
	CO 12	3	3	2	2	3	3	2	3	3	3	2	3	2	2	2	2
	CO 13	2	2	1	1	2	2	2	2	2	2	1	2	2	2	2	2
	CO 14	2	2	1	1	2	2	2	2	2	2	2	2	2	2	2	2
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

*MS. Ramaiah*  
Registrar  
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Bangalore-560 054

*Usha Rao*  
Dean - Academic  
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Bangalore-560 054

*Principal and Vice-Chancellor*  
M.S. Ramaiah University of Applied Sciences  
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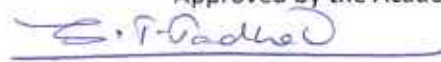
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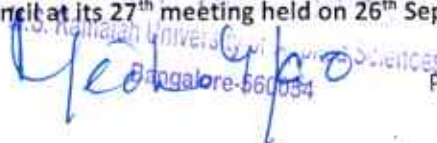
**LOG BOOK (V and VI SEMESTER )**  
**MENTAL HEALTH NURSING I and II**

Sl. No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
PSCHIATRY OPD						
1	History taking					
2	Mental status examination (MSE)					
3	Psychometric assessment (Observe/practice)					
4	Neurological examination					
5	Observing and assisting intherapies					
	Individual and group psycho education					
6	Mental hygiene practiceeducation					
7	Family psycho-education					
CHILD GUIDANCE CLINIC						
8	History taking and mental statusexamination					
9	Psychometric assessment (Observe/practice)					
10	Observing and assisting invarious therapies					
11	Parental teaching for child withmental deficiency					
IN-PATIENT WARD						
12	History taking					
13	Mental Status Examination (MSE)					
14	Neurological examination					
15	Assisting in					

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Registrar

  
Registrar  
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Programme structure and course details of B.Sc. Nursing-2022

	psychometric assessment					
16	Recording therapeutic communication					
17	Administration of medications					
18	Assisting in Electro-Convulsive Therapy (ECT)					
19	Participation in all therapies					
20	Preparation of patients for Activities of Daily living (ADL)					
21	Conducting admission and discharge counseling					
22	Counseling and teaching patients and families					
<b>COMMUNITY PSYCHIATRY and DEADDICTION CENTRE</b>						
23	Conducting home visit and casework					
24	Identification of individuals with mental health problems					
25	Assisting in organizations of mental health camp					
26	Conducting awareness meetings for mental health and mental illness					
27	Counseling and teaching family members, patients and community					
28	Observation of de-addiction care					

*GP*  
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*Meena Rao*  
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*S. R. Reddy*  
Principal

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## CLINICAL REQUIREMENTS

Sl. No.	Clinical Requirement	Date	Signature of the Faculty
	Psychiatry OPD		
1	History taking and mental status examination – 2		
	i.		
	ii.		
2	Health education – 1		
3	Observation report of OPD		
	Child guidance clinic		
4	Case work – 1		
	Inpatient Ward		
5	Case study – 1		
6	Care plan – 2		
7	Clinical presentation1		
8	Process recording		
	i.		
	ii.		
9	Maintain drug book		
	Community psychiatry and De-addiction centre		
10	Case work – 1		
11	Observation report on field visits		
12	Visit to de-addiction centre		

  
Teaching Coordinator  
M.S. Ramaiah  
Bangalore

H.O.D

  
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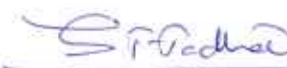
SUBJECT : MENTAL HEALTH NURSING

HISTORY COLLECTION & MENTAL STATUS EXAMINATION EVALUATION  
PROFORMA

Sl. No.	CRITERIA	MAX.MARKS	MARKS OBTAINED
1	Introduction	1	
2.	Content - Clarity	2	
	Organization	2	
3	Method - Fluency	1	
	Confidence	2	
4	Recording	1	
5	Conclusion/Impression	1	
TOTAL		10	

  
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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

B.Sc/ P.B.B.Sc NURSING

SUBJECT: MENTAL HEALTH NURSING

NURSING CASE PRESENTATION EVALUATION PROFORMA

Sl. No.	CRITERIA	MAX.MARKS	MARKS OBTAINED
1	Introduction	1	
2	History Collection & Mental Status Examination	10	
3	Physical Examination	1	
4	Investigation & medication	1	
5	Process Recording	4	
6	Organization	1	
7	Fluency	1	
8	Comparison with patient	4	
9	Disease Condition	15	
10	Confidence	1	
11	A.V.aids	1	
12	Group Participation	1	
13	Nursing Management	4	
14	Discharge Plan	1	
15	Conclusion	1	
16	Reference Books Journals Research studies	2	
17	Time of submission	1	
TOTAL		50	

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Principal and Dean

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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

B.Sc/P.B.B.Sc NURSING

SUBJECT : MENTAL HEALTH NURSING

NURSING CASE STUDY EVALUATION PROFORMA

Sl. No.	CRITERIA	MAX.MARKS	MARKS OBTAINED
1	Introduction	1	
2	History Collection & Mental status examination	10	
3	Physical Examination	2	
4	Mini mental status examination	3	
5	Investigation & medication	2	
6	Process Recording	5	
7	Disease Condition	15	
8	Nursing Management	5	
9	Concept map	1	
10	Conclusion	1	
11	Health Education	2	
12	Reference	2	
13	Books Journal/ Research studies		
13	Time of submission	1	
TOTAL		50	

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**BANGALORE – 54**

**B.Sc NURSING**

**SUBJECT: MENTAL HEALTH NURSING**

**INDIVIDUAL ASSIGNMENT EVALUATION PROFORMA**

Sl. No.	Criteria	Maximum marks	Marks obtained
1	Introduction	3	
2	Content, Creativity & connection of Ideas	20	
3	Organization	10	
4	Clarity	8	
5	Conclusion	2	
6	Reference Books Journal/ Research studies	5	
7	Time of Submission	2	
	<b>Total</b>	<b>50</b>	



M.S. Ramaiah

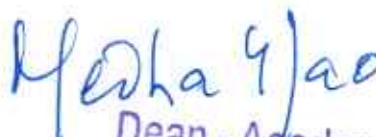
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**Dean - Academics**

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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

B.Sc/P.B.B.Sc NURSING


SUBJECT : MENTAL HEALTH NURSING

NURSING CARE PLAN EVALUATION PROFORMA

Sl. No.	CRITERIA	MAX.MARKS	MARKS OBTAINED
1	Introduction	1	
2.	History Collection & Mental status examination	10	
3	Physical Examination	1	
4	Investigation & Medication	5	
5	Nursing Management	4	
6	Health Education	2	
7	Conclusion	1	
8	Reference	1	
TOTAL		25	

  
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Bangalore - 560 054

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Bangalore - 560 054

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**BANGALORE – 54**

**B.Sc/P.B.B.Sc & M.Sc Nursing**

**SUBJECT : MENTAL HEALTH NURSING**

**PROCESS RECORDING EVALUATION PROFORMA**

Sl. No.	CRITERIA	MAX.MARKS	MARKS OBTAINED
1	Baseline Data	1	
2.	Objectives	1	
3	Communication (Written Content)	2	
4	Therapeutic Techniques	2	
5	Inference	1	
6	Conclusion	1	
7	Time of submission	2	
<b>TOTAL</b>		<b>10</b>	

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Principal and Dean

M S Ramaiah Institute of Nursing Education and Research  
M S Ramaiah University of Applied Sciences  
Bangalore-560054

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BANGALORE – 54

B.Sc/P.B.B.Sc NURSING

SUBJECT : MENTAL HEALTH NURSING

ROLE PLAY EVALUATION PROFORMA

Sl. No.	CRITERIA	MAX.MARKS	MARKS OBTAINED
1	Introducing topic relevant to subject matter	2	
2	Collecting history & MSE	10	
3	Eliciting the clinical features	10	
4	Managing the client	8	
5	Health education to the family members	5	
6	Verbal & Nonverbal communication expression	3	
7	Language simple, appropriate, vocabulary	3	
8	Creativity	3	
9	Costume	2	
10	Time management	2	
11	Confidence in presentation	2	
TOTAL		50	

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SIGNATURE OF THE EVALUATOR

*S. Ramesh*

Principal and Dean

*M. Mahalingam*  
Dean - Academics  
M.S. Ramaiah University of Applied Sciences  
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BANGALORE – 54

B.Sc/ P.B.B.Sc NURSING

SUBJECT : MENTAL HEALTH NURSING

HEALTH EDUCATION EVALUATION PROFORMA

Sl. No.	Criteria	Max. Marks	Marks obtained
1	Introduction	1	
2	Appropriateness of the concept	2	
3	Presentation	1	
4	A.V.Aids used	2	
5	Meaningful discussion	1	
6	Personal and Professional behaviour	1	
7	Reference	1	
8	Time of submission	1	
	<b>Total</b>	<b>10</b>	

*[Signature]*  
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SIGNATURE OF THE EVALUATOR

*[Signature]*

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M S Ramaiah University of Applied Sciences  
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*[Signature]*  
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## NURSING MANAGEMENT & LEADERSHIP

### Course Specifications

Course Title	Nursing Management & Leadership
Course Code	NMLE 330
Course Type	Combination course
Department	Nursing
Faculty	Nursing

**PLACEMENT:** VI SEMESTER

**THEORY:** 3 Credits (60 hours) includes Lab/Skill Lab hours

**PRACTICUM:** Clinical: 1 Credits (80 hours)

### Course Summary

This course is designed to enable students to acquire knowledge and competencies in areas of administration, and management of nursing services and education. Further prepares the students to develop leadership competencies and perform their role as effective leaders in an organization.

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

CO-1	analyse the health care trends influencing development of nursing services and education in India.
CO-2	describe the principles, functions and process of management applied to nursing.
CO-3	develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.
CO-4	apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.
CO-5	discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.
CO-6	develop skill in management of materials and supplies including inventory control.
CO-7	develop team working and inter professional collaboration competencies.
CO-8	identify effective leadership styles and develop leadership competencies.
CO-9	utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.
CO-10	utilize the knowledge related to financial planning in nursing services and education during budgetary process.
CO-11	apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.

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*S. T. Radhakrishnan*  
Principal and Dean

*D. S. Ramesh*  
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CO-12	demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.
CO-13	demonstrate beginning competencies in planning and organizing at college including implementation and evaluation of curriculum.
CO-14	identify the legal issues and laws relevant to nursing practice and education. apply the knowledge and utilize the various opportunities for professional advancement
	<b>Practical (Hospital)</b>
CO-15	Prepare organizational chart of hospital / nursing services/nursing department
CO-16	Calculate staffing requirements for a particular nursing unit/ward
CO-17	Formulate Job description at different levels of care
CO-18	Prepare duty roster for staff/students at different levels
CO-19	Participate in procuring/purchase of equipment and supplies
CO-20	Prepare log book/Make Material Flow (MMF) for specific equipment/materials
CO-21	Maintain and store inventory and keep daily records
CO-22	Prepare and maintain various records and reports of the settings – incident reports/adverse reports/audit reports
CO-23	Prepare and implement protocols and manuals
CO-24	Participate in supervision, evaluation and conducting in service education for the staff
	<b>Practical (College &amp; Hostel)</b>
CO-25	Prepare organizational chart of college
CO-26	Formulate job description for tutors
CO-27	Prepare Master plan, time table and clinical rotation
CO-28	Prepare student anecdotes
CO-29	Participate in planning, conducting and evaluation of clinical teaching
CO-30	Participate in evaluation of students clinical experience
CO-31	Participate in planning and conducting practical examination (OSCE)

*Signature*

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*Misha Rao*  
**Dean - Academics**  
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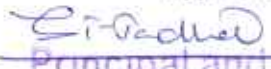
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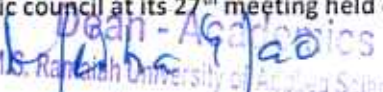
### COURSE OUTLINE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1(T)	Explore the health care, development of nursing services and education in India and trends	<b>Health care and development of nursing services in India</b> <ul style="list-style-type: none"> <li>Current health care delivery system of India: Review</li> <li>Planning and development of nursing services and education at global and national scenario</li> <li>Recent trends and issues of nursing service and management</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Directed reading and written assignment</li> </ul>	<ul style="list-style-type: none"> <li>Very short answer</li> <li>Evaluation of assignment</li> </ul>
II	2(T)	Explain the principles and functions of management applied to nursing  Describe the introductory concepts of management as a process	<b>Management basics applied to nursing</b> <ul style="list-style-type: none"> <li>Definition, concept and theories of management</li> <li>Importance, features and levels of management</li> <li>Management and administration</li> <li>Functions of management</li> <li>Principles of management</li> <li>Role of a nurse as a manager</li> </ul> <b>Introduction to management process</b> <ul style="list-style-type: none"> <li>Planning</li> <li>Organizing</li> <li>Staffing</li> <li>Directing/Leading</li> <li>Controlling</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>
			<b>MANAGEMENT OF NURSING SERVICES</b>		
III	4(T)	Describe the essential elements of planning	<b>Planning Nursing Services</b> <ul style="list-style-type: none"> <li>Vision, mission, philosophy and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Formulate mission and vision</li> </ul>	<ul style="list-style-type: none"> <li>Very short answer</li> <li>MCQ</li> </ul>

  
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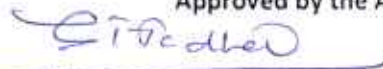


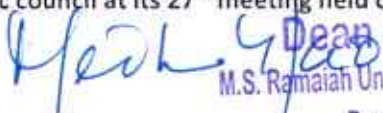
**Programme structure and course details of B.Sc. Nursing-2022**

			<ul style="list-style-type: none"> <li>Nursing service policies, procedures and manuals</li> <li>Functional and operational planning</li> <li>Strategic planning</li> <li>Program planning: Gantt chart and milestone chart</li> <li>Budgeting: concept, principles and types</li> <li>Budget proposal and cost benefit analysis</li> <li>Planning hospital and patient care unit (Ward)</li> <li>Planning for emergency and disaster</li> </ul>	<p>statement for the nursing department/unit</p> <ul style="list-style-type: none"> <li>Visit to specific hospital/ patient care units</li> <li>Demonstration of disaster drill in the respective setting</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of performance</li> <li>Assessment of problem solving exercise</li> <li>visit Report</li> </ul>
IV	4 (T)	Discuss the concept of organizing including hospital organisation	<b>Organizing</b> <ul style="list-style-type: none"> <li>Organizing as a process: assignment, delegation and coordination</li> <li>Hospital: types, functions and organization</li> <li>Organizational development</li> <li>Organizational structure</li> <li>Organizational charts</li> <li>Organizational effectiveness</li> <li>Hospital administration, Control and line of authority</li> <li>Hospital statistics including hospital utilization indices</li> <li>Nursing care delivery systems and trends</li> <li>Role of nurse in maintenance of effective organizational climate</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Comparison of organizational structure of various organizations</li> <li>Assignment on nursing care delivery systems</li> <li>Preparation of organizational chart of hospital/ Nursing services</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Evaluation of assignment</li> </ul>
V	6 (T)	Identify the significance of human resource management( HRM) and material management and discuss its elements	<b>Staffing (Human resource management)</b> <ul style="list-style-type: none"> <li>Definition, objectives, components and functions</li> <li>Staffing and scheduling</li> <li>Staffing: philosophy and staffing activities</li> <li>Recruiting, selecting and deployment</li> <li>Training, development, credentialing, retaining,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Calculation of staffing requirements for a specified ward</li> <li>Formulate Job description at different levels of care and compare with existing system</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> <li>Evaluation of assignments</li> </ul>

  
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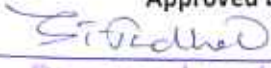


Programme structure and course details of B.Sc. Nursing-2022


		<p>Explain the procedural steps of material management</p>	<p>promoting, transfer, terminating and superannuation</p> <ul style="list-style-type: none"> <li>Staffing units: Projecting staffing requirements/ calculation of requirements of staff resources, nurse patient ratio, nurse population ratio as per SIU norms/IPH norms and patient classification system</li> <li>Categories of nursing personnel including job description of all levels</li> <li>Assignment and nursing care responsibilities</li> <li>Turnover and absenteeism</li> <li>Staff welfare</li> <li>Discipline and grievances</li> </ul> <p><b>In-Service Education</b></p> <ul style="list-style-type: none"> <li>Nature and scope of in-service education program</li> <li>Principles of adult learning – review</li> <li>Planning and organizing in-service educational program</li> <li>Methods, techniques and evaluation</li> <li>Preparation of report</li> </ul> <p><b>Material Resource Management</b></p> <ul style="list-style-type: none"> <li>Procurement, purchasing process, inventory control and role of nurse</li> <li>Auditing and maintenance in hospital and patient care unit</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of duty roster</li> </ul>	
		<p>Develop managerial skill in Inventory control and actively participate in procurement process</p>		<ul style="list-style-type: none"> <li>Visit to inventory store of the institution</li> <li>Prepare log book/Make Material Flow (MMF) for specific equipment/materials</li> </ul>	
VI	5(T)	<p>Describe the important methods of</p>	<p><b>Directing and Leading</b></p> <ul style="list-style-type: none"> <li>Definition, principles and elements of directing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Assignment on reports and</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> </ul>

  
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**Programme structure and course details of B.Sc. Nursing-2022**

		supervision and guidance	<ul style="list-style-type: none"> <li>Supervision: principles, tools and techniques</li> <li>Leadership in management</li> <li>Guidance</li> <li>Participatory management</li> <li>Inter-professional collaboration</li> <li>Management by objectives</li> <li>Team management</li> <li>Assignments and rotations</li> <li>Maintenance of discipline</li> <li>Leadership in management</li> </ul>	<ul style="list-style-type: none"> <li>records maintained in nursing department</li> <li>Preparation of protocols and manuals</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of assignments</li> </ul>
VII	4 (T)	<p>Discuss the significance and changing trends of nursing leadership</p> <p>Analyze the different leadership styles and develop leadership competencies</p>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>Definition, concept and theories</li> <li>Leadership principles and competencies</li> <li>Leadership styles: Situational leadership and transformational leadership</li> <li>Methods of leadership development</li> <li>Mentorship/preceptorship in nursing</li> <li>Delegation, power and politics, empowerment, mentoring and coaching</li> <li>Decision making and problem solving</li> <li>Conflict management and negotiation</li> <li>Implementing planned change</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Report on types of leadership adopted at different levels of health care in the given setting</li> <li>Problem solving/ Conflict management exercise</li> <li>Observation of roles of middle level managers (ward in charge and ANS)</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Evaluation of exercise/ report</li> </ul>
VIII	4(T)	Explain the process of controlling and its activities	<p><b>Controlling</b></p> <ul style="list-style-type: none"> <li>Implementing standards, policies, procedures, protocols and practices</li> <li>Nursing performance audit and patient satisfaction</li> <li>Nursing rounds</li> <li>Documentation: Records and reports</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Preparation of policies/ protocols for patient care units/nursing department</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Evaluation of prepared protocols</li> </ul>

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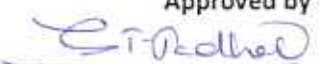
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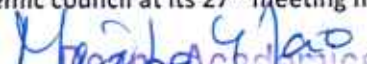
Programme structure and course details of B.Sc. Nursing-2022

			<ul style="list-style-type: none"> <li>Total quality management: Quality assurance, quality and safety</li> <li>Performance appraisal</li> <li>Program evaluation review technique (PERT)</li> <li>Bench marking, Gantt chart</li> <li>Critical path analysis</li> </ul>		
IX	4(T)	Explain the concepts of organizational behaviour and group dynamics.	<b>Organizational behaviour and human relations</b> <ul style="list-style-type: none"> <li>Concept and theories of organizational behaviour</li> </ul> <b>Group dynamics</b> <ul style="list-style-type: none"> <li>Review: Interpersonal relationship</li> </ul> <b>Human relations</b> <ul style="list-style-type: none"> <li>Public relations in the context of nursing</li> <li>Relations with professional associations and employee unions</li> <li>Collective bargaining</li> <li>Review: Motivation and morale building</li> <li>Communication in the workplace: Assertive communication</li> <li>Committees: Importance in the organization and functioning</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Role play/ exercise on group dynamics and human relations</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>MCQ</li> <li>OSCE</li> </ul>
X	2 (T)	Describe the financial management related to nursing services.	<b>Financial management</b> <ul style="list-style-type: none"> <li>Definition, objectives, elements, functions, principles and scope of financial management</li> <li>Financial planning (budgeting for nursing department)</li> <li>Proposal, projecting requirement for staff, equipment and supplies for – Hospital and patient care units and emergency and disaster units</li> <li>Budget and budgetary process</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Budget proposal review</li> <li>Preparation of budget proposal for a specific department</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> <li>Assessment of assignment</li> </ul>

  
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**Programme structure and course details of B.Sc. Nursing-2022**


			<ul style="list-style-type: none"> <li>Financial audit</li> </ul>		
XI	1 (T)	Review the concepts, principles and methods and use of nursing informatics	<b>Nursing informatics/ information management – Review</b> <ul style="list-style-type: none"> <li>Patient records</li> <li>Nursing records</li> <li>Use of computers in hospital, college and community</li> <li>Telemedicine and tele nursing</li> <li>Electronic Medical Records (EMR, EHR)</li> </ul>	<ul style="list-style-type: none"> <li>Review</li> <li>Practice session</li> <li>Visit to departments</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>
XII	1(T)	Review personal management in terms of management of emotions, stress and resilience	<b>Personal management – Review</b> <ul style="list-style-type: none"> <li>Emotional intelligence</li> <li>Resilience building</li> <li>Stress and time management – de-stressing</li> <li>Career planning</li> </ul>	<ul style="list-style-type: none"> <li>Review</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Very Short answer</li> <li>MCQ</li> </ul>
			<b>MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS</b>		
XIII	4 (T)	Describe the process of establishing educational institutions and its accreditation guidelines	<b>Establishment of nursing educational institutions</b> <ul style="list-style-type: none"> <li>Indian nursing council norms and guidelines: Faculty norms, physical facilities, clinical facilities, curriculum implementation and evaluation/examination guidelines</li> <li>Coordination with regulatory bodies – INC and State Nursing Council</li> <li>Accreditation – Inspections</li> <li>Affiliation with university/state council/board of examinations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Visit to one of the regulatory bodies</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>visit report</li> </ul>
XIV	4 (T)	Explain the planning and organizing functions of a nursing college	<b>Planning and organizing</b> <ul style="list-style-type: none"> <li>Philosophy, objectives and mission of the college</li> <li>Organization structure of school/college</li> <li>Review: Curriculum planning</li> </ul>	<ul style="list-style-type: none"> <li>Directed reading: INC curriculum</li> <li>Preparation of organizational structure of the college</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>Evaluation of assignment</li> </ul>

  
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**Programme structure and course details of B.Sc. Nursing-2022**

			<ul style="list-style-type: none"> <li>Planning teaching and learning experiences, clinical facilities: Master plan, time table and clinical rotation</li> <li>Budget planning: Faculty, staff, equipment and supplies, AV aids, Lab equipment, library books, journals, computers and maintenance</li> <li>Infrastructure facilities: college, classrooms, hostel, library, labs, computer lab, transport facilities</li> <li>Records and reports for students, staff, faculty and administrative</li> <li>Committees and functioning</li> <li>Clinical experiences</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on philosophy of a teaching department</li> <li>Preparation of master plan, time table and clinical rotation</li> </ul>	
XV	4 (T)	Develop understanding of staffing the college and selecting the students	<b>Staffing and student selection</b> <ul style="list-style-type: none"> <li>Faculty/staff selection, recruitment and placement, job description</li> <li>Performance appraisal</li> <li>Faculty development</li> <li>Faculty/staff welfare</li> <li>Student recruitment, admission, clinical placement</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading on faculty norms</li> <li>Report on faculty welfare activities</li> <li>Writing job description of tutors</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Short answer</li> <li>Activity report</li> <li>Assessment of job description</li> </ul>
XVI	4 (T)	Analyze the leadership and management activities in an educational organization	<b>Directing and controlling</b> <ul style="list-style-type: none"> <li>Review: Curriculum implementation and evaluation</li> <li>Leadership, motivation and supervision: review</li> <li>Guidance and counselling</li> <li>Quality management: educational audit</li> <li>Program evaluation, evaluation of performance</li> <li>Maintaining discipline</li> <li>Institutional records and reports: Administrative, faculty, staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Review principles of evaluation</li> <li>Assignment: Identify disciplinary problems among students</li> <li>Writing student's records</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> <li>Assessment of assignment and record</li> </ul>

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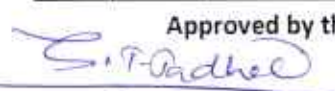
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**Programme structure and course details of B.Sc. Nursing-2022**

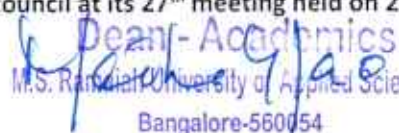
XVII	4 (T)	Identify the legal issues and laws relevant to nursing practice	<b>Professional considerations</b> Review – Legal and ethical issues <ul style="list-style-type: none"> <li>Nursing as a profession: Characteristics of a professional nurse</li> <li>Nursing practice: Philosophy, aim and objectives</li> <li>Regulatory bodies: INC and SNC constitution and functions</li> </ul> <b>Review – Professional ethics</b> <ul style="list-style-type: none"> <li>Code of ethics and professional conduct: INC and ICN</li> <li>Practice standards for nursing: INC</li> <li>International Council for Nurses (ICN)</li> </ul> <b>Legal aspects in nursing:</b> <ul style="list-style-type: none"> <li>Consumer protection act, patient rights</li> <li>Legal terms related to practice</li> <li>Legal system: Types of law, tort law and liabilities</li> <li>Laws related to nursing practice: Negligence, malpractice, breach, penalties, invasion of privacy and defamation of character</li> <li>Nursing regulatory mechanisms: Registration, licensure, renewal, accreditation, nurse practice act and regulation for nurse practitioner/specialist nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>
XVIII	2 (T)	Explain various opportunities for professional advancement	<b>Professional advancement</b> <ul style="list-style-type: none"> <li>Continuing Nursing Education</li> <li>Career opportunities</li> <li>Membership with professional organizations: National and International</li> <li>Participation in research activities</li> </ul>	<ul style="list-style-type: none"> <li>Prepare journal list available in India</li> <li>Write an article – research/ clinical</li> </ul>	<ul style="list-style-type: none"> <li>Very Short answer</li> <li>MCQ</li> <li>Assessment of assignment</li> </ul>

  
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			• Publications: Journals and newspaper		
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### Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcomes(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
NMLE 330 Nursing Management & Leadership	CO 1	2	1	2	2	2	2	2	2	1	2	3	2	3	3	2	2
	CO 2	2	3	2	2	2	3	2	3	1	3	2	1	2	2	2	2
	CO 3	2	3	2	3	2	2	2	2	2	2	2	2	2	2	2	2
	CO 4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	CO 5	2	2	2	1	2	2	2	2	2	2	2	2	2	1	2	2
	CO 6	3	3	3	1	2	3	3	2	1	2	2	1	2	1	2	2
	CO 7	2	3	1	1	2	2	2	2	2	2	2	3	2	1	2	2
	CO 8	2	2	3	3	2	2	2	2	2	3	2	3	3	3	3	3
	CO 9	3	3	2	2	1	1	2	2	2	2	2	2	2	2	2	2
	CO10	1	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2
	CO11	3	3	3	2	2	2	2	2	1	2	3	2	3	3	2	2
	CO12	2	2	1	2	1	2	1	2	2	2	2	2	2	2	2	2
	CO13	2	1	2	3	1	1	2	2	2	2	2	2	2	1	2	2
	CO14	2	2	3	3	2	2	2	3	2	2	1	3	2	2	2	2
	Practical	PO 1	PO 2	PO 3	PO 4	PO 1	PO 2	PO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
	CO15	2	2	2	3	2	1	1	1	1	2	2	1	2	1	2	1
	CO16	2	2	2	2	1	2	2	2	1	2	2	2	2	1	2	2
	CO17	2	2	2	2	2	2	2	2	1	2	2	2	2	1	1	1

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*Meena Jao*  
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**Programme structure and course details of B.Sc. Nursing-2022**

	CO18	2	2	2	2	2	2	2	2	1	2	2	1	2	2	2	2
	CO19	2	2	2	2	1	2	2	2	1	2	2	1	1	1	2	1
	CO20	2	2	2	2	1	2	2	2	1	2	2	1	1	1	2	1
	CO21	2	2	2	2	1	2	2	2	1	2	2	1	1	1	2	1
	CO22	2	2	2	1	1	2	2	2	1	2	2	1	2	1	2	2
	CO23	2	2	2	1	3	2	2	2	1	2	2	1	2	2	2	2
	CO24	2	2	2	3	1	2	2	2	1	2	3	2	3	3	3	3
	CO25	2	2	2	3	2	1	1	1	1	2	2	1	2	1	2	1
	CO26	2	2	2	2	2	2	2	2	1	2	2	2	2	1	1	1
	CO27	2	2	2	2	2	2	2	2	1	2	2	1	2	2	2	2
	CO28	2	2	2	1	1	2	2	2	1	2	2	1	2	1	2	2
	CO29	3	3	3	3	1	3	2	3	2	3	3	2	3	3	3	3
	CO30	2	2	2	3	1	3	1	2	2	2	2	1	2	2	2	2
	CO31	2	2	2	2	1	2	1	1	2	2	2	2	2	1	2	2
23: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

### CLINICAL PRACTICUM

**Clinical:** 2 Credits (80 hours) 2 weeks × 40 hours per week = 80 hours

#### Practice Competencies

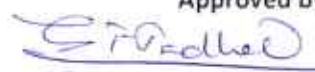
##### Hospital

1. Prepare organizational chart of hospital / nursing services/nursing department
2. Calculate staffing requirements for a particular nursing unit/ward
3. Formulate Job description at different levels of care
4. Prepare duty roster for staff/students at different levels
5. Participate in procuring/purchase of equipment and supplies
6. Prepare log book/Make Material Flow (MMF) for specific equipment/materials
7. Maintain and store inventory and keep daily records
8. Prepare and maintain various records and reports of the settings – incident reports/adverse reports/audit reports
9. Prepare and implement protocols and manuals
10. Participate in supervision, evaluation and conducting in service education for the staff

##### College and Hostel

1. Prepare organizational chart of college

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2. Formulate job description for tutors
3. Prepare Master plan, time table and clinical rotation
4. Prepare student anecdotes
5. Participate in planning, conducting and evaluation of clinical teaching
6. Participate in evaluation of student's clinical experience
7. Participate in planning and conducting practical examination (OSCE)

**CLINICAL POSTING:** Management experience in hospital and college.

#### REFERENCE BOOKS

1. Basu R. Public Administration Concepts and Theories. 5th ed. New Delhi: Sterling publications (P) Ltd.; 2019.
2. Marquis BL. Leadership roles and management functions in nursing: Theory and Application. 9th ed. Philadelphia: Wolters Kluwer Health publishers; 2017.
3. Koontz H. Essentials of Management: An International, Innovation and Leadership Perspective. 11th ed. New Delhi: McGraw Hill publishers; 2020.
4. Robbins SP. Essentials of Organizational Behaviour. 14th ed. New York: Pearson Education; 2018.
5. Dessler G, Varrkey B. Human Resource Management. 16th ed. New York: Pearson Education; 2020.
6. Nancy Sr, Stephanie's Principles and Practice of Nursing. 5th ed. (vol 2), Indore: N.R. Publishing House; 2019

  
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## MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I INCLUDING SBA MODULE

### Course Specifications

Course Title	Midwifery/Obstetrics and Gynecology (OBG) Nursing I including SBA module
Course Code	N-MIDW(I) / OBGN 335
Course Type	Combination course
Department	OBG Nursing
Faculty	Nursing

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Skill Lab: 1 Credit (40 hours);

Clinical: 3 Credits (240 hours)

### DESCRIPTION

This course is designed for students to develop knowledge and competencies on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programs.

### Course Outcomes

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

CO-1	Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
CO-2	Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
CO-3	Recognize the trends and issues in midwifery and obstetrical nursing.
CO-4	Review and describe the anatomy and physiology of human reproductive system and conception.
CO-5	Describe and apply physiology in the management of normal pregnancy, birth and puerperium.
CO-6	Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.

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**Programme structure and course details of B.Sc. Nursing-2022**

CO-7	Uphold the fundamental human rights of individuals when providing midwifery care.
CO-8	Promote physiologic labour and birth, and conduct normal childbirth.
CO-9	Provide evidence based essential newborn care.
CO-10	Apply nursing process approach in caring for women and their families.
CO-11	Describe the methods of contraception and role of nurse/midwife in family welfare services.
CO-12	Recognize the importance of and actively participate in family welfare programs.
CO-13	Provide youth friendly health services and care for women affected by gender based violence.

**COURSE OUTLINE**

**T – Theory, SL/L – Skill Lab/Lab, C – Clinical**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	<p>Explain the history and current scenario of midwifery in India</p> <p>Review vital health indicators</p> <p>Describe the various national health programs related to RMNCH+A</p> <p>Identify the trends and issues in midwifery</p>	<p><b>Introduction to midwifery</b></p> <ul style="list-style-type: none"> <li>History of midwifery in India</li> <li>Current scenario:                             <ul style="list-style-type: none"> <li>Trends of maternity care in India</li> <li>Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India</li> </ul> </li> <li>Vital health indicators – Maternal Mortality Ratio, Infant Mortality Rate, Neonatal Mortality Rate, perinatal mortality rate and fertility rates                             <ul style="list-style-type: none"> <li>Maternal death audit</li> </ul> </li> <li>National health programs related to Reproductive Maternal Newborn and Child Health + Adolescent Health (RMNCH+A)</li> <li>Current trends in midwifery and OBG nursing:</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Directed reading and assignment: ICM competencies</li> <li>Scenario based learning</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> <li>Quiz</li> </ul>

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		Discuss the legal and ethical issues relevant to midwifery practice	<ul style="list-style-type: none"> <li>○ Respectful maternity and newborn care (RMNC)</li> <li>○ Midwifery-led care units (MLCU)</li> <li>○ Women centered care, physiologic birthing and demedicalization of birth</li> <li>○ Birthing centers, water birth and lotus birth</li> <li>○ Essential competencies for midwifery practice (ICM)</li> <li>○ Universal rights of child-bearing women</li> <li>○ Sexual and reproductive health and rights</li> <li>○ Women's expectations and choices about care</li> <li>• Legal provisions in midwifery practice in India: <ul style="list-style-type: none"> <li>○ INC/MOH and FW regulations</li> <li>○ ICM code of ethics</li> <li>○ Ethical issues in maternal and neonatal care</li> <li>○ Adoption laws, Medical Termination of Pregnancy (MTP) act, Pre-Natal Diagnostic Test (PNDT) Act and Surrogate mothers</li> <li>○ Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community)</li> <li>○ Scope of practice for midwives</li> </ul> </li> </ul>		
II	6 (T) 3 (L)	Review the anatomy and physiology of human reproductive system	<b>Anatomy and physiology of human reproductive system and conception (Maternal, Fetal and Newborn physiology)</b> Review:	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Self-directed learning</li> <li>• Models</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• Quiz</li> </ul>

  
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			<ul style="list-style-type: none"> <li>Female organs of reproduction</li> <li>Physiology of menstrual cycle, menstrual hygiene</li> <li>Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination and pelvic variations</li> <li>Foetal skull – bones, sutures, fontanelles, diameters and moulding</li> <li>Fetopelvic relationship</li> <li>Fertilization, conception and implantation</li> <li>Embryological development</li> <li>Placental development and function and placental barrier</li> <li>Fetal growth and development</li> <li>Fetal circulation and nutrition</li> </ul>		
III	12 (T) 10 (L) 40 (C)	Provide pre-conception care to eligible couples	<p><b>Assessment and management of normal pregnancy (ante-natal):</b></p> <p><b>Pre-pregnancy care:</b></p> <ul style="list-style-type: none"> <li>Review of sexual development (Self Learning)</li> <li>Socio-cultural aspects of human sexuality (Self Learning)</li> <li>Pre-conception care</li> <li>Pre-conception counselling (including awareness regarding normal birth)</li> <li>Genetic counselling (Self Learning)</li> <li>Planned parenthood</li> </ul> <p><b>Pregnancy assessment and antenatal care (first, second and third trimesters)</b></p> <p><b>Normal pregnancy</b></p> <ul style="list-style-type: none"> <li>Physiological changes during pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Self-Learning</li> <li>Health talk</li> <li>Role play</li> <li>Counselling session</li> <li>Case discussion/presentation</li> <li>Simulation</li> <li>Supervised clinical practice</li> <li>Refer SBA module and Safe motherhood booklet</li> <li>Lab tests – performance and interpretation</li> <li>Demonstration of antenatal assessment</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answers</li> <li>MCQ</li> <li>Assessment of skills with check list</li> <li>Case study evaluation</li> <li>OSCE</li> </ul>

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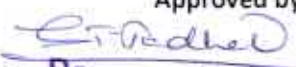
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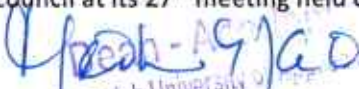
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		<p>Demonstrate knowledge, attitude and skills of midwifery practice throughout first, second and third trimesters</p> <ul style="list-style-type: none"> <li>Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests</li> <li>Review of maternal nutrition and malnutrition</li> <li>Building partnership with women following RMC protocol</li> <li>Fathers' engagement in maternity care</li> </ul> <p><b>Ante-natal care:</b></p> <p><b>First Trimester</b></p> <ul style="list-style-type: none"> <li>Antenatal assessment: History taking, physical examination, breast examination and laboratory investigation</li> <li>Identification and management of minor discomforts of pregnancy</li> <li>Antenatal care : As per Government of India (GOI) guidelines</li> <li>Antenatal counselling (lifestyle changes, nutrition, shared decision making, risky behaviour, sexual life during pregnancy and immunization)</li> <li>Danger signs during pregnancy</li> <li>Respectful care and compassionate communication</li> <li>Recording and reporting: As per the GOI guidelines</li> <li>Role of Doula/ASHAs</li> </ul> <p><b>Second Trimester</b></p> <ul style="list-style-type: none"> <li>Antenatal assessment: abdominal palpation, fetal assessment and auscultate fetal heart rate – Doppler and Pinnard's stethoscope</li> </ul>		<ul style="list-style-type: none"> <li>Scenario based learning</li> <li>Lecture</li> <li>Simulation</li> <li>Refer GOI Guidelines</li> <li>Counselling session</li> <li>Demonstration of birthing positions</li> <li>Workshop on alternative birthing positions</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Assessment of fetal well-being: Daily Fetal Movement Count (DFMC), biophysical profile, Non Stress Test (NST), Cardiotocography (CTG), Ultrasonography (USG), Vibro Acoustic Stimulation (VAS) and biochemical tests.</li> <li>• Antenatal care</li> <li>• Women centered care</li> <li>• Respectful care and compassionate communication</li> <li>• Health education on:               <ul style="list-style-type: none"> <li>○ Iron and Folic Acid (IFA), calcium and vitamin D supplementation</li> <li>○ Glucose tolerance test</li> <li>○ Management of physiological changes and discomforts of second trimester</li> </ul> </li> <li>• Rh negative and prophylactic anti D</li> <li>• Referral, collaboration and empowerment</li> <li>• Ongoing risk assessment</li> <li>• Maternal mental health</li> </ul> <p><b>Third trimester</b></p> <ul style="list-style-type: none"> <li>• Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and Pinnard's stethoscope</li> <li>• Third trimester tests and screening</li> <li>• Fetal engagement in late pregnancy</li> <li>• Childbirth preparation classes</li> <li>• Birth preparedness and complication readiness including micro birth planning</li> <li>• Danger signs of pregnancy –recognition of ruptured membranes</li> </ul>		
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			<ul style="list-style-type: none"> <li>• Education on:                             <ul style="list-style-type: none"> <li>○ Management of physiological changes and discomforts of third trimester</li> <li>○ Alternative birthing positions – women's preferred choices and birth companion</li> <li>○ Exclusive breastfeeding</li> </ul> </li> <li>• Ongoing risk assessment</li> <li>• Cultural needs</li> <li>• Women centered care</li> <li>• Respectful and compassionate communication</li> <li>• Role of Doula/ASHA's</li> </ul>		
IV	12 (T) 12 (L) 80 (C)	<p>Apply the physiology of labour in promoting normal childbirth</p> <p>Describe the management and care during labour</p> <p>Discuss how to maintain a safe environment for labour</p> <p>Work effectively for pain management during labour</p>	<p><b>Physiology, management and care during labour</b></p> <ul style="list-style-type: none"> <li>• Normal labour and birth</li> <li>• Onset of birth/labour</li> <li>• Per-vaginal examination (if necessary)</li> <li>• Stages of labour</li> <li>• Organization of labour room – Triage and preparation for birth</li> <li>• Positive birth environment</li> <li>• Respectful care and communication</li> <li>• Drugs used in labour as per GOI guidelines</li> </ul> <p><b>First Stage</b></p> <ul style="list-style-type: none"> <li>• Physiology of normal labour</li> <li>• Monitoring progress of labour using Partograph/labour care guide</li> <li>• Assessing and monitoring fetal well being</li> <li>• Evidence based care during first stage of labour</li> <li>• Pain management in labour (non pharmacological)</li> <li>• Psychological support – Managing fear</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Bedside clinics</li> <li>• Case discussion/ presentation</li> <li>• Simulated practice</li> <li>• Supervised clinical practice – Per vaginal examination and conduction of normal childbirth</li> <li>• Refer SBA module</li> <li>• LaQshya guidelines</li> <li>• Dakshata Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answers</li> <li>• MCQ</li> <li>• Case study evaluation</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>

  
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	Discuss how the midwife provides care and support for the women during birth to enhance physiological birthing and promote normal birth	<ul style="list-style-type: none"> <li>Activity and ambulation during first stage of labour</li> <li>Nutrition during labour</li> <li>Promote positive childbirth experience for women</li> <li>Birth companion</li> <li>Role of Doula/ASHA's</li> </ul>	<ul style="list-style-type: none"> <li>Refer ENBC, NSSK module</li> <li>Demonstration</li> <li>Group work</li> <li>Scenario based learning</li> </ul>	
	Assess and provide care of the newborn immediately following birth	<p><b>Second stage</b></p> <ul style="list-style-type: none"> <li>Physiology (Mechanism of labour)</li> <li>Signs of imminent labour</li> <li>Intra-partum monitoring</li> <li>Birth position of choice</li> <li>Vaginal examination</li> <li>Psychological support</li> <li>Non-directive coaching</li> <li>Evidence based management of physiological birth/Conduction of normal childbirth</li> <li>Essential Newborn Care (ENBC)</li> <li>Immediate assessment and care of the newborn</li> <li>Role of Doula/ASHA's</li> </ul>	<ul style="list-style-type: none"> <li>Simulation</li> <li>Role play</li> <li>Demonstration</li> <li>Videos</li> </ul>	
	Discuss the impact of labour and birth as a transitional event in the woman's life	<p><b>Third Stage</b></p> <ul style="list-style-type: none"> <li>Physiology of placental separation, expulsion and hemostasis</li> <li>Physiological management of third stage of labour</li> <li>Active management of third stage of labour (recommended)</li> <li>Examination of placenta, membranes and vessels</li> <li>Assess perineal, vaginal tear/ injuries and suture if required</li> </ul>		
	Ensure initiation of breast feeding and adequate latching	<ul style="list-style-type: none"> <li>Insertion of Postpartum Intra Uterine Contraceptive Device (PIUCD)</li> <li>Immediate perineal care</li> <li>Initiation of breast feeding</li> </ul>		

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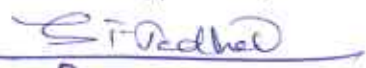
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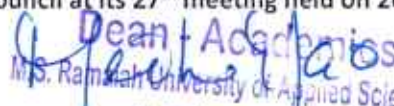
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			<ul style="list-style-type: none"> <li>• Skin to skin contact</li> <li>• Newborn resuscitation</li> </ul> <p><b>Fourth Stage</b></p> <p>Observation, critical analysis and management of mother and new-born</p> <ul style="list-style-type: none"> <li>• Maternal assessment, observation, fundal height, uterine consistency, urine output and blood loss</li> <li>• Documentation and record of birth</li> <li>• Breastfeeding and latching</li> <li>• Managing uterine cramp</li> <li>• Alternative/complementary therapies</li> <li>• Role of Doula/ASHA's</li> <li>• Various childbirth practices</li> <li>• Safe environment for mother and newborn to promote bonding</li> <li>• Maintaining records and reports</li> </ul>		
V	7 (T) 6 (L) 40 (C)	Describe the physiology, management and care of normal puerperium	<p><b>Postpartum care/Ongoing care of women</b></p> <ul style="list-style-type: none"> <li>• Normal puerperium – Physiology and duration</li> <li>• Post-natal assessment and care –facility and home-based care</li> <li>• Perineal hygiene and care</li> <li>• Bladder and bowel function</li> <li>• Minor disorders of puerperium and its management</li> <li>• Physiology of lactation and lactation management</li> <li>• Postnatal counselling and psychological support</li> <li>• Normal postnatal baby blues and recognition of post-natal depression</li> <li>• Transition to parenthood</li> <li>• Care for the woman up to 6 weeks after childbirth</li> <li>• Cultural competence (Taboos related to</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Simulated practice</li> <li>• Supervised clinical practice</li> <li>• Refer SBA module</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answers</li> <li>• MCQ</li> <li>• Assessment of skills with checklist</li> <li>• OSCE</li> </ul>

  
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			postnatal diet and practices) <ul style="list-style-type: none"> <li>Diet during lactation-review</li> <li>Post-partum family planning</li> <li>Follow-up of postnatal mothers</li> <li>Drugs used in the postnatal period</li> <li>Records and reports</li> </ul>		
VI	7 (T) 7 (L) 40 (C)	Discuss the need for provision of compassionate, family centered midwifery care of the newborn  Describe the assessment and care of normal neonate	<b>Assessment and ongoing care of normal neonates</b> <ul style="list-style-type: none"> <li>Family centered care</li> <li>Respectful newborn care and communication</li> <li>Normal Neonate – Physiological adaptation</li> <li>Newborn assessment – Screening for congenital anomalies</li> <li>Care of newborn up to 6 weeks after the childbirth (Routine care of newborn)</li> <li>Skin to skin contact and thermoregulation</li> <li>Infection prevention</li> <li>Immunization</li> <li>Minor disorders of newborn and its management</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Simulated practice session</li> <li>Supervised clinical practice</li> <li>Refer safe delivery app: module- Newborn management</li> <li>Partial completion of SBA module</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> <li>Assessment of skills with checklist</li> <li>OSCE</li> </ul>
VII	8 (T) 2 (L) 40 (C)	Explain various methods of family planning and role of nurse/midwife in providing family planning services	<b>Family welfare services</b> <ul style="list-style-type: none"> <li>Impact of early/frequent childbearing</li> <li>Comprehensive range of family planning methods                             <ul style="list-style-type: none"> <li>Temporary methods – Hormonal, non-hormonal and barrier methods</li> <li>Permanent methods – Male sterilization and female sterilization</li> </ul> </li> <li>Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Supervised practice</li> <li>Field visits</li> <li>Scenario based learning</li> <li>Discussion</li> <li>GOI guidelines-injectable contraceptives, oral contraceptives, Intra Uterine Contraceptive Device (IUCD), male and female sterilization</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>MCQ</li> <li>Field visit reports</li> <li>Vignettes</li> </ul>

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		Describe youth friendly services and role of nurses/ midwives	<ul style="list-style-type: none"> <li>• Emergency contraceptives</li> <li>• Recent trends and research in contraception</li> <li>• Family planning counselling using Balanced Counselling Strategy (BCS)</li> <li>• Legal and rights aspects of Family Planning (FP)</li> <li>• Human rights aspects of Family Planning (FP) in adolescents</li> <li>• Youth friendly services – Sexual and Reproductive Health and Rights (SRHR) services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review)</li> <li>• Importance of follow up and recommended timing</li> </ul>		
		Recognize the role of nurses/midwives in gender based violence	<p><b>Gender related issues in Sexual and Reproductive Health (SRH)</b></p> <ul style="list-style-type: none"> <li>• Gender based violence(GBV) – Physical and sexual abuse, laws affecting Gender Based Violence(GBV) and role of nurse/midwife</li> <li>• Special courts for abused people</li> <li>• Gender sensitive health services including family planning</li> </ul>		

Note: Partial Completion of SBA (module I and III) - during VI semester

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## PRACTICUM

PLACEMENT: VI and VII SEMESTER

### VI SEMESTER: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I

SKILL LAB and CLINICAL: Skill Lab – 1 Credit (40 hours); Clinical – 3 Credits (240 hours)

CO-1	Counsel women and their families on pre-conception care.
CO-2	Demonstrate lab tests ex. urine pregnancy test.
CO-3	Perform antenatal assessment of pregnant women.
CO-4	Assess and care for normal antenatal mothers.
CO-5	Assist and perform specific investigations for antenatal mothers.
CO-6	Counsel mothers and their families on antenatal care and preparation for parenthood.
CO-7	Conduct childbirth education classes.
CO-8	Organize labour room.
CO-9	Prepare and provide respectful maternity care for mothers in labour.
CO-10	Perform per-vaginal examination for a woman in labour if indicated.
CO-11	Conduct normal childbirth with essential newborn care.
CO-12	Demonstrate skills in resuscitating the newborn.
CO-13	Assist women in the transition to motherhood.
CO-14	Perform postnatal and newborn assessment.
CO-15	Provide care for postnatal mothers and their newborn.
CO-16	Counsel mothers on postnatal and newborn care.
CO-17	Perform PPIUCD insertion and removal.
CO-18	Counsel women on family planning and participate in family welfare services.
CO-19	Provide youth friendly health services.
CO-20	Identify, assess, care and refer women affected with gender based violence.

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## SKILL LAB

Procedures/Skills for demonstration and return demonstration:

1. Urine pregnancy test
2. Calculation of EDD, Obstetrical score and gestational weeks
3. Antenatal assessment
4. Counselling antenatal mothers
5. Micro birth planning
6. PV examination
7. Monitoring during first stage of labour – Plotting and interpretation of partograph
8. Preparation for delivery – setting up labour room, articles and equipment
9. Mechanism of labour – normal
10. Conduction of normal childbirth with essential newborn care
11. Active management of third stage of labour
12. Placental examination
13. Newborn resuscitation
14. Monitoring during fourth stage of labour
15. Postnatal assessment
16. Newborn assessment
17. Kangaroo mother care
18. Family planning counselling
19. PPIUCD insertion and removal

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

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD and antenatal ward	1 week	Perform antenatal assessment Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures Counsel antenatal women	<ul style="list-style-type: none"> <li>History collection</li> <li>Physical examination</li> <li>Obstetric examination</li> <li>Pregnancy confirmation test</li> <li>Urine testing</li> <li>Blood testing for hemoglobin, grouping and typing</li> <li>Blood test for malaria</li> <li>KICK chart</li> <li>USG/NST</li> <li>Antenatal counselling</li> <li>Preparation for childbirth</li> </ul>	<ul style="list-style-type: none"> <li>Antenatal palpation</li> <li>Health talk</li> <li>Case study</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> <li>Case presentation</li> </ul>

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			<ul style="list-style-type: none"> <li>• Birth preparedness and complication readiness</li> </ul>		
Labour room	3 weeks	<p>Monitor labour using Partograph</p> <p>Provide care to women during labour</p> <p>Conduct normal childbirth, provide care to mother and immediate care of newborn</p>	<ul style="list-style-type: none"> <li>• Assessment of woman in labour</li> <li>• Partograph</li> <li>• Per-vaginal examination when indicated</li> <li>• Care during first stage of labour</li> <li>• Pain management techniques</li> <li>• Upright and alternative positions in labour</li> <li>• Preparation for labour – articles, physical and psychological</li> <li>• Conduction of normal childbirth</li> <li>• Essential newborn care</li> <li>• Newborn resuscitation</li> <li>• Active management of third stage of labour</li> <li>• Monitoring and care during fourth stage of labour</li> </ul>	<ul style="list-style-type: none"> <li>• Partograph recording</li> <li>• PV examination</li> <li>• Assisting/Conduction of normal childbirth</li> <li>• Case study</li> <li>• Case presentation</li> <li>• Episiotomy and suturing if indicated</li> <li>• Newborn resuscitation</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Case Study</li> <li>• Case presentation</li> <li>• OSCE</li> </ul>
Post-partum clinic and Postnatal Ward including FP unit	2 weeks	<p>Perform postnatal assessment</p> <p>Provide care to normal postnatal mothers and newborn</p> <p>Provide postnatal counselling</p>	<ul style="list-style-type: none"> <li>• Postnatal assessment</li> <li>• Care of postnatal mothers –normal</li> <li>• Care of normal newborn</li> <li>• Lactation management</li> <li>• Postnatal counselling</li> <li>• Health teaching on postnatal and newborn care</li> </ul>	<ul style="list-style-type: none"> <li>• Postnatal assessment</li> <li>• Newborn assessment</li> <li>• Case study</li> <li>• Case presentation</li> <li>• PPIUCD insertion and removal</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Case study</li> <li>• Case presentation</li> </ul>

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# Programme structure and course details of B.Sc. Nursing-2022

		Provide family welfare services	<ul style="list-style-type: none"> <li>Family welfare counselling</li> </ul>		
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## REFERENCE BOOKS

1. Cunningham F, Leveno J, Bloom L, Dashe JS, Hoffman BL, Casey BM, et al. Williams Obstetrics. 25<sup>th</sup> ed. New York: McGraw-Hill professional; 2018.
2. Konar H. DC Dutta's Text Book of obstetrics. 9<sup>th</sup> ed. Calcutta: Jaypee brothers medical publishers (P) Ltd ; 2019.
3. Marshall JE, Raynor MD. Myles textbook for midwives. 17<sup>th</sup> ed. London: Elsevier health sciences; 2020.
4. Silbert-Flagg J, Pillitteri A. Maternal and child health nursing: Care of the childbearing and childrearing family. 8<sup>th</sup> ed. Philadelphia: Lippincott Williams and Wilkins; 2017.
5. Devi VS. Inderbir Singh's Human Embryology. 12<sup>th</sup> ed. New Delhi: Jaypee brothers medical publishers (P) Ltd; 2021.
6. Edmonds DK, Dewhurst J. Dewhurst's Textbook of Obstetrics and Gynaecology. 7<sup>th</sup> ed. Chichester: John Wiley and Sons; 2021.

## Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcomes (POs)		Programme specific Outcomes (PSOs)													
		P O 1	P O 2	P O 3	P O 4	P O 5	PS O 2	PS O 3	PS O 4	PS O 5	PS O 6	PS O 7	PS O 8	PS O 9	PS O 10	PS O 11	PS O 12
N-MIDW(I) / OBGN 335 Midwifery/Obstetrics and Gynecology (OBG) Nursing I including SBA module	CO 1	2	2	3	2	2	2	3	2	2	2	2	3	3	2	3	2
	CO 2	2	1	2	1	2	2	2	2	1	1	3	3	2	2	2	1
	CO 3	2	2	2	1	1	1	2	1	3	2	2	3	3	2	2	3
	CO 4	3	1	2	1	1	1	2	2	2	2	2	2	2	1	1	1
	CO 5	2	2	2	2	3	2	2	2	3	3	3	3	3	3	2	1
	CO 6	3	2	2	2	1	2	3	2	2	2	2	3	3	3	2	1
	CO 7	2	3	2	2	3	2	2	2	3	2	2	3	3	3	2	1
	CO 8	2	2	2	3	3	3	3	2	3	3	3	3	3	2	2	2
	CO 9	2	2	3	2	2	2	2	2	2	3	3	3	3	2	1	2
	CO 10	3	2	2	3	3	3	2	2	3	2	2	3	3	3	2	2
	CO 11	2	2	3	2	1	2	2	2	2	2	2	3	3	3	2	1
	CO 12	2	2	3	3	2	2	3	2	2	2	2	2	2	2	1	1
	CO 13	2	2	2	2	2	1	2	2	2	2	2	3	3	2	2	2
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

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Course code & Name	Course Outcome (COs)	Program me Outcom es(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
N-MIDW(I) / OBGN 335 Midwifery/Obstetrics and Gynecology (OBG) Nursing I including SBA module	CO 1	2	2	1	2	2	2	2	2	2	2	3	3	2	2	2	2
	CO 2	2	2	2	1	2	1	1	1	2	2	3	3	2	1	1	1
	CO 3	3	3	2	2	1	1	2	2	2	2	2	3	3	2	1	1
	CO 4	3	3	2	2	2	1	2	2	2	2	2	2	3	2	2	2
	CO 5	2	2	2	1	2	2	2	2	2	2	3	3	2	2	2	2
	CO 6	2	2	2	2	2	2	2	3	3	1	3	3	2	2	1	2
	CO 7	3	3	2	1	1	2	2	2	2	2	2	3	3	2	1	1
	CO 8	3	3	2	2	3	2	2	2	2	3	3	3	2	2	2	2
	CO 9	3	3	2	2	2	2	2	2	3	2	2	2	2	2	2	2
	CO 10	3	3	2	2	2	3	2	2	2	2	2	2	2	1	2	2
	CO 11	3	3	2	2	3	2	2	2	2	2	2	2	2	1	2	2
	CO 12	3	3	2	2	2	2	2	3	2	2	2	2	2	2	2	2
	CO 13	3	3	2	2	2	1	3	2	2	2	2	2	2	1	2	2
	CO 14	3	3	2	2	2	3	2	2	2	2	2	2	2	1	2	2
	CO 15	3	3	2	2	2	2	2	2	2	2	2	2	2	1	2	2
	CO 16	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2
	CO 17	3	3	2	2	2	2	2	2	2	2	2	3	2	2	2	2
	CO 18	2	2	2	2	2	2	2	1	2	2	2	3	2	2	2	1
	CO 19	2	2	2	1	2	2	1	2	3	2	3	3	2	2	2	1
	CO-20	2	2	2	1	2	1	2	2	2	2	2	2	2	1	2	2
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

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*P. Reddy*  
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## 7<sup>TH</sup> SEMESTER

### COMMUNITY HEALTH NURSING – II

#### Course Specifications

Course Title	COMMUNITY HEALTH NURSING – I
Course Code	N- COMH (11) 401
Course Type	Combined Course
Department	Community Health Nursing
Faculty	Nursing

PLACEMENT: VII SEMESTER

THEORY: 5 Credits (100 hours) – includes lab hours also

PRACTICUM: Clinical: 2 Credit (160 hours)

#### DESCRIPTION

This course is designed to help students gain broad perspective of specialized roles and responsibilities of community health nurses and to practice in various specialized health care settings. It helps students to develop knowledge and competencies required for assessment, diagnosis, treatment and nursing management of individuals and families within the community in wellness and illness continuum.

#### Course Outcomes

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

CO-1	Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community-based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MO and FW.
CO-2	Provide maternal, new born and child care and reproductive health including adolescent care in the urban and rural health care settings.
CO-3	Describe the methods of collection and interpretation of demographic data.
CO-4	Explain population control and its impact on the society and describe the approaches towards limiting family size.
CO-5	Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs.
CO-6	Identify health problems of older adults and provide primary care, counseling and supportive health services.
CO-7	Participate in screening for mental health problems in the community and providing appropriate referral services.
CO-8	Discuss the methods of data collection for HMIS, analysis and interpretation of data.

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CO-9	Discuss about effective management of health information in community diagnosis and intervention.
CO-10	Describe the management system of delivery of community health services in rural and urban areas.
CO-11	Describe the leadership role in guiding, supervising and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records and reports.
CO-12	Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centres (HWCs).
CO-13	Identify the roles and responsibilities of health team members and explain their job description.
CO-14	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management.
CO-15	Demonstrate skills in proper bio-medical waste management as per protocols.
CO-16	Explain the roles and functions of various national and international health agencies.

**COURSE OUTLINE**

**T-Theory**

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T)	Explain nurse's role in identification, primary management and referral of clients with common disorders/conditions and emergencies including first aid	<b>Management of common conditions and emergencies including first aid</b> <ul style="list-style-type: none"> <li>• Standing orders: Definition and uses</li> </ul> <b>Screening, diagnosing/identification, primary care and referral of Gastrointestinal System</b> <ul style="list-style-type: none"> <li>• Abdominal pain</li> <li>• Nausea and vomiting</li> <li>• Diarrhoea</li> <li>• Constipation</li> <li>• Jaundice</li> <li>• GI bleeding</li> <li>• Abdominal distension</li> <li>• Dysphagia and dyspepsia</li> <li>• Aphthous ulcers</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> <li>• Assessment of clients with common conditions and provide referral</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• Field visit reports</li> <li>• OSCE assessment</li> <li>• MCQ</li> </ul>

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*S. G. Gaddad*  
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*M. S. Ramiah*  
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			<p><b>Respiratory System</b></p> <ul style="list-style-type: none"> <li>Acute upper respiratory infections –Rhinitis, sinusitis, pharyngitis, laryngitis and tonsillitis</li> <li>Acute lower respiratory infections –Bronchitis, pneumonia and bronchial asthma</li> <li>Hemoptysis and acute chest pain</li> </ul> <p><b>Heart and Blood</b></p> <ul style="list-style-type: none"> <li>Common heart diseases – Heart attack/coronary artery disease, heart failure and arrhythmia</li> <li>Blood anaemia, blood cancers and bleeding disorders</li> </ul> <p><b>Eye and ENT conditions</b></p> <ul style="list-style-type: none"> <li>Eye – Local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors</li> <li>ENT – Epistaxis, ASOM, sore throat and deafness</li> </ul> <p><b>Urinary System</b></p> <ul style="list-style-type: none"> <li>Urinary tract infections – Cystitis, pyelonephritis, prostatitis and UTIs in children</li> </ul> <p><b>First aid in common emergency conditions - Review</b></p> <ul style="list-style-type: none"> <li>High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies</li> </ul>		
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*Dr. Anand*  
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Programme structure and course details of B.Sc. Nursing-2022

II	20 (T)	Provide reproductive, maternal, newborn and childcare including adolescent care in the urban and rural health care settings	<p><b>Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)</b></p> <ul style="list-style-type: none"> <li>• Present situation of reproductive, maternal and child health in India</li> </ul> <p><b>Antenatal care</b></p> <ul style="list-style-type: none"> <li>• Objectives, antenatal visits and examination, nutrition during pregnancy and counselling</li> <li>• Calcium and iron supplementation in pregnancy</li> <li>• Antenatal care at health centre level</li> <li>• Birth preparedness</li> <li>• High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, anaemia, gestational diabetes mellitus, hypothyroidism and syphilis</li> <li>• Referral, follow up and maintenance of records and reports</li> </ul> <p><b>Intra natal care</b></p> <ul style="list-style-type: none"> <li>• Normal labour – process, onset and stages of labour</li> <li>• Monitoring and active management of different stages of</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits and field practice</li> <li>• Assessment of antenatal, postnatal, newborn, infant, preschool child, school child and adolescent health</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• OSCE Assessment</li> <li>• MCQ</li> </ul>
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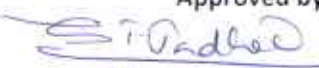
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Programme structure and course details of B.Sc. Nursing-2022

		Promote adolescent health and youth friendly services	<p>labour</p> <ul style="list-style-type: none"> <li>Care of women after labour</li> <li>Early identification, primary management, referral and follow up – pre-term labour, fetal distress, prolonged and obstructed labour, vaginal and perennial tears and ruptured uterus</li> <li>Care of newborn immediately after birth</li> <li>Maintenance of records and reports</li> <li>Use of Safe child birth check list</li> <li>SBA module – Review</li> <li>Organization of labour room</li> </ul> <p>Post partum care</p> <ul style="list-style-type: none"> <li>Objectives, postnatal visits, care of mother and baby, breast feeding, diet during lactation and health counselling</li> <li>Early identification, primary management, referral and follow up of complications, danger signs-post-partum hemorrhage, shock, puerperal sepsis, breast conditions and post-partum depression</li> <li>Post partum visit by health care provider</li> </ul> <p>Newborn and child care</p> <ul style="list-style-type: none"> <li>Review: Essential newborn care</li> <li>Management of common neonatal</li> </ul>		
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Programme structure and course details of B.Sc. Nursing-2022

			<p>problems</p> <ul style="list-style-type: none"> <li>• Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral</li> <li>• Review: IMNCI Module</li> <li>• Under five clinics</li> </ul> <p><b>Adolescent health</b></p> <ul style="list-style-type: none"> <li>• Common health problems and risk factors in adolescent girls and boys</li> <li>• Common gynecological conditions – dysmenorrhea, Premenstrual Syndrome (PMS), vaginal discharge, mastitis, breast lump, pelvic pain and pelvic organ prolapse</li> <li>• Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents and National Menstrual Hygiene scheme(NMHS)</li> <li>• Youth friendly services: <ul style="list-style-type: none"> <li>○ SRH Service needs</li> <li>○ Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication</li> </ul> </li> <li>• Counselling for parents and teenagers (BCS - Balanced counselling strategy)</li> </ul> <p><b>National programs</b></p> <ul style="list-style-type: none"> <li>• RMNCH+A Approach –</li> </ul>	<ul style="list-style-type: none"> <li>• Screen, manage and refer adolescents</li> </ul>	
			<ul style="list-style-type: none"> <li>• Counsel adolescents</li> </ul>		

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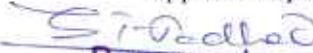
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			<p>Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems</p> <ul style="list-style-type: none"> <li>Universal Immunization Program (UIP) as per Government of India guidelines –</li> </ul> <p>Review</p> <ul style="list-style-type: none"> <li>Rashtriya Bal Swasthya Karyakaram (RSBK) - children</li> <li>Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents</li> <li>Any other new programs</li> </ul>		
III	4 (T)	Discuss the concepts and scope of demography	<p><b>Demography, surveillance and interpretation of data</b></p> <ul style="list-style-type: none"> <li>Demography and vital statistics – demographic cycle, world population trends and vital statistics</li> <li>Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications</li> <li>Sources of vital statistics – Census, registration of vital events and sample registration system</li> <li>Morbidity and mortality indicators –Definition, calculation and interpretation</li> <li>Surveillance, Integrated Disease Surveillance project (IDSP), Organization of IDSP, flow of information and Mother and Child Tracking System (MCTS)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Role play</li> <li>Suggested field visits</li> <li>Field practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>

  
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Programme structure and course details of B.Sc. Nursing-2022

			<p>in India</p> <ul style="list-style-type: none"> <li>Collection, analysis, interpretation and use of data</li> <li>Review: Common sampling techniques – random and non-random techniques</li> <li>Disaggregation of data</li> </ul>		
IV	6 (T)	<p>Discuss population explosion and its impact on social and economic development of India</p> <p>Describe the various methods of population control</p>	<p><b>Population and its control</b></p> <ul style="list-style-type: none"> <li>Population explosion and its impact on social, economic development of individual, society and country</li> <li>Population control – Women empowerment; social, economic and educational development</li> <li>Limiting family size – Promotion of small family norm, temporary spacing methods (natural, biological, chemical and mechanical methods), terminal methods (tubectomy and vasectomy)</li> <li>Emergency contraception</li> <li>Counselling in reproductive and sexual health including problems of adolescents</li> <li>Medical Termination of Pregnancy and MTP Act</li> <li>National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh)</li> <li>Family planning 2020</li> <li>National family welfare</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Role play</li> <li>Suggested field visits</li> <li>Field practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>OSCE assessment</li> <li>Counselling on family planning</li> <li>MCQ</li> </ul>

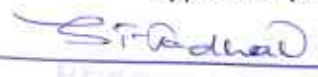


**Programme structure and course details of B.Sc. Nursing-2022**

			<p>program</p> <ul style="list-style-type: none"> <li>• Role of a nurse in family welfare program</li> </ul>		
V	5 (T)	Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs	<p><b>Occupational health</b></p> <ul style="list-style-type: none"> <li>• Occupational health hazards</li> <li>• Occupational diseases</li> <li>• ESI Act</li> <li>• National/State occupational health programs</li> <li>• Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> <li>• Clinical performance evaluation</li> </ul>
VI	6 (T)	Identify health problems of older adults and provide primary care, counselling and supportive health services	<p><b>Geriatric health care</b></p> <ul style="list-style-type: none"> <li>• Health problems of older adults</li> <li>• Management of common geriatric ailments, counselling and supportive treatment of older adults</li> <li>• Organization of geriatric health services</li> <li>• National program for health care of elderly</li> <li>• (NPHCE)</li> <li>• State level programs/Schemes for older adults</li> <li>• Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Visit report on elderly home</li> </ul>

  
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VII	6 (T)	Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services	<b>Mental health disorders</b> <ul style="list-style-type: none"> <li>Screening, management, prevention and</li> <li>referral for mental health disorders</li> <li>Review:                             <ul style="list-style-type: none"> <li>Depression, anxiety, acute psychosis and schizophrenia</li> <li>Dementia</li> <li>Suicide</li> <li>Alcohol and substance abuse</li> <li>Drug de-addiction program</li> <li>National mental health program</li> <li>National mental health policy</li> <li>National mental health act</li> </ul> </li> <li>Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Role play</li> <li>Health counseling on promotion of mental health</li> <li>Suggested field visits</li> <li>Field practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>Counselling report</li> </ul>
VIII	4 (T)	Discuss the methods of data collection for HMIS analysis and interpretation of data  Discuss about effective management of health information in community	<b>Health Management Information System (HMIS)</b> <ul style="list-style-type: none"> <li>Introduction to health management system, data elements, recording and reporting formats and data quality issues</li> <li>Review:                             <ul style="list-style-type: none"> <li>Basic demography and vital statistics</li> <li>Sources of vital statistics</li> <li>Common sampling techniques and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Role play</li> <li>Suggested field visits</li> <li>Field practice</li> <li>Group project on community diagnosis – data management</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Group project report</li> </ul>

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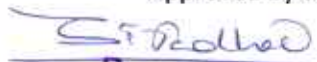
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Programme structure and course details of B.Sc. Nursing-2022

		diagnosis and intervention	frequency distribution <ul style="list-style-type: none"> <li>Collection, analysis and interpretation of data</li> <li>Analysis of data for community needs assessment and preparation of health action plan</li> </ul>		
IX	12 (T)	Describe the system management of delivery of community health services in rural and urban areas	<b>Management of delivery of community health services:</b> <ul style="list-style-type: none"> <li>Planning, budgeting and material management of CHC, PHC and SC/HWC</li> <li><b>Manpower planning as per IPHS standards</b></li> <li><b>Rural:</b> Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central</li> <li><b>Urban:</b> Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals</li> <li>Defense services</li> <li>Institutional services</li> <li>Other systems of medicine and health: Indian system of medicine, AYUSH clinics, alternative health care system, referral systems and indigenous health services</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Visits to various health care delivery systems</li> <li>Supervised field practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> <li>Field visit reports</li> <li>MCQ</li> </ul>
X	15 (T)	Identify the roles and responsibilities of health team	<b>Leadership, supervision and monitoring</b> <ul style="list-style-type: none"> <li>Understanding work</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> </ul>

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	<p>members and explain their job description</p> <p>Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centres (HWCs)</p> <p>Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management</p>	<p>responsibilities/job description of DPHN, health visitor, PHN, multi-purpose health worker (female), multi-purpose health worker (male), AWWs and ASHA</p> <ul style="list-style-type: none"> <li>• Roles and responsibilities of Mid-Level Health Care Providers (MLHPs)</li> <li>• Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition, roles and responsibilities</li> <li>• Health team management</li> <li>• Review: Leadership and supervision concepts, principles and methods</li> <li>• Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps and village clinics</li> <li>• Training, supportive supervision and monitoring – concepts, principles and process e.g. performance of front-line health workers</li> </ul> <p><b>Financial management and accounting and computing at Health Centre (SC)</b></p> <ul style="list-style-type: none"> <li>• Activities for which funds are received</li> <li>• Accounting and book keeping requirements – accounting principles, policies, book of accounts to be maintained, basic accounting entries, accounting process,</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Very short answer</li> <li>• Report on interaction with MPHWS, HVs, ASHA, AWWs</li> <li>• Participation in training programs</li> <li>• MCQ</li> </ul>
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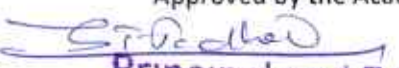
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**Programme structure and course details of B.Sc. Nursing-2022**

			<p>payments, expenditure, fixed asset, SOE reporting format and Utilization Certificate (UC) reporting</p> <ul style="list-style-type: none"> <li>• Preparing a budget</li> <li>• Audit</li> </ul> <p><b>Records and reports:</b></p> <ul style="list-style-type: none"> <li>• Concepts of records and reports –importance, legal implications, purposes, use of records, principles of record writing and filing of records</li> <li>• Types of records – community related records, registers and guidelines for maintaining</li> <li>• Report writing – purposes, documentation of activities and types of reports</li> <li>• Medical records department – functions, filing and retention of medical records</li> <li>• Electronic Medical Records (EMR) – capabilities and components of EMR, Electronic Health Record (EHR), levels of automation, attributes, benefits and disadvantages of HER</li> </ul> <p><b>Nurses' responsibility in record keeping and reporting</b></p>		
XI	6 (T)	Demonstrate initiative in preparing themselves and the	<p><b>Disaster management</b></p> <ul style="list-style-type: none"> <li>• Disaster types and magnitude</li> <li>• Disaster preparedness</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>

  
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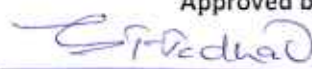
  
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		community for disaster preparedness and management	<ul style="list-style-type: none"> <li>Emergency preparedness</li> <li>Common problems during disasters and methods to overcome</li> <li>Basic disaster supplies kit</li> <li>Disaster response including emergency relief measures and life saving techniques</li> <li>Use disaster management module</li> </ul>	<ul style="list-style-type: none"> <li>Suggested field visits, and field practice</li> <li>Mock drills</li> <li>Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies</li> </ul>	
XII	3 (T)	Describe the importance of biomedical waste management, its process and management	<b>Bio-medical waste management</b> <ul style="list-style-type: none"> <li>Waste collection, segregation, transportation and management in the community</li> <li>Waste management in health centre/clinics</li> <li>Bio-medical waste management guidelines – 2016, 2018 (Review)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Field visit to waste management site</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Field visit report</li> </ul>
XIII	3 (T)	Explain the roles and functions of various national and international health agencies	<b>Health agencies</b> <ul style="list-style-type: none"> <li><b>International:</b> WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, DANIDA, UNESCO, ILO, CARE, CIDA, JHPIEGO, Colombo plan, Rock feller Foundation and Ford Foundation</li> <li><b>National:</b> Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference and Blind Association of India</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Field visit</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>

  
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			<ul style="list-style-type: none"> <li>Voluntary Health Association of India (VHA)</li> </ul>		
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## REFERENCE BOOKS

1. Park K. Parks Text book of preventive and social medicine. 26th ed. Jabalpur: Banarsidas Bhanot publisher; 2021.
2. Park K. Essentials of Community Health Nursing. 8th ed. Jabalpur: Banarsidas Bhanot publisher; 2021.
3. Stanhope M, Lancaster J. Public Health Nursing-Population centered health in the community. 10th ed. Missouri: Mosby Elsevier publication; 2019.
4. Gulani KK. Community Health Nursing Principles and Practices. 3rd ed. New Delhi: Kumar publishing house; 2019.
5. Kamalam S. Essentials in Community Health Nursing Practice. 4th ed. New Delhi: Jaypee
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8. Saxena RP, Saxena RK. Environmental Science for Nurses.1st ed. New Delhi: Lotus publishers; 2017.

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Course code & Name	Course Outcome (COs)	Programme Outcomes (POs)		Programme specific Outcomes (PSOs)														
		P O 1	P O 2	P O 3	P O 4	P O 5	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PS O 6	PS O 7	PS O 8	PS O 9	PS O 10	PS O 11	PS O 12
APPLIED ANATOMY	CO 1	3	3	2	3	3	3	1	2	1	3	3	3	3	2	2	1	
	CO 2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	
	CO 3	2	2	2	1	2	1	2	1	1	2	2	2	2	2	2	3	
	CO 4	3	3	3	3	3	3	3	3	3	2	3	3	3	2	2	3	
	CO 5	2	3	3	3	2	3	3	3	2	3	3	3	3	2	3	3	
	CO 6	3	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3	
	CO 7	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	
	CO 8	2	2	1	2	2	1	3	2	2	3	2	3	3	3	2	3	
	CO 9	2	2	1	3	2	2	3	3	2	3	2	2	3	2	2	3	
	CO 10	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	
	CO 11	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	
	CO 12	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	
	CO 13	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	
	CO 14	3	3	3	3	2	3	3	3	3	3	3	2	3	2	3	3	
	CO 15	3	3	3	3	3	2	3	2	2	3	2	1	3	1	2	3	
	CO 16	1	1	1	2	1	1	3	2	2	3	1	2	1	2	2	2	
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																		

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LOG BOOK

COMMUNITY HEALTH NURSING II

Sl. No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
1	Screening, diagnosing, management and referral of clients with common conditions/emergencies					
2	Antenatal and postnatal care at home and health centre					
3	Conduction of normal childbirth and newborn care at health centre					
4	Tracking every pregnancy and filling up MCP card					
5	Maintenance of records/ registers/reports					
6	Adolescent counseling and participation in youth friendly services					
7	Counseling for safe abortion services					
8	Family planning counseling					
9	Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives and injectable MPA					
10	Insertion of interval IUCD					
11	Removal of IUCD					
12	Participation in conducting vasectomy/tubectomy camp					
13	Screening, diagnosis, primary management and referral of clients with occupational health problems					

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14	Health assessment of elderly					
15	Mental Health screening					
16	Participation in community diagnosis – data management					
17	Writing health centre activity report					
18	Participation in organizing and conducting clinic/health camp					
19	Participation in disaster mock drills					
20	Co-ordinating with ASHAs and other community health workers					

CLINICAL REQUIREMENTS

Sl. No.	Clinical Requirement	Date	Signature of the Faculty
1	Screening and primary management of i. Minor ailments – 2 ii. Emergencies – 1 iii. Dental problems – 1 iv. Eye – 1 v. ENT – 1		
2	Primary management and care based on protocols approved by MO and FW (Home/health centre)		
3	Screening and primary management of i. High risk pregnancy ii. High risk neonate		
4	Assessment of i. Antenatal – 1 ii. Intrapartum – 1 iii. Postnatal – 1 iv. Newborn – 1		
5	Conduction of normal childbirth and documentation – 2		
6	Immediate newborn care and documentation – 1		

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7	Family planning counselling – 1		
8	Group health education (Rural/urban) – 1		
9	Adolescent counselling– 1		
10	Family case study (Rural/urban) – 1		
11	Screening, diagnosis, primary management and referral of clients with occupational health problems – 2 i. ii.		
12	Health assessment (Physical and nutritional) of elderly – 1		
13	Mental health screening survey – 1		
14	<b>Group project – Community diagnosis (data management)</b>		
15	Writing report on health centre activity – 1		
16	Participation in organizing and conducting under five/antenatal clinic/health camp – 2 i. ii.		
17	Participation in disaster mock drills		
18	Field visits - Biomedical waste management site - AYUSH centre - Industry - Geriatric home		
19	Report on interaction with MPH/WHV/ASHA/AWWs (Any 2) 1. 2.		

  
Teaching Coordinator

H.O.D

M.S. Ramaiah



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## NURSING RESEARCH AND STATISTICS

### Course Specifications

Course Title	NURSING RESEARCH AND STATISTICS
Course Code	NRST405
Course Type	Core course
Faculty	Nursing

### Course summary

The course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics. It is further, structured to conduct/ participate in need-based research studies in various settings and utilize the research findings to provide quality nursing care. The hours for practicals will be utilized for conducting individual/group research projects.

**PLACEMENT:** VII SEMESTER

**THEORY:** 2 Credits (40 hours)

**PRACTICUM:** Lab/Skill Lab: 1 Credit (40 hours)  
Clinical Project: 40 hours

### Course Outcomes

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

CO-1	Identify research priority areas.
CO-2	Formulate research questions/problem statement/hypotheses.
CO-3	Review related literature on the selected research problem and prepare an annotated bibliography.
CO-4	Prepare sample data collection tool.
CO-5	Analyze and interpret the given data.
CO-6	Practice computing, descriptive statistics and correlation.
CO-7	Draw figures and types of graphs on given data.
CO-8	Develop a research proposal.
CO-9	Plan and conduct a group/individual research project.

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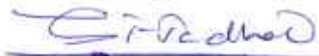


# COURSE OUTLINE

T – Theory, P – Practicum

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6		Describe the concept of research, terms, need and areas of research in nursing  Explain the steps of research process  State the purposes and steps of Evidence-Based Practice	<b>Research and Research Process</b> <ul style="list-style-type: none"> <li>Introduction and need for nursing research</li> <li>Definition of research and nursing research</li> <li>Steps of scientific method</li> <li>Characteristics of good research</li> <li>Steps of research process –overview</li> <li>Evidence-Based Practice (EBP)– Concept, meaning, purposes, steps of EBP process and barriers</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Narrate steps of research process followed from examples of published studies</li> <li>Identify research priorities on a given area/speciality</li> <li>List examples of Evidence-Based Practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>
II	2	8	Identify and state the research problem and objectives	<b>Research problem/question</b> <ul style="list-style-type: none"> <li>Identification of problem area</li> <li>Problem statement</li> <li>Criteria of a good research problem</li> <li>Writing objectives and hypotheses</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Exercise on writing a statement of problem and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> <li>Formulation of research questions/ objectives/ hypothesis</li> </ul>
III	2	6	Review the related literature	<b>Review of literature</b> <ul style="list-style-type: none"> <li>Location</li> <li>Sources</li> <li>On-line search: CINHAL, COCHRANE etc.</li> <li>Purposes</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Exercise on reviewing one research report/ article for a selected</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> <li>Assessment of review of literature on a given topic</li> </ul>

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				• Method of review	research problem • Prepare annotate bibliography	
IV	4	1	Describe the research approaches and designs	<b>Research approaches and designs</b>  • Historical, survey and experimental • Qualitative and quantitative designs	• Lecture cum discussion • Identify types of research approaches used from examples of published and unpublished research • Studies with rationale	• Essay • Short answer • MCQ
V	6	6	Explain the sampling process       Describe the methods of data collection	<b>Sampling and data collection</b>  • Definition of population and sample • Sampling criteria, factors influencing sampling process and types of sampling techniques • Data – why, what, from whom, when and where to collect • Data collection methods and instruments ○ Methods of data collection ○ Questioning and interviewing ○ Observations, record analysis and measurement ○ Types of instruments, validity and reliability of the instrument • Research ethics • Pilot study	• Lecture cum discussion • Reading assignment on examples of data collection tools • Preparation of sample data collection tool • Conduct group research project	• Essay • Short answer • MCQ • Developing questionnaire/ interview schedule/ checklist



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**Programme structure and course details of B.Sc. Nursing-2022**

				<ul style="list-style-type: none"> <li>Data collection procedure</li> </ul>		
VI	4	6	Analyze, interpret and summarize the research data	<b>Analysis of data</b> <ul style="list-style-type: none"> <li>Compilation, tabulation, classification, summarization, presentation and interpretation of data</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Preparation of sample tables</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> <li>Analyze and interpret given data</li> </ul>
VII	12	8	<p>Explain the use of statistics, scales of measurement and graphical presentation of data</p> <p>Describe the measures of central tendency and variability and methods of correlation</p>	<b>Introduction to statistics</b> <ul style="list-style-type: none"> <li>Definition, use of statistics and scales of measurement.</li> <li>Frequency distribution and graphical presentation of data</li> <li>Mean, median, mode and standard deviation</li> <li>Normal Probability and tests of significance</li> <li>Co-efficient of correlation</li> <li>Statistical packages and their application</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Practice graphical presentations</li> <li>Practice on computation of measures of central tendency, variability and correlation</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> <li>Computation of descriptive statistics</li> </ul>
VIII	4	5	<p>Communicate and utilize the research findings</p> <p>40 Hrs (Clinical Project)</p>	<b>Communication and utilization of research</b> <ul style="list-style-type: none"> <li>Communication of research findings</li> <li>Verbal report</li> <li>Writing research report</li> <li>Writing scientific article/paper</li> <li>Standard reporting guidelines</li> <li>A critical review of published research including publication ethics</li> <li>Utilization of research findings</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Read/ Presentations of a sample published/ unpublished research report</li> <li>Plan, conduct and write individual/group research project</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> <li>MCQ</li> <li>Oral presentation</li> <li>Development of research proposal</li> <li>Assessment of research project</li> </ul>

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M. S. Ramaiah University of Applied Sciences



# Programme structure and course details of B.Sc. Nursing-2022

				<ul style="list-style-type: none"> <li>Conducting group research project</li> </ul>		
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## REFERENCE BOOKS

- Sharma SK. Nursing research and statistics. 3<sup>rd</sup> ed. New Delhi: Elsevier; 2018.
- Sreevani R. Basics in nursing research and biostatistics. New Delhi: Jaypee brothers medical publishers (P) ltd; 2019.
- Polit DF, Beck CT. Nursing Research generating and assessing evidence for nursing practice. 11<sup>th</sup> ed. Philadelphia: Wolters Kluwer Health; 2021.
- Gray JR, Grove SK. The practice of nursing research. 9<sup>th</sup> ed. Missouri: Elsevier; 2021.
- Dingwall R, Staniland K. Qualitative research methods for nurses, United Kingdom: SAGE Publications; 2020.
- Khanal AB. Mahajan's Methods in Biostatistics for Medical Students and Research Workers. 8<sup>th</sup> ed. New Delhi: Jaypee brothers medical publishers (P) ltd; 2018.

## Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcomes(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
NRST405 NURSING RESEARCH AND STATISTICS	CO 1	1	1	3	1	2	1	1	1	1	1	1	1	1	3	1	1
	CO 2	1	1	3	1	1	1	1	1	1	1	1	1	1	3	1	1
	CO 3	1	1	3	1	2	1	1	1	1	2	2	1	1	3	1	2
	CO 4	1	1	3	1	1	1	1	1	1	1	1	1	1	3	1	1
	CO 5	1	1	3	1	1	1	1	1	1	2	1	1	1	3	1	1
	CO 6	1	1	3	1	1	1	1	1	1	1	1	1	1	3	1	1
	CO 7	1	1	3	1	1	1	1	1	1	1	2	1	1	3	1	1
	CO 8	1	1	3	1	1	1	1	1	1	2	1	1	1	3	1	2
	CO 9	1	1	3	1		1	2	1	1	2	1	1	2	3	1	1
3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution																	

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# LOG BOOK

## NURSING RESEARCH AND STATISTICS

Sl. No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
	Research process exercise					
1	Statement of the problem					
2	Formulation of objectives and hypotheses					
3	Literature review of research report/article					
4	Annotated bibliography					
5	Preparation of sample research tool					
	Analysis and interpretation of data – Descriptive statistics					
6	Organization of data					
7	Tabulation of data					
8	Graphic representation of data					
9	Tabular presentation of data					
10	Research project (Group/Individual)  Title:					

## CLINICAL REQUIREMENTS

Sl. No.	Clinical Requirement	Date	Signature of the Faculty
	Research project – Group/Individual Title:		

Teaching Coordinator

H.O.D

Approved by the Academic council at its 27<sup>th</sup> meeting held on 26<sup>th</sup> September 2022

Prin

and Dean

**RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH**  
**BANGALORE – 54**  
**B.Sc. NURSING**  
**SUBJECT: NURSING RESEARCH & STATISTICS**  
**INDIVIDUAL ASSIGNMENT EVALUATION PROFORMA**

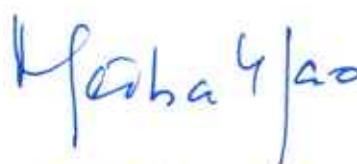
Sl. No.	Criteria	Maximum marks	Marks obtained
1	Introduction	3	
2	Content	20	
3	Organization	10	
4	Clarity	8	
5	Conclusion	2	
6	Reference	5	
7	Presentation of content	2	
	<b>Total</b>	<b>50</b>	

Remarks:

SIGNATURE OF THE STUDENT

SIGNATURE OF THE EVALUATOR

  
**Registrar**  
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**Dean - Academics**  
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**RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH  
BANGALORE – 54  
B.Sc. NURSING  
SUBJECT: NURSING RESEARCH & STATISTICS  
SEMINAR EVALUATION PROFORMA**

Sl. No.	Criteria	Maximum marks	Marks obtained
1	Introduction	3	
2	Content	20	
3	Organization & presentation	20	
4	Conclusion	2	
5	Reference	3	
6	Time of submission	2	
	<b>Total</b>	<b>50</b>	

Remarks:

SIGNATURE OF THE STUDENT

SIGNATURE OF THE EVALUATOR

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*[Signature]*  
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BANGALORE – 54  
B.Sc.NURSING**


**SUBJECT : NURSING RESEARCH & STATISTICS  
CRITICAL REVIEW OF RESEARCH REPORT EVALUATION PROFORMA**

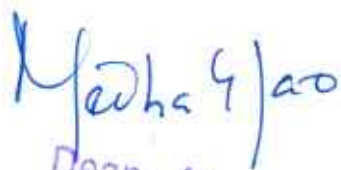
Sl. No.	Criteria	Max. Marks	Marks obtained
I	<b>Substantive</b> Problem Literature Review	8	
II	<b>Theoretical</b> Study Framework Objectives & Hypothesis	6	
III	<b>Methodological</b> Research Design Sampling Data Collection Measurement Methodology Statistical Analysis	15	
IV	<b>Ethical</b>	4	
V	<b>Interpretation</b>	7	
VI	<b>Presentation &amp; Style</b>	7	
VII	<b>Time of submission</b>	3	
<b>Total</b>		<b>50</b>	

Remarks:

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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

B.Sc. NURSING

SUBJECT : NURSING RESEARCH & STATISTICS  
RESEARCH PROJECT EVALUATION PROFORMA

Sl. No.	Criteria	Max. Marks	Marks obtained
I	<b>Problem Statement Objectives &amp; Hypothesis</b>		
	Clarity & Precision	2	
	Accuracy	2	
	Logical	2	
	Variable are adequately defined	2	
	Significance to Nursing	2	
II	<b>Review of Literature</b>		
	Organization	2	
	Relevance	2	
	Sources	2	
	Comprehensive	2	
	Length & limitation identified	2	
III	<b>Methodology</b>		
	Appropriateness	3	
	Clarity & Precision	3	
	Adequately described	3	
	Technical	3	
	Plan for Data Collection	3	
IV	<b>Bibliography</b>		
	Appropriate	1	
	Comprehensive	1	
	Concise Style	3	
V	<b>Overall Presentation and Style</b>		
	Grammar	2	
	Simplicity	2	
	Organization	2	
	Continuity of Idea	2	
VI	<b>Time of submission</b>	2	
	<b>Total</b>	<b>50</b>	

Remarks:

SIGNATURE OF THE STUDENT

SIGNATURE OF THE EVALUATOR

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## MIDWIFERY/OBSTETRIC AND GYNECOLOGY NURSING - II Including Safe Delivery App Module

### Course Specifications

<b>Course Title</b>	Midwifery/Obstetrics and Gynecology (OBG) Nursing II including Safe delivery app module
<b>Course Code</b>	N-MIDW(II)/ OBGN 410
<b>Course Type</b>	Combination course
<b>Department</b>	OBG Nursing
<b>Faculty</b>	Nursing

### Course Summary

This course is designed for students to develop knowledge and competencies on the concepts and principles of obstetric and gynecology nursing. It helps them to acquire knowledge and skills in rendering respectful maternity care to high risk woman during antenatal, natal and postnatal periods in hospitals and community settings and help to develop skills in initial management and referral of high risk neonates. It would also help students to gain knowledge, attitude and skills in caring for women with gynecological disorders.

PLACEMENT: VII SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Skill Lab: 1 Credit (40 Hours)

Clinical: 4 Credits (320 Hours)

### Course Outcomes

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

CO-1	Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
CO-2	Demonstrate competency in identifying deviation from normal pregnancy.
CO-3	Describe the assessment, initial management, referral and nursing care of women with high risk labour.
CO-4	Assist in the conduction of abnormal vaginal deliveries and caesarean section.
CO-5	Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
CO-6	Demonstrate competency in the initial management of complications during the postnatal period.
CO-7	Demonstrate competency in providing care for high risk newborn.
CO-8	Apply nursing process in caring for high risk women and their families.

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**Programme structure and course details of B.Sc. Nursing-2022**

CO-9	Describe the assessment and management of women with gynecological disorders
CO-10	Demonstrate skills in performing and assisting in specific gynecological procedures.
CO-11	Describe the drugs used in obstetrics and gynecology.
CO-12	Counsel and care for couples with infertility.
CO-13	Describe artificial reproductive technology.

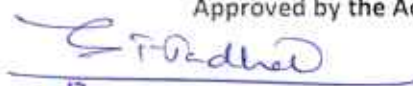
**COURSE OUTLINE**

T – Theory, SL/L – Skill Lab, C – Clinical

Unit Time (Hrs)	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 10 (L) 80 (C)	Describe the assessment, initial management, and referral of women with problems during pregnancy  Support women with complicated pregnancy and facilitate safe and positive birthing outcome	<b>Recognition and management of problems during pregnancy</b> <ul style="list-style-type: none"> <li>Assessment of high-risk pregnancy</li> </ul> <b>Problems/Complications of pregnancy</b> <ul style="list-style-type: none"> <li>Hyper-emesis gravidarum</li> <li>Bleeding in early pregnancy – abortion, ectopic pregnancy and vesicular mole</li> <li>Unintended or mistimed pregnancy</li> <li>Post abortion care and counselling</li> <li>Bleeding in late pregnancy: placenta previa, abruption placenta and trauma</li> <li>Medical conditions complicating pregnancy – Anaemia, Pregnancy Induced Hypertension(PIH)/Pre-eclampsia, eclampsia, Gestational Diabetes Mellitus (GDM), cardiac disease, pulmonary disease, thyrotoxicosis, Sexually Transmitted Diseases (STDs), Human Immunodeficiency Virus (HIV) and Rh incompatibility</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Video</li> <li>Scan reports</li> <li>Case discussion</li> <li>Case presentation</li> <li>Drug presentation</li> <li>Health talk</li> <li>Role play</li> <li>Simulation</li> <li>Supervised clinical practice</li> <li>WHO midwifery tool kit</li> <li>Government of India (GOI) guidelines – screening for hypothyroidism, screening for syphilis, de-worming during pregnancy, diagnosis and management of Gestational Diabetes Mellitus (GDM)</li> <li>Refer SBA module</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answers</li> <li>MCQ</li> <li>Assessment of skills with check list</li> <li>OSCE</li> </ul>

  
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Programme structure and course details of B.Sc. Nursing-2022

			<ul style="list-style-type: none"> <li>• Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal and malaria in pregnancy</li> <li>• Surgical conditions complicating pregnancy – Appendicitis and acute abdomen</li> <li>• COVID-19 and pregnancy and children</li> <li>• Hydramnios</li> <li>• Multiple pregnancy</li> <li>• Abnormalities of placenta and cord</li> <li>• Intra uterine growth restriction</li> <li>• Intra uterine fetal death</li> <li>• Gynecological conditions complicating pregnancy</li> <li>• Mental health issues during pregnancy</li> <li>• Adolescent pregnancy</li> <li>• Elderly primi and grand multiparity</li> <li>• Management and care of conditions as per the GOI protocol</li> <li>• Policy for the referral services</li> <li>• Drugs used in management of high-risk pregnancies</li> <li>• Maintenance of records and reports</li> </ul>		
II	20 (T) 15 (L) 80 (C)	Identify, provide initial management and refer women with problems during labour within the scope of midwifery practice	<b>Recognition and management of abnormal labour</b> <ul style="list-style-type: none"> <li>• Pre-term labour- Prevention and management of pre-term labour (Use of antenatal corticosteroids in pre-term labour)</li> <li>• Premature rupture of membranes</li> <li>• Malpositions and abnormal presentations (posterior position, breech, brow, face and shoulder)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Simulation</li> <li>• Role play</li> <li>• Drug presentation</li> <li>• Supervised clinical practice</li> <li>• WHO midwifery tool kit</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answers</li> <li>• MCQ</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>

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*S. T. Reddy*  
Principal and Dean

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Bangalore-560054



Programme structure and course details of B.Sc. Nursing-2022

			<ul style="list-style-type: none"> <li>Contracted Pelvis and Cephalo-Pelvic Disproportion (CPD)</li> <li>Disorders of uterine action – Prolonged labour, precipitate labour, and dysfunctional labour</li> <li>Complications of third stage – retained placenta, injuries to birth canal and Post-partum haemorrhage (PPH) (bimanual compression of the uterus, aortic compression and uterine balloon tamponade)</li> <li>Obstetric emergencies – fetal distress, ruptured uterus, cord prolapse, shoulder dystocia, uterine inversion, vasa previa, obstetrical shock and Amniotic Fluid Embolism (AFE)</li> <li>Episiotomy and suturing</li> <li>Obstetric procedures – forceps delivery, vacuum delivery and version</li> <li>Induction of labour – medical and surgical</li> <li>Caesarean section – indications and preparation</li> <li>Nursing management of women undergoing obstetric operations and procedures</li> <li>Drugs used in management of abnormal labour</li> <li>Anaesthesia and analgesia in obstetrics</li> </ul>	<ul style="list-style-type: none"> <li>GOI guidelines – use of uterotonics during labour and antenatal corticosteroids</li> <li>GOI guidance note on prevention and management of Post-partum Haemorrhage (PPH)</li> <li>Refer SBA module</li> </ul>	
III	9 (T) 5 (L) 40 (C)	Describe the assessment, initial management, referral and nursing care of women with abnormal	<b>Recognition and management of postnatal problems</b> <ul style="list-style-type: none"> <li>Physical examination and identification of deviation from normal</li> <li>Puerperal complications and its management</li> <li>Puerperal pyrexia</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> <li>Simulation</li> <li>Case discussion/ presentation</li> <li>Drug presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Quiz</li> <li>OSCE</li> </ul>

Approved by the Academic council at its 27<sup>th</sup> meeting held on 26<sup>th</sup> September 2022

*S. Radha*  
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Programme structure and course details of B.Sc. Nursing-2022

		postnatal conditions	<ul style="list-style-type: none"> <li>• Puerperal sepsis</li> <li>• Urinary complications</li> <li>• Secondary post-partum hemorrhage</li> <li>• Vulval hematoma</li> <li>• Breast engorgement including mastitis/breast abscess and feeding problem</li> <li>• Thrombophlebitis</li> <li>• Deep Vein Thrombosis (DVT)</li> <li>• Uterine sub-involution</li> <li>• Vesico-Vaginal Fistula (VVF) and Recto-Vaginal Fistula (RVF)</li> <li>• Post-partum depression/psychosis</li> <li>• Drugs used in abnormal puerperium</li> <li>• Policy about referral</li> </ul>	<ul style="list-style-type: none"> <li>• Supervised clinical practice</li> <li>• Refer SBA module</li> </ul>	
IV	7 (T) 5 (L) 40 (C)	Describe high risk neonates and their nursing management	<b>Assessment and management of high risk newborn (Review)</b> <ul style="list-style-type: none"> <li>• Models of newborn care in India – Newborn Care Corner (NBCC) and Special Newborn Care Units (SNCUs)</li> <li>• Screening of high-risk newborn</li> <li>• Protocols, levels of neonatal care and infection control</li> <li>• Prematurity and post-maturity</li> <li>• Low birth weight</li> <li>• Kangaroo Mother Care (KMC)</li> <li>• Birth asphyxia/Hypoxic encephalopathy</li> <li>• Neonatal sepsis</li> <li>• Hypothermia</li> <li>• Respiratory distress</li> <li>• Jaundice</li> <li>• Neonatal infections</li> <li>• High fever</li> <li>• Convulsions</li> <li>• Neonatal tetanus</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Simulation</li> <li>• Case discussion/presentation</li> <li>• Drug presentation</li> <li>• Supervised Clinical practice</li> <li>• Integrated Management of Neonatal Childhood Illnesses (IMNCI)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>

  
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Programme structure and course details of B.Sc. Nursing-2022

			<ul style="list-style-type: none"> <li>• Congenital anomalies</li> <li>• Baby of HIV positive mothers</li> <li>• Baby of Rh negative mothers</li> <li>• Birth injuries</li> <li>• Sudden Infant Death Syndrome (SIDS) prevention and compassionate care</li> <li>• Calculation of fluid requirements, EBM/formula feeds/tube feeding</li> <li>• Home based newborn care program –community facility integration in newborn care</li> <li>• Decision making about management and referral</li> <li>• Bereavement counselling</li> <li>• Drugs used for high risk newborn</li> <li>• Maintenance of records and reports</li> </ul>		
V	12 (T) 5 (L) 80 (C)	Describe the assessment and management of women with gynecological disorders	<b>Assessment and management of women with gynecological disorders</b> <ul style="list-style-type: none"> <li>• Gynecological assessment – History and physical assessment</li> <li>• Breast self-examination</li> <li>• Congenital abnormalities of female reproductive system</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with menstrual abnormalities</li> <li>• Abnormal uterine bleed</li> <li>• Pelvic inflammatory disease</li> <li>• Infections of the reproductive tract</li> <li>• Uterine displacement</li> <li>• Endometriosis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Drug presentation</li> <li>• Videos</li> <li>• Simulated practice</li> <li>• Supervised clinical practice</li> <li>• Visit to infertility clinic and ART centers</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answers</li> <li>• MCQ</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> <li>• Visit report</li> </ul>

  
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Programme structure and course details of B.Sc. Nursing-2022

			<ul style="list-style-type: none"> <li>• Uterine and cervical fibroids and polyps</li> <li>• Tumors – uterine, cervical, ovarian, vaginal and vulval</li> <li>• Cysts – ovarian and vulval</li> <li>• Cystocele, urethrocele and rectocele</li> <li>• Genito-urinary fistulas</li> <li>• Breast disorders – infections, deformities, cysts and tumors</li> <li>• Human Papilloma Virus (HPV) vaccination</li> <li>• Disorders of puberty and menopause</li> <li>• Hormonal replacement therapy</li> <li>• Assessment and management of couples with infertility</li> <li>• Infertility – definition and causes</li> <li>• Counselling the infertile couple</li> <li>• Investigations – male and female</li> <li>• Artificial reproductive technology</li> <li>• Surrogacy, sperm and ovum donation and cryopreservation</li> <li>• Adoption – Counselling and procedures</li> <li>• Injuries and trauma; Sexual violence</li> <li>• Drugs used in treatment of gynaecological disorders</li> </ul>		
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Note:

- Complete SBA module
- Complete safe delivery app during VII Semester.

*S. T. Padhe*

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## PRACTICUM

**SKILL LAB and CLINICAL:** Skill Lab – 1 Credit (40 hours)

Clinical – 4 Credits (320 hours)

### Course Outcomes

CO-1	Identify, stabilize and refer antenatal women with complications.
CO-2	Provide care to antenatal women with complications.
CO-3	Provide post abortion care and counselling.
CO-4	Assist in the conduction of abnormal vaginal deliveries and caesarean section.
CO-5	Demonstrate skills in resuscitating the newborn.
CO-6	Assist and manage complications during labour.
CO-7	Identify postnatal and neonatal complications, stabilize and refer them.
CO-8	Provide care for high risk antenatal, intranatal and postnatal women and their families using nursing process approach.
CO-9	Provide care for high risk newborn.
CO-10	Assist in advanced clinical procedures in midwifery and obstetric nursing.
CO-11	Provide care for women during their non-childbearing period.
CO-12	Assess and care for women with gynecological disorders.
CO-13	Demonstrate skills in performing and assisting in specific gynecological procedures.
CO-14	Counsel and care for couples with infertility.

### SKILL LAB

Procedures/Skills for demonstration and return demonstration:

1. Antenatal assessment and identification of complications
2. Post abortion care and counselling
3. Counselling antenatal women for complication readiness
4. Mechanism of labour – abnormal
5. Assisting in the conduction of abnormal vaginal deliveries and caesarean section.
6. Management of complications during pregnancy/labour/post-partum (case studies/simulated scenarios)
7. Administration of Inj. Magnesium sulphate
8. Starting and maintaining an oxytocin drip for PPH
9. Management of PPH – Bimanual compression of uterus
10. Management of PPH – Balloon tamponade
11. Instruments used in obstetrics and gynecology
12. Visual inspection of cervix with acetic acid
13. Cervical biopsy
14. Breast examination
15. Counselling of infertile couples

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CLINICAL POSTINGS (8 weeks × 40 hours per week = 320 hours)

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD/ infertility clinics/ reproductive medicine and antenatal ward	2 weeks	<p>Perform/assist in selected advanced antenatal diagnostic procedures.</p> <p>Provide antenatal care for women with complications of pregnancy.</p> <p>Counsel antenatal mothers.</p> <p>Provide post abortion care and postnatal counselling.</p> <p>Provide counselling and support to infertile couples.</p>	<ul style="list-style-type: none"> <li>Kick chart and DFMC</li> <li>Assist in NST/CTG/USG</li> <li>Assisting in advanced diagnostic procedures</li> <li>Care of antenatal women with complications in pregnancy</li> <li>Antenatal counselling</li> <li>Preparation for childbirth and birth preparedness and complication readiness</li> <li>Post abortion care</li> <li>Post abortion counselling</li> <li>Counselling infertile couples</li> </ul>	<ul style="list-style-type: none"> <li>Antenatal</li> <li>palpation</li> <li>Health talk</li> <li>Case study</li> </ul>	<ul style="list-style-type: none"> <li>Simulation</li> <li>Case presentation</li> <li>OSCE</li> </ul>
Labour room	2 weeks	<p>Conduction of normal childbirth</p> <p>Conduct/assist in abnormal deliveries</p> <p>Monitor labour using Partograph</p>	<ul style="list-style-type: none"> <li>Assessment of woman in labour</li> <li>Partograph</li> <li>Pervaginal examination if indicated</li> <li>Obstetric examination</li> <li>Care during first stage of labour</li> <li>Pain management techniques</li> </ul>	<ul style="list-style-type: none"> <li>Partograph recording</li> <li>Pain management during labour</li> <li>Conduction of normal childbirth</li> <li>Assisting in abnormal deliveries</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> <li>Case study</li> <li>Case presentation</li> <li>Simulation</li> <li>OSCE</li> </ul>

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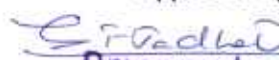


Programme structure and course details of B.Sc. Nursing-2022


		Identify and manage complications during labour	<ul style="list-style-type: none"> <li>• Upright and alternative positions in labour</li> <li>• Preparation for labour –articles, physical and psychological</li> <li>• Conduction of normal childbirth</li> <li>• Essential newborn care</li> <li>• Newborn resuscitation</li> <li>• Active management of third stage of labour</li> <li>• Monitoring and care during fourth stage of labour</li> <li>• Identification, stabilization, referral and assisting in management of prolonged labour, cervical dystocia, CPD and contracted pelvis</li> <li>• Assist in the management of abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery and shoulder dystocia</li> <li>• Assist in cervical encirclage procedures, Dilation and Curettage (DandC) and Dilation and evacuation (DandE)</li> <li>• Identify, assist and manage trauma to the birth canal,</li> </ul>	<ul style="list-style-type: none"> <li>• Managing complication during labour</li> <li>• Case study</li> <li>• Case presentation</li> </ul>	
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Programme structure and course details of B.Sc. Nursing-2022

			retained placenta, postpartum haemorrhage and uterine atony • Management of obstetric shock		
Postnatal ward	1 week	Perform postnatal assessment and identify postnatal complications  Provide postnatal care  Provide family welfare services	<ul style="list-style-type: none"> <li>• Postnatal history collection and physical examination</li> <li>• Identify postnatal complications</li> <li>• Care of postnatal mothers – abnormal deliveries and caesarean section</li> <li>• Care of normal newborn</li> <li>• Lactation management</li> <li>• Postnatal counselling</li> <li>• Health teaching on postnatal and newborn care</li> <li>• Family welfare counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Health talk</li> <li>• Postnatal assessment</li> <li>• Newborn assessment</li> <li>• Case studies</li> <li>• Case presentation</li> <li>• PPIUCD insertion and removal</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Assignment</li> <li>• Case study</li> <li>• Case presentation</li> <li>• Simulation</li> <li>• Vignettes</li> <li>• OSCE</li> </ul>
Neonatal Intensive Care Unit (NICU)	1 week	Perform assessment of newborn and identify complications/congenital anomalies  Perform neonatal resuscitation  Care of high risk newborn  Provide care for newborns in ventilator, warmer and incubator	<ul style="list-style-type: none"> <li>• Neonatal assessment – identification of complication and congenital anomalies.</li> <li>• Observation of newborn</li> <li>• Neonatal resuscitation</li> <li>• Phototherapy and management of jaundice in newborn</li> <li>• Assist in exchange transfusion</li> <li>• Neonatal feeding – spoon and katori, paladai and NG tube</li> <li>• Care of baby in incubator,</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Case presentation</li> <li>• Assignments</li> <li>• Simulated practice</li> </ul>	<ul style="list-style-type: none"> <li>• Case presentation</li> <li>• Care study</li> <li>• Care plan</li> <li>• Simulation</li> <li>• Vignettes</li> <li>• OSCE</li> </ul>

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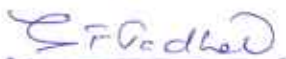
		Assist/perform special neonatal procedures	ventilator and warmer <ul style="list-style-type: none"> <li>• Infection control in the nursery</li> <li>• Neonatal medications</li> <li>• Starting IV line for newborn and drug calculation</li> </ul>		
Obstetric/ gynaecology operation theatre and gynecology ward	2 weeks	Assist in gynecological and obstetric surgeries  Care for women with gynecological disorders	<ul style="list-style-type: none"> <li>• Observe/Assist in caesarean section</li> <li>• Management of retained Placenta</li> <li>• Gynecological surgeries</li> <li>• Hysterectomy</li> <li>• Uterine rupture</li> <li>• Care of women with gynecological conditions</li> <li>• Health education</li> </ul>	<ul style="list-style-type: none"> <li>• Assisting in obstetric and gynecological surgery</li> <li>• Tray set-up for caesarean section</li> <li>• Care plan</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Tray set-up for obstetric and gynecological surgeries</li> <li>• Case presentation</li> <li>• Simulation</li> <li>• Vignettes</li> </ul>

**REFERENCE BOOKS**

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2. Marshall JE, Raynor MD. Myles textbook for midwives. 17<sup>th</sup> ed. London: Elsevier Health Sciences; 2020.
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5. Cunningham F, Leveno J, Bloom L, Dashe JS, Hoffman BL, Casey BM, et al . Williams Obstetrics. 25<sup>th</sup> ed. New York: McGraw-Hill Professional; 2018.
6. Silbert-Flagg J, Pillitteri A. Maternal and child health nursing: Care of the childbearing and childrearing family. 8<sup>th</sup> ed. Philadelphia: Lippincott Williams and Wilkins; 2017.
7. Edmonds DK, Dewhurst J. Dewhurst's Textbook of Obstetrics and Gynaecology. 7<sup>th</sup> ed. Chichester: John Wiley and Sons; 2021.
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Course Mapping (CO-PO-PSO Mapping)

Course code & Name	Course Outcome (COs)	Programme Outcome s(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
N-MIDW(II)/ OBGN 410 Midwifery/Obstetrics and Gynecology (OBG) Nursing II including Safe delivery app module	CO 1	2	2	3	2	2	2	2	2	2	2	3	3	3	2	2	1
	CO 2	3	2	3	2	2	2	2	1	2	2	3	3	2	2	2	2
	CO 3	3	2	2	2	2	2	2	1	3	2	3	3	3	2	2	2
	CO 4	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1
	CO 5	3	2	2	2	3	2	2	2	3	3	3	3	3	3	2	2
	CO 6	3	2	2	2	2	2	3	2	3	2	2	3	3	3	2	1
	CO 7	2	3	2	2	3	2	2	2	3	2	2	3	3	3	2	2
	CO 8	2	2	2	3	3	3	3	2	3	3	3	3	3	2	2	2
	CO 9	2	2	3	2	2	2	2	2	2	3	3	3	3	2	2	2
	CO 10	3	2	2	3	3	3	2	2	3	2	2	3	3	3	2	2
	CO 11	2	2	3	2	1	2	2	2	2	2	2	3	3	3	2	1
	CO 12	2	2	3	3	2	2	3	2	3	2	2	3	2	2	2	2
	CO 13	3	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

a) PRACTICUM

Course code & Name	Course Outcome (COs)	Programme Outcome s(POs)				Programme specific Outcomes (PSOs)											
		PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
N-MIDW(II)/ OBGN 410 Midwifery/Obstetrics and Gynecology (OBG) Nursing II including Safe delivery app module	CO 1	2	2	2	2	2	2	2	2	2	2	3	3	2	2	2	1
	CO 2	2	2	2	2	2	2	1	2	3	3	3	3	2	2	2	2
	CO 3	2	2	2	1	2	2	3	2	3	2	3	3	2	2	2	1
	CO 4	2	2	2	2	2	1	2	1	3	2	3	3	3	2	2	2
	CO 5	2	2	2	1	2	2	2	2	2	2	3	3	2	2	2	2
	CO 6	2	2	2	2	2	2	2	3	3	2	3	3	2	2	1	2
	CO 7	3	3	2	2	2	2	2	2	2	2	2	3	3	2	2	2
	CO 8	2	3	2	2	3	2	2	2	2	3	3	3	2	2	2	2
	CO 9	2	2	2	2	2	2	2	2	3	2	2	2	2	2	1	2
	CO 10	3	2	2	2	2	2	2	2	2	2	2	3	3	2	2	2
	CO 11	2	2	2	1	2	2	1	1	2	2	2	2	3	2	2	2
	CO 12	2	3	2	2	1	2	2	2	2	2	2	3	2	2	2	2
	CO 13	2	2	3	2	2	2	3	2	3	2	3	3	2	2	2	2
	CO 14	3	2	2	1	2	2	2	2	3	2	3	3	2	2	2	2

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

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LOG BOOK (VI and VII SEMESTER)

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I and II

Sl. No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
I	<b>ANTENATAL CARE</b>					
	<b>Health assessment of antenatal woman</b>					
1	History taking including obstetrical score, calculation of EDD and gestational age					
2	Physical examination: head to foot					
3	Obstetrical examination including Leopold's maneuvers and auscultation of fetal heart sound (fetoscope/stethoscope/ doppler)					
	<b>Diagnostic tests</b>					
4	Urine pregnancy test/card test.					
5	Estimation of hemoglobin using Sahle's hemoglobinometer					
6	Advice/assist in HIV/HBsAg/ VDRL testing					
7	Preparation of peripheral smear for malaria					
8	Urine testing for albumin and sugar					
9	Preparation of mother for USG					
10	Kick chart/DFMC (Daily Fetal and Maternal Chart)					
11	Preparation and recording of CTG/NST					
12	Antenatal counseling for each trimester including birth preparedness and complication readiness					
13	Child birth preparation classes for couples/family					
14	Administration of Td/TT					
15	Prescription of iron and folic acid and calcium tablets					

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II	INTRANATAL CARE					
16	Identification and assessment of woman in labour					
17	Admission of woman in labour					
18	Performing/assisting CTG					
19	Vaginal examination during labour including clinical pelvimetry					
20	Plotting and interpretation of partograph					
21	Preparation for birthing/delivery – physical and psychological					
22	Setting up of the birthing room/delivery unit and newborn corner/care area					
23	Pain management during labour-non-pharmacological					
24	Supporting normal births/conduct normal childbirth in upright positions (Evidence Based)					
25	Essential newborn care					
26	Basic newborn resuscitation					
27	Management of third stage of labour – Physiologic management/active management(AMTSL)					
28	Examination of placenta					
29	Care during fourth stage of labour					
30	Initiation of breast feeding and lactation management					
31	Infection prevention during labour and newborn care					
III	POSTNATAL CARE					
32	Postnatal assessment and care					
33	Perineal/episiotomy care					
34	Breast care					
35	Postnatal counselling-diet, exercise and breast feeding					
36	Preparation for discharge					
IV	NEWBORN CARE					

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37	Assessment and care of newborn					
38	Weighing of newborn					
39	Administration of Vitamin K					
40	Neonatal Immunization – Administration of BCG, Hepatitis B vaccine					
41	Identification of minor disorders of newborn and their management					
<b>V CARE OF WOMEN WITH ANTENATAL, INTRANATAL and POSTNATAL COMPLICATIONS</b>						
42	High risk assessment – identification of antenatal complications such as pre- eclampsia, anemia, GDM and antepartum hemorrhage					
43	Post abortion care and counseling					
44	Glucose challenge test/Glucose tolerance test					
45	Identification of fetal distress and its management					
46	Administration of MgSo4					
47	Administration of antenatal corticosteroids for preterm labour					
48	Assisting with medical induction of labour					
49	Assist in surgical induction – Stripping and artificial rupture of membranes					
50	Episiotomy (only if required) and repair					
51	Preparation for emergency/ elective caesarean section					
52	Assisting in caesarean section					
53	Postoperative care of women after LSCS					
53	Preparation of mother and assist in vacuum delivery					
54	Identification and assisting in management of malpresentation and malposition during labour					
55	Preparation and assisting in low forceps operation					
56	Preparation and assisting in emergency obstetric surgeries					

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57	Prescription/administration of fluids and electrolytes through intravenous route					
<b>Assisting in procedures</b>						
58	Assisting in manual removal of the placenta					
59	Assisting in bimanual compression of uterus/Balloon tamponade for atonic uterus					
60	Assisting in aortic compression for PPH					
61	Identification and first aid management of PPH and obstetric shock					
62	Assisting in management of obstetric shock					
63	Identification and assisting in management of puerperal sepsis and administration of antibiotics					
64	Management of breast engorgement and infections					
65	Management of thrombophlebitis					
VI	<b>HIGH RISK NEWBORN</b> (Some aspects of high risk newborn care are included in child health nursing)					
66	Identification of high-risk newborn					
67	Care of neonate under radiant warmer					
68	Care of neonate on phototherapy					
69	Referral and transportation of high risk newborn					
70	Parental counselling – sick neonate and neonatal loss					
VII	<b>FAMILY WELFARE</b>					
71	Postpartum family planning counselling					
72	Postpartum family planning – Insertion and removal of PPIUCD/PAIUCD					
73	Counselling of the women for postpartum sterilization					
74	Preparation and assisting in tubectomy					
VIII	<b>OTHER PROCEDURES</b>					
75	Preparation and assisting for D & C / D & E operations					

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76	Observation/Assisting in manual vacuum aspiration					
77	Assessment of women with gynaecological disorders					
78	Assisting/performing and Pap smear					
79	Performing visual inspection of cervix with acetic acid					
80	Assisting/observation of cervical punch biopsy/ cystoscopy and cryosurgery					
81	Assisting in gynecological surgeries					
82	Postoperative care of woman with gynecological surgeries					
83	Counsel on breast self-examination					
84	Counselling couples with infertility					
85	Completion of safe delivery app with certification					

CLINICAL REQUIREMENTS

Sl. No.	Clinical Requirement	Date	Signature of the Faculty
1	Antenatal assessment and care – 20		
2	Postnatal assessment and care – 15		
3	Assessment of labour using partograph – 10		
4	Per vaginal examination – 10		
5	Observing normal childbirths/deliveries– 10		
6	Assisting in conduction of normal childbirth – 10		
7	Conduction of normal child birth – 10		
8	Assisting in abnormal/instrumental deliveries – 5		
9	Performing placental examination – 5		
10	Episiotomy and suturing (only if indicated)– 3		
11	Assist/observe Insertion of PPIUCD–2		
12	Newborn assessment – 10		
13	Newborn resuscitation – 5		
15	Kangaroo mother care – 2		
	Nursing Care Plan/Clinical presentation with Drug Study		

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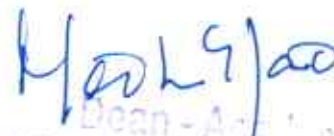
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16	<i>Antenatal care</i> Normal (care plan) – 1 High risk (case study/Clinical presentation) – 1		
17	<i>Intrapartum care</i> High risk (Clinical presentation) – 1		
18	<i>Postnatal care</i> Normal (care plan) – 1 High risk (Clinical presentation) – 1		
19	<i>Newborn care</i> Normal (care plan) – 1		
20	Gynecological condition Care plan – 1		
21	Health talk – individual/group – 2		
22	Counseling mothers and family members		
23	Visit to Peripheral health facility/LaQshya certified labour room Infertility centre (Virtual/videos)		
24	Completion of SBA module		
25	Completion of Safe delivery app		

Teaching Coordinator

H.O.D

  
Registrar  
M.S. Ramaiah University of Applied Sciences  
Bangalore - 560 054

  
Dean - Academics  
M.S. Ramaiah University of Applied Sciences  
Bangalore-560054



Principal Approved by the Academic council at its 27<sup>th</sup> meeting held on 26<sup>th</sup> September 2022

**RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH**

**BANGALORE – 54**

**GNM/ B.Sc / P.B.B.Sc NURSING**

**DEPARTMENT OF OBG NURSING**

**DRUG BOOK EVALUATION FORM**

**Name of the Student :**

**Placement :**

Sl. No.	Criteria	Marks Allotted	Marks obtained			Average
			Ward	OPD	Labour Room	
1	Name of the drug/trade name	1				
2	Mechanism of Action	2				
3	Neatness/ legibility	1				
4	Nurse's Role	2				
5	Time of Submission	1				
6	Teacher's Evaluation	2				
7	References/Bibliography	1				
	<b>Total</b>	<b>10</b>				
	<b>COMMENTS:</b>					
	<b>Signature of the Ward Incharge</b>					

*G*  
Registrar  
M.S. Ramaiah University of Applied Sciences  
Bangalore - 560 054

*S. Radhakrishnan*

**Principal and Dean**

M.S. Ramaiah Institute of Nursing Education and Research

M.S. Ramaiah University of Applied Sciences

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*H. Lakshmi*  
**Dean - Academics**

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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

GNM/B.Sc /P.B.B.Sc NURSING

DEPARTMENT OF OBG NURSING

INSTRUMENT BOOK EVALUATION FORM

Name of the Student :

Placement :

Sl. No.	Criteria	Marks Allotted	Marks obtained			Average
			Ward	OPD	Labour Room	
1	Name of the Instrument	1				
2	Neat and Labeled diagram	2				
3	Principle of Usage	2				
4	Indications/ Contraindications	2				
5	Competence in usage	2				
6	Identification of instrument	2				
7	Teacher's evaluation	2				
8	References/ Bibliography	2				
	Total	15				
COMMENTS						
Signature of the Ward Incharge						

Registrar  
M.S. Ramaiah University of Applied Sciences  
Bangalore - 560 054

Principal  
M.S. Ramaiah Institute of Nursing Education and Research  
M.S. Ramaiah University of Applied Sciences  
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Dean, Academics  
M.S. Ramaiah University of Applied Sciences  
Bangalore-560054



RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

DEPARTMENT OF OBG NURSING  
HEALTH EDUCATION EVALUATION PROFORMA

Name of the Student:  
Topic:

Course:

Sl.No.	Criteria	Excellent 5	Very good 4	Average 3	Poor 2	Very poor 1
1	Introduction					
2	Adequacy of content					
3	Bibliography					
4	Presentation					
5	A.V.Aids used					
6	Language					
7	Entertaining discussion					
8	Conclusion					
9	Professional behaviour					
10	Time Management					
	Total (50)					

Date of submission:

SIGNATURE OF THE EVALUATOR



Principal and Dean

M.S. Ramaiah Institute of Nursing Education and Research  
M.S. Ramaiah University of Applied Sciences  
Bangalore-560054

  
Registrar  
M.S. Ramaiah University of Applied Sciences  
Bangalore-560054

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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

DEPARTMENT OF OBG NURSING

B.Sc/P.B.B.Sc/GNM NURSING

NURSING CARE PLAN EVALUATION PROFORMA

Name of the Student:

Course:

Topic:

Sl. No.	Criteria	Excellent 5	Very good 4	Average 3	Poor 2	Very poor 1
1	History Collection					
2	Physical Examination					
3	Investigation					
4	Management					
5	Need Assessment					
6	List of nursing diagnosis					
7	Plan and implementation of nursing care					
8	Evaluation of nursing care					
9	Health education					
10	Bibliography					
	Total (50)					

Date of submission:

SIGNATURE OF THE EVALUATOR

*[Signature]*

Principal and Dean

M.S. Ramaiah Institute of Nursing Education and Research  
M.S. Ramaiah University of Applied Sciences  
Bangalore-560054

*[Signature]*

Bangalore-560054

*[Signature]*  
Registrar  
M.S. Ramaiah University of Applied Sciences  
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RAMAIAH INSTITUTE OF NURSING EDUCATION AND RESEARCH

BANGALORE – 54

B.Sc/P.B.B.Sc/GNM NURSING

DEPARTMENT OF OBG NURSING

CASE STUDY / PRESENTATION EVALUATION FORMAT

Name of the Student :

Case :

Batch :

Date of presentation :

Placement :

Area

Sl. No.	Criteria	Marks Allotted	Marks obtained
1	<b>Introduction</b>	1	
2	<b>Creating interest in group</b>	1	
2.1	History collection	2	
2.2	Physical examination	5	
2.3	Investigations and treatment	3	
3	<b>Description of case in comparison with patient picture</b>		
3.1	Review of Anatomy & Physiology	3	
3.2	Introduction, incidence, etiology and pathophysiology	4	
3.3	Clinical features and diagnostic evaluation	4	
3.4	Management and nursing management	6	
4	<b>Nursing Care Plan</b>		
4.1	Need Assessment	3	
4.2	Framing of nursing diagnoses	4	
4.3	Planning and implementation of nursing care	6	
4.4	Evaluation of nursing care provided	2	
6	<b>Health Education</b>	3	
7	<b>Summary of patient care</b>	1	
8	<b>Bibliography</b>	2	
	<b>Total</b>	<b>50</b>	

COMMENTS:

SIGNATURE OF THE STUDENT:

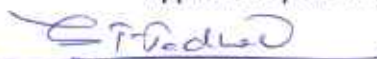
SIGNATURE OF THE EVALUATOR

Date:

Date:

Registrar  
M.S. Ramaiah University of Applied Sciences  
Bangalore - 560 054

Approved by the Academic council at its 27<sup>th</sup> meeting held on 26<sup>th</sup> September 2022

  
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