



SHRI  
DHARMASTHALA  
MANJUNATHESHWARA  
UNIVERSITY

Ordinance Governing  
B.Sc Nursing Degree Course  
Curriculum 2019-20

VOLUME - 1

Amended up to December, 2021

**SHRI DHARMASTHALA MANJUNATHESHWARA UNIVERSITY**

(A State Private University established under the Shri Dharmasthala Manjunatheshwara University  
Act No 19 of 2018 of Government of Karnataka and Notification No. ED 261 URC 2018 dated 19th December 2018)

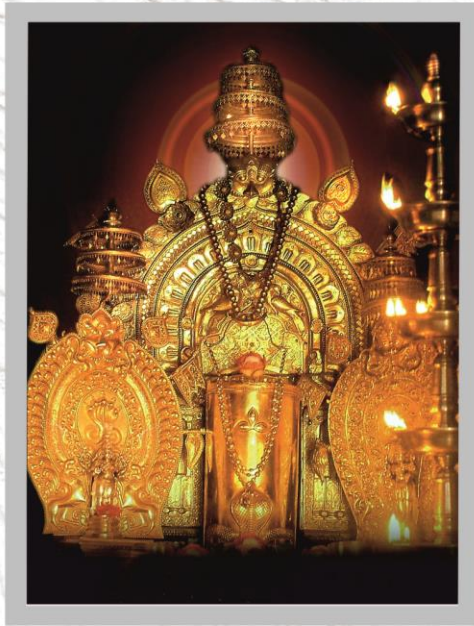
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|| Om Shri Manjunathaya Namaha ||



Shree Kshethra Dharmasthala

**Edition Year : 2020-21**

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**Published by  
Registrar**

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SHRI  
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UNIVERSITY

## THE LOGO

Poojya Dr D. Veerendra Heggade, Hon'ble Chancellor of the University, while searching for an appropriate Logo for the University, saw a photograph picked from Temple Architecture showing Wings of a Bird, sculpted in Indian style and wanted it to be incorporated in the logo for the University, as the Wings symbolize 'Spreading of Knowledge beyond Boundaries'. Further it was felt that the Central theme of the logo should be 'Rudra' (The Linga) with wings on each side. In this way, the logo of the University was conceptualized.

Hence:

1. The central part represents **Rudra** who Demolishes Darkness.
2. The Three **horizontal lines on The Linga** stand for Samyak Darshan (Right Belief), Samyak Gyan (Right Knowledge) and Samyak Charitra (Right Conduct).
3. The **Wings** symbolize spreading of Knowledge across the boundaries.
4. Base line "**Truth Liberates**" highlights the Purpose of Education: to liberate oneself unconditionally. It shows that it is not discipline, nor knowledge nor the efforts to freedom that liberate but Truth is what liberates you from all your conditioning and ignorance.

The overall significance of Shri Dharmasthala Manjunatheshwara University's Logo is:

**Darkness of ignorance is destroyed by the flow of knowledge to bring Liberty to everyone, by realizing the truth. And, it should spread globally without the boundaries as hindrance.**



SHRI  
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MANJUNATHESHWARA  
UNIVERSITY

## VISION

Shri Dharmasthala Manjunatheshwara University will set the highest standards of teaching and learning by awakening the intelligence of the students and nurturing the creativity hidden in them by creating an environment where the ancient wisdom blends with modern science, to transform them into whole human beings to face the challenges.

## MISSION

- ▶ To ensure that the journey of education is inspiring, pleasant and enjoyable.
- ▶ Attract the best of teachers and students.
- ▶ Achieve high principles of trust, love and spirituality in the students.
- ▶ Create a collaborative, diverse and exclusive community.
- ▶ Transform the student of today to be a leader of tomorrow and a better human being.
- ▶ Produce passionate teachers.
- ▶ Evolve innovative teaching techniques.
- ▶ Create a peaceful environment.
- ▶ Prepare the student to face the social challenges.
- ▶ Create a University of which the Nation is proud of.
- ▶ Be an effective partner in Nation Building.
- ▶ Create an Eco-friendly University.
- ▶ Create a University based on the principles of beauty, love and justice.

||Om Shanti! Om Shanti! Om Shanti||



SHRI  
DHARMASTHALA  
MANJUNATHESHWARA  
UNIVERSITY

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SDMU/F-4/Notif-227(A1)/691/2021

Date: 31-12-2021

## NOTIFICATION

### Amendment in the Ordinance Governing Curricula of B.Sc. Nursing Year I & II

- Ref:
1. Notification on Ordinance Governing Curricula of B.Sc. Nursing year I & II (Ref No. SDMU/ACD/DEN/CRM/364A/2019 Dated: 27-08-2019)
  2. Minutes of the 5<sup>th</sup> Meeting of Academic Council (Ref. No. SDMU/AC/M5/F-28/626/2021 Dated: 10-12-2021)
  3. Minutes of the 6<sup>th</sup> Meeting of Board of Studies - Nursing held on 17.11.2021

In exercise of the powers under Sec 1.4 (Powers and functions-Para ix & x) & 1.8 (Powers and functions-Para i) of Shri Dharmasthala Manjunatheshwara University, Approval of the Academic Council of Shri Dharmasthala Manjunatheshwara University is hereby accorded for the Amendment of the Ordinance Governing Revised Curricula of B.Sc. Nursing year I & II as below, with effect from the date of notification.

1	Page No: 8																		
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2 Page No: 8

Table 6: Details of Subjects and Distribution of Hours for Integrated Nursing Training (INTERNSHIP)

Subject	Practicals (In Hrs.)	In-Weeks
1. Midwifery and Obstetrical Nursing	288	6
2. Community Health Nursing - II	192	4
3. Medical Surgical Nursing (Adult and Geriatric)	432	9
4. Child Health Nursing	144	3
5. Mental Health Nursing	96	2
<b>Total</b>	<b>1152</b>	<b>24</b>
<b>Grand Total Hours = 625 + 1152 = 1777</b>		

Amended as below:

Page No.8: Table 6: Details of Subjects and Distribution of Hours for Integrated Nursing Training (INTERNSHIP)

Subject	Practical (In Hrs.)	In Weeks
1. Midwifery and Obstetrical Nursing	288	6
2. Community Health Nursing - II (MLHP Programme 50 hrs)	120 + 50	4
3. Medical Surgical Nursing (Adult and Geriatric)	432	9
4. Child Health Nursing	144	3
5. Mental Health Nursing	96	2
<b>Total</b>	<b>1130</b>	<b>24</b>
<b>Grand Total Hours = 650 + 1130 = 1780</b>		

Lt. Col. U. S. Dinesh (Retd.)

*Handwritten signature*  
**REGISTRAR,**  
**REGISTRAR,**  
Shri Dharmasthala Manjunatheshwara  
University, Dharwad

*Handwritten note:*  
checked  
holds



To: The Principal, SDM Institute of Nursing Sciences.

Copy for kind information to:

1. Hon'ble Chancellor, Shri Dharmasthala Manjunatheshwara University, Dharwad
2. Vice-Chancellor, Shri Dharmasthala Manjunatheshwara University, Dharwad
3. Pro Vice Chancellor (Academics), Shri Dharmasthala Manjunatheshwara University, Dharwad
4. Controller of Examination, Shri Dharmasthala Manjunatheshwara University, Dharwad
5. Chairperson, Board of Studies - Nursing
6. Office of the Registrar
7. University Office for Records File

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## **SECTION I**

### **PHILOSOPHY**

Indian Nursing Council (INC) believes that:

Health is a state of wellbeing that enables a person to lead a psychologically, socially and economically productive life. Health is a right of all the people. Individuals, families, and communities have a responsibility towards maintaining their health.

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

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

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

Under graduate nursing program is broad-based education with in an academic framework, specifically directed to the development of critical thinking skills, competencies and standards required for the practice of professional nursing and midwifery as envisaged in National Health Policy 2002.

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

Undergraduate nursing education 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.

## **AIMS**

The undergraduate nursing program aims to:

- Prepare graduates to assume responsibilities as professional, competent nurses and midwives at basic level in providing promotive, preventive, curative and rehabilitative services.
- Prepare nurses who can make independent decisions in nursing situations, protect the rights and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor and manager in a clinical/public health setting.

## **OBJECTIVES**

On completion of the four years B.Sc. Nursing program the graduates will be able to:

1. Apply knowledge from physical, biological and behavioural sciences, medicine, including alternative systems and nursing in providing nursing care to individuals, families, and communities.
2. Demonstrate understanding of lifestyle and other factors, which affect health of individuals and groups.
3. Provide nursing care based on steps of the nursing process in collaboration with the individuals and group.
4. Demonstrate critical thinking skills in making decisions in all situations in order to provide quality care.
5. Utilize the latest trends and technology in providing health care.
6. Provide promotive, preventive and restorative health services in line with the national health policies and programs.
7. Practice within the framework of the code of ethics and professional conduct and acceptable standards of practice within the legal boundaries.
8. Communicate effectively with individuals and groups and members of the health team to promote effective interpersonal relationships and teamwork.
9. Demonstrate skills in teaching to individuals and groups in clinical community health settings.
10. Participate effectively as members of the health team in health care delivery system.
11. Demonstrate leadership and managerial skills in clinical/community health settings.
12. Conduct need-based research studies in various settings and utilize the research findings to improve the quality of care.
13. Demonstrate awareness, interest, and contribute towards the advancement of self and the profession.

## **REGULATIONS OF THE UNIVERSITY**

In exercise of the powers conferred by Section 32 & 33 of Shri Dharmasthala Manjunatheswara University under section 19 of 2018 and Statutes of 1.5 (b) and other Statutes of University the Standing Academic Board of the Karnataka Shri Dharmasthala Manjunatheswara University, Dharwad hereby makes the following regulations.

### **Short Title and Commencement**

These regulations shall be called THE REGULATIONS FOR THE BACHELOR OF NURSING (BASIC) DEGREE COURSE IN NURSING OF SHRI DHARMASTHALA MANJUNATHESHWARA UNIVERSITY, DHARWAD KARNATAKA and shall come into force from the academic year 2019-2020.

The regulations framed are subject to modification from time to time by the Standing Academic Board and maintaining the minimum requirements set by the Indian Nursing Council.

## **SECTION II**

### **1. ELIGIBILITY FOR ADMISSION**

#### **1. 1. Qualifying Examination**

A candidate seeking admission to first Basic B.Sc. Nursing Course:

- i. Shall have passed two years Pre-University Examinations conducted by the Department of Pre-University Education, Karnataka State with English as one of the subjects. The candidate shall have passed subjects of Physics, Chemistry, Biology, English, individually and must have obtained a minimum of not less than 45% marks in Physics, Chemistry, Biology and English (PCBE) taken together in the qualifying examination. In respect of candidate's belonging to scheduled caste, scheduled tribes or other backward classes, the marks obtained in Physics, Chemistry, Biology, English taken in qualifying examinations shall be not less than 40% instead of 45% as above.

**OR**

- ii. Shall have passed any other examination conducted by boards/council/Intermediate education established by State Governments/ Central Government and recognized as equivalent to two-year Pre-University examination by the Association of Indian Universities (AIU) and must have obtained a minimum of not less than 45% marks in Physics, Chemistry, Biology, and English, taken together in the qualifying examination.

**OR**

- iii. In case of candidates from the stream of Vocational Higher Secondary course conducted by the Board of Vocational Higher Secondary examinations, Kerala, the candidate shall have taken a minimum of five subjects including Physics, Chemistry, Biology and English in addition to the Vocational subjects and shall pass the examination in all the subjects individually and shall have obtained a minimum of not less than 45% marks in Physics, Chemistry, Biology, and English, taken together in qualifying the examination.

#### **1. 2. Age limit for admission**

The candidate should have completed 17 years on or before 31st December of the year of admission.

### **2. ENTRANCE/SELECTION EXAM**

Selection of the candidate shall be based on the merit of the entrance examination and personal interview conducted by selection committee appointed by the university.

Note: Candidate seeking admission for B.Sc. Nursing programme who has passed qualifying examination from other than Karnataka PU Board. And obtain eligibility certificate by paying prescribed fee from Shri Dharmasthala Manjunatheshwara University prior to seeking admission to this institute.

### **3. DURATION OF THE COURSE**

The duration of certified study for the (Basic)B.Sc. Degree course in Nursing shall extend over a period of four academic years including integrated practice (Internship 24 weeks) The maximum period to complete the course successfully shall not exceed 8 years (double the duration of course).

**Table 1: Details of Subjects and Distribution of Hours per year shall be as follows:**

Vacation	4 Weeks
Examinations	2 weeks
Gazetted holidays	3 weeks
Total weeks available (one year academic)	43 weeks
40 hours per week	1720 hours

### **4. COMMENCEMENT OF THE ACAMEDIC YEAR:**

Commencement of academic year shall be the first working day in the month of September.

### **5. MEDIUM OF INSTRUCTION:**

English shall be the Medium of instruction for all the subjects of study and for examinations of the Bachelor of Science Degree Course in Nursing (Basic).

### **6. RE-ADMISSION AFTER BREAK OF STUDY:**

The regulations for Re-admission are as per the University. Common Regulations for Re-admission after break of study for all courses.

## 2. CURRICULUM

The Curriculum and the syllabus for the course shall be as prescribed in the regulations and subject to modifications by the Standing Academic Board from time to time, by maintaining the minimum requirements prescribed by Indian Nursing Council.

### 2.1 COURSE OF INSTRUCTION

Candidates shall undergo course of Instruction in the following subjects. Details of subjects and distribution of hours of teaching in Theory and Practical from First to Fourth Year are given in the **Tables 2 to 5**. Particulars of clinical training posting are given in **Table 6**.

**Table2: Details of Subjects and Distribution of Hours of Teaching in Theory and Practical's for First Year (Basic) B.Sc. Nursing.**

<b>Subject</b>	<b>Theory Hours (Class and Lab)</b>	<b>Practical / Clinical Hours</b>	<b>Hours</b>
1. English	60		
2. Anatomy	70		
3. Physiology	70		
4. Nutrition	60	20	
5. Biochemistry	45		
6. Nursing Foundations	300	450+200 (Lab Hrs)	
7. Psychology	70		
8. Microbiology	65	25	
9. Introduction to computers	45		
10.Kannada	30		
11. Library Work /Self Study	-		50
12.Co-curricular activities	-		50
<b>Total</b>	1015	495	100
<b>Grand Total Hours =1610</b>			

**Table 3: Details of Subjects and Distribution of Hours of Teaching in Theory and Practical's for Second Year (Basic) B.Sc. Nursing**

Subject	Theory Hours (Class and Lab)	Practical / Clinical Hours	Hours
1. Sociology	60		
2. Pharmacology	60		
3. Pathology	45	10	
4. Genetics	20		
5. Medical-Surgical Nursing (Adult including Geriatrics) - I	270	720	
6. Community Health Nursing-I	110	160	
7. Communication and Educational Technology	60	30	
8. Library Work / Self Study			50
9. Co-curricular activities			50
<b>Total</b>	625	920	100
<b>Grand Total Hours = 1645</b>			

**Table 4: Details of Subjects and Distribution of Hours of Teaching in Theory and Practical's for Third Year (Basic) B.Sc. Nursing.**

Subject	Theory Hours (Class and Lab)	Practical / Clinical Hours	Hours
1. Medical Surgical Nursing (Adult including Geriatrics)-II	180	370	
2. Child Health Nursing	120	320	
3. Mental Health Nursing	120	320	
4. Nursing Research & Statistics	45	*45	
5. Library Work / Self Study			50
6. Co-curricular activities			50
<b>Total</b>	465	1055	100
<b>Grand Total Hours = 1620</b>			

***\*Project work to be carried out during Clinical Training.***

**Table 5: Details of Subjects and Distribution of Hours of Teaching in Theory and Practical's for Fourth Year (Basic) B.Sc. Nursing.**

Subject	Theory Hours (Class and Lab)	Practical / Clinical Hours
1. Midwifery and Obstetrical Nursing	120	180
2. Community Health Nursing – II (MLHP Programme 25 hrs)	100 + 25	135
3. Management of Nursing Services and Education	60	30
<b>Total</b>	<b>305</b>	<b>345</b>
<b>Grand Total Hours = 650</b>		

**Table 6: Details of Subjects and Distribution of Hours for Integrated Nursing Training (INTERNSHIP)**

Subject	Practical (In Hrs.)	In Weeks
1. Midwifery and Obstetrical Nursing	288	6
2. Community Health Nursing – II (MLHP Programme 50 hrs)	120 + 50	4
3. Medical Surgical Nursing (Adult and Geriatric)	432	9
4. Child Health Nursing	144	3
5. Mental Health Nursing	96	2
<b>Total</b>	<b>1130</b>	<b>24</b>
<b>Grand Total Hours = 650 + 1130 = 1780</b>		

**Note:**

1. Internship includes 8 hours of integrated clinical shifts with 2 weeks of evening and night postings.
2. Internship should be carried out as 8 hours per day at 48 hours per week.
3. Students during internship will be supervised by nursing teachers.
4. Students will be eligible to appear in the fourth year final examination only after completion of Internship (24 weeks of posting).



**SECTION III**  
**SCHEME OF EXAMINATIONS**

**3.1 Eligibility to appear for Exams:**

- a) A candidate is required to put in a minimum of **80%** of attendance in theory and **90%** practical's separately in each subject & each academic year to be eligible to appear for university examinations.
- b) If the candidate is lacking attendance in any one of the subject(s) he/she will be detained for the subject(s) in which the candidate lacks attendance but will be permitted to appear for the rest of the subjects in which the candidate is having minimum required percentage of attendance.
- c) A minimum of **50%** of internal assessment marks is mandatory in theory and practical separately in each subject for permitting the candidates to University Examinations.
- d) A candidate must have **100%** attendance in each of the practical areas before award of Degree.

**3.2 Schedule of Regular/Supplementary Exams:**

There shall be two University examinations in each academic year including regular and supplementary examinations for theory and practical. Regular university examinations will be conducted at the end of each academic year and supplementary examinations will be conducted after regular examination once in a year.

**3.3 Scheme of Examination showing Maximum Marks and Minimum Marks:**

**Table 7: Distribution of Subjects and Marks for Internal Assessment and University Examination for First Year B.Sc. Nursing.**

Subject (Theory)	Assessment			
	Hours	Internal Assessment	University Examination	Total
1. Anatomy & Physiology	3	25	75	100
2. Nutrition & Biochemistry	3	25	75	100
3. Nursing Foundations	3	25	75	100
4. Psychology	3	25	75	100
5. Microbiology	3	25	75	100
6. English*	3	100*	-	100
7. Introduction to Computers*	3	100*	-	100
<b>Practical and Viva-Voce</b>				
Nursing Foundations		100	100	200

**Note: \*The Colleges will conduct the examinations for Introduction to Computers and English with a minimum pass of 50% and the marks will be sent to the University.**

**Table 8: Distribution of Subjects and Marks for Internal Assessment and University Examination for Second Year B.Sc. Nursing.**

Subject (Theory)	Assessment			
	Hours	Internal Assessment	University Examination	Total
1. Sociology	3	25	75	100
2. Medical Surgical Nursing - I	3	25	75	100
3. Pharmacology Pathology & Genetics	3	25	75	100
4. Community Health Nursing - I	3	25	75	100
5. Communication and Educational Technology	3	25	75	100
<b>Practical and Viva -voce</b>				
Medical Surgical Nursing - I		50	100	150

**Table 9: Distribution of Subjects and Marks for Internal Assessment and University Examination for Third Year B.Sc. Nursing.**

Subject (Theory)	Assessment			
	Hours	Internal Assessment	University Examination	Total
1. Medical-Surgical Nursing - II	3	25	75	100
2. Child Health Nursing	3	25	75	100
3. Mental Health Nursing	3	25	75	100
4. Nursing Research & Statistics	3	25	75	100
<b>Practical and Viva -voce</b>				
1. Medical Surgical Nursing - II		50	100	150
2. Child Health Nursing		50	100	150
3. Mental Health Nursing		50	100	150

**Table 10: Distribution of Subjects and Marks for Internal Assessment and University Examination for Fourth Year B.Sc. Nursing.**

Subject (Theory)	Assessment			
	Hours	Internal Assessment	University Examination	Total
1. Midwifery and Obstetrical Nursing	3	25	75	100
2. Community Health Nursing - II	3	25	75	100
3. Management of Nursing services and Education	3	25	75	100
<b>Practical and Viva -voce</b>				
1. Midwifery and Obstetrical Nursing		50	100	150
2. Community Health Nursing - II		50	100	150

### 3.4 Pattern of question paper

**Table 16: Pattern of question paper and distribution of marks 75 marks will be as follows (applicable for all the single subjects)**

Long Essay	2x10	0 Marks
Short Essay	8x5	40 Marks
MCQs	1x15	15 Marks
<b>Total Marks</b>		<b>75 Marks</b>

**Table 17: Distribution of type of Question Pattern for 75 Marks for First Year BSc Nursing**

Sl. No.	Subject (Theory)	Marks	LE	SE	MCQs	Total
1.	a. Anatomy	37	1x10	4x5	7x1	75
	b. Physiology	38	1x10	4x5	8x1	
2.	a. Nutrition	45	1x10	5x5	10x1	75
	b. Bio-Chemistry	30	1x10	3x5	5x1	
3.	Microbiology	75	2x10	8x5	15x1	75
4.	Psychology	75	2x10	8x5	15x1	75
5.	Nursing Foundations	75	2x10	8x5	15x1	75
6.	*English	100	3x10	8x5	30x1	100
7.	*Introduction to Computer	100	3x10	8x5	30x1	100

**Table 18: Distribution of type of Question Pattern for 75 Marks for Second Year B.Sc. Nursing**

Sl. No.	Subject (Theory)	Marks	LE	SE	MCQs	Total
1.	Sociology	75	2x10	8x5	15x1	75
2.	Medical Surgical Nursing - I	75	2x10	8x5	15x1	75
3.	a. Pharmacology	38	1x10	4x5	8x1	75
	b. Pathology & Genetics	25	1x10	2X5	5x1	
		12	-	2x5	2x1	
4.	Community Health Nursing - I	75	2x10	8x5	15x1	75
5.	Communication and Educational Technology	75	2x10	8x5	15x1	75

**Table 19: Distribution of type of Question Pattern for 75 Marks for Third Year B.Sc. Nursing**

Sl. No.	Subject (Theory)	Marks	LE	SE	MCQs	Total
1.	Medical-Surgical Nursing - II	75	2x10	8x5	15x1	75
2.	Child Health Nursing	75	2x10	8x5	15x1	75
3.	Mental Health Nursing	75	2x10	8x5	15x1	75
4.	Nursing Research & Statistics	50	2x10	4x5	10x1	75
		25	-	4x5	5x1	

**Table 20: Distribution of type of Question Pattern for 75 Marks for Fourth Year B.Sc. Nursing**

Sl. No.	Subject (Theory)	Marks	LE	SE	MCQs	Total
1.	Midwifery and Obstetrical Nursing	75	2x10	8x5	15x1	75
2.	Community Health Nursing-II	75	2x10	8x5	15x1	75
3.	Management of Nursing services and Education	75	2x10	8x5	15x1	75

### 3.5 Criteria for pass

The candidate has to fulfil the following criteria:

- Shall pass in both Internal and University Examination separately
- Shall secure not less than **50%** of maximum marks prescribed for Internal assessment in theory and not less than **50%** of marks prescribed for Internal assessment in practical, separately in each subject and shall secure in each subject not less than **50%** of maximum marks prescribed in the University Examination for theory and not less than **50%** of marks prescribed for practical in the University Examination separately.
- **If any candidate fails either in theory or practical, he/she has to reappear for both (Theory & Practical)**

### 3.6 Declaration of classes: (only in the final year examination)

A candidate having appeared in all the subjects in the same examination and passed that examination in the first attempt and secured marks as shown in below table.

**Table 21.**

<b>Declaration of Classes</b>	<b>Percentage</b>
Distinctions	75% & above
First Class	65% & less than 74%
Pass Class	50% & less than 64%

### 3.7 Carryover of failed subjects:

- A candidate has to **pass in Theory and Practical examinations separately** in each of the subject.
- If a candidate fails in either Theory or Practical examinations, he/she has to **Reappear for both (Theory and Practical)**
- Only **five attempts are allowed in each subject including first attempt.**
- A candidate **failing in more than 3 subjects will not be permitted** for admission to the next subsequent year, and shall **appear for the ensuing examinations in February/August.**
- Candidate is permitted to carry over any **THREE** subjects (failed) to the **2<sup>nd</sup>** and **3<sup>rd</sup>** year.  
However, he/she should clear all three year subjects to be eligible for **4<sup>th</sup>** year.

### 3.8 Award of Internal assessment marks:

The Internal Assessment consists of the following points for evaluation

- A. Theory
- B. Practical

#### A. Theory: 25 marks

The Internal Assessment marks for total of **25** marks, which are to be distributed as follows:

- **Subject Attendance: (5 marks) only for nursing subjects**

**Table 22: Award of marks for subject attendance to each subject Theory/Practical will be as per the range given below**

<b>Attendance</b>	<b>Marks</b>
81% - 84%	01
85% - 88%	02
89% - 92%	03
93% - 96%	04
97% - 100%	05

- **Academic requirement (10 marks)**

Sessional Examination the average of best two.

- **Assignment (10 Marks)**

(For each subject **2 Assignments** are to be given, each for **20 marks** and the average marks scored should be reduced for 10 marks).

**\*100 Marks each for English and Introduction to computer science** which are subsidiary (internal) subjects and Examination will be conducted at the institution level, these marks are not included in the University Marks Card.

#### B. Practical's: 50 marks

- All the requirements indicated in the curriculum should be completed within a stipulated time and should be submitted to the concerned teacher for correction and award of Internal Assessment marks and same should be submitted to the examiners at the time of examination.

- At the end of the academic year, the average marks of the entire requirement should be calculated against the maximum internal assessment marks of individual Practical Subject.
- The students have to submit the duly signed Cumulative record/Log book and file during the University Practical Examination.

i. **Practical requirements (30 marks)**

ii. **Practical exams two, best one will be considered (20)**

### **3.9 Practical examination**

- Maximum number of candidates for practical examination should not exceed 30 per day.

### **3.10 Examiners:**

- One Internal **and** one External **examiner** should jointly conduct practical examination for each student.
- The examiner should possess Masters in Nursing in the concerned subject and minimum of 5 years of collegiate teaching experience.
- However, for Nursing Foundation practical examination, examiner from any specialty subject in Nursing shall be considered.

### **11. Authority to issue transcript:**

The Institution shall be the Authority for issuing Transcript after remitting the prescribed fee.

## SECTION IV

### COURSE DESCRIPTION

### ENGLISH

**Placement: First year**

**Theory: 60 hours**

**Course description:** The course is designed to enable students to enhance ability to comprehend spoken and written English (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.

**Specific objectives:** At the end of the course the students are able to:

- Develop good vocabulary skills or better communication.
- Effectively communicates with patients while rendering care.
- Understands methods of writing and drafting letters in English.
- To plan and write effective nursing process and records.

Unit	Hrs.	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
I	10	<ul style="list-style-type: none"><li>• Speak &amp; write grammatically correct English</li></ul>	<ul style="list-style-type: none"><li>• Review of Grammar</li><li>• Remedial study of grammar</li><li>• Building Vocabulary</li><li>• Lexical sets</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate use of Grammar Dictionary</li><li>• Exercise on use of Grammar</li><li>• Practice in using appropriate expression</li></ul>	<ul style="list-style-type: none"><li>• Objective type</li><li>• Fill in the blanks</li><li>• Paraphrasing</li></ul>
II	4	<ul style="list-style-type: none"><li>• Developing listening skills</li></ul>	<b>Listening Comprehension</b> <ul style="list-style-type: none"><li>• Media, audio, video, speeches</li><li>• Audio versions of text books.</li></ul>	<ul style="list-style-type: none"><li>• Exercise on: Listening to audio, video tapes and identify the key points</li></ul>	<ul style="list-style-type: none"><li>• Assessment of skills based on the checklist.</li></ul>



III	6	<ul style="list-style-type: none"> <li>Developing speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>Spoken English Phonetics, public speaking</li> <li>Oral report</li> <li>Group Discussion</li> <li>Debate</li> <li>Telephonic Conversion</li> </ul>	<ul style="list-style-type: none"> <li>Exercise on: Debating participating in Seminar, Panel, Symposium</li> <li>Telephonic Conversion</li> <li>Conversation in different situations, practice in public speaking</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of skills based on the checklist.</li> </ul>
IV	30	<ul style="list-style-type: none"> <li>Develop Ability to read, understand and express meaningfully, the prescribed text.</li> </ul>	<ul style="list-style-type: none"> <li>Read and comprehend</li> <li>Prescribed course books</li> </ul>	<ul style="list-style-type: none"> <li>Exercise on: Reading Summarizing</li> <li>Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Short Answers</li> <li>Essay type questions.</li> </ul>
V	10	<ul style="list-style-type: none"> <li>Develop writing skills</li> </ul>	<p><b>Various forms of composition</b></p> <ul style="list-style-type: none"> <li>Letter writing</li> <li>Note making &amp; Note takings</li> <li>Precise writings</li> <li>Nurses Notes</li> <li>Anecdotal records</li> <li>Diary writing</li> <li>Reports on health problem</li> <li>Resume/CV</li> </ul>	<ul style="list-style-type: none"> <li>Exercise on: Letter writing</li> <li>Note making &amp; Note taking,</li> <li>Precise writing</li> <li>Nurses Notes</li> <li>Anecdotal records</li> <li>Diary writing</li> <li>Reports on health</li> <li>Problem Resume /CV</li> <li>Notices, Agenda, minutes, telegram, essays,</li> <li>Discussion on</li> <li>Written reports/ documents</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of skills based on the checklist.</li> </ul>

### Evaluation Scheme:

Subject	Hours	Internal Assessment	Total
*English	3 Hrs.	100 (College level qualifying exam, minimum passing Marks 40%)	100

**\* College level qualifying exam to appear in University Examination, minimum passing Marks 40%.**

### SUGGESTED READING:

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

## ANATOMY

**Placement – First year**

**Time: Theory – 70 Hours**

**Course Description:**

The course is designed to enable students to acquire knowledge of the normal structure of various human body systems and understand the alterations in anatomical structures in disease and practice of nursing.

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

- Describe the general structure and functions of the body as a whole.
- Describe the general and microscopic structure and functions of each system of the body.
- Explain the macroscopic and microscopic structure and functions of each organs of the body.
- Understand the effects of alterations in structures and functions of as whole.
- Apply the knowledge of anatomy and physiology in the practice of nursing.

Unit	Hrs	Learning Objectives	Content	Teaching learning activities	Assessment Methods
I	5	<ul style="list-style-type: none"> <li>• Describe the anatomical terms, Organization of human body and structure of cell, tissues, membranes and glands.</li> </ul>	<p><b>Introduction to Anatomical terms organization of the human body</b></p> <ul style="list-style-type: none"> <li>• Human Cell structure</li> <li>• Tissues – Definition, Types, characteristics, classification, location, functions &amp; formation.</li> <li>• Members and glands – classification and structure</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, microscopic slides, Skeleton &amp; torso</li> <li>• Demonstrate cells, types of tissues membranes and glands</li> <li>• Record book</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>

II	6	<ul style="list-style-type: none"> <li>Describe the Structure &amp; function of bones and joints</li> </ul>	<b>The Skeletal System</b> <ul style="list-style-type: none"> <li>Bones – types, structure, Axial &amp; Appendicular Skeleton,</li> <li>Bone formation and growth</li> <li>Description of bones</li> <li>Joints classification and structure</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using charts, skeleton, loose bones and joints</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short Essay</li> <li>MCQs</li> </ul>
III	9	<ul style="list-style-type: none"> <li>Describe the Structure and function of muscles</li> </ul>	<b>The Muscular System</b> <ul style="list-style-type: none"> <li>Types, structure of muscles</li> <li>Muscle groups</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using chart, models and films</li> <li>Demonstrate muscular movements</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Long Essay</li> <li>Short Essay</li> <li>MCQs</li> </ul>
IV	6	<ul style="list-style-type: none"> <li>Describe the structure &amp; function of nervous system</li> </ul>	<b>The nervous System</b> <ul style="list-style-type: none"> <li>Structure of neurology &amp; neurons</li> <li>Somatic Nervous system</li> <li>Structure of brain, spinal chord, cranial nerves, spinal nerves, peripheral nerves</li> <li>Autonomic Nervous System–</li> <li>Sympathetic, parasympathetic</li> <li>Structure, location</li> <li>Alterations in disease</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using models, charts, slides, specimens</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short Essay</li> <li>MCQs</li> </ul>

			<ul style="list-style-type: none"> <li>• Applications and implications in nursing</li> </ul>		
V	9	<ul style="list-style-type: none"> <li>• Explain the Structure &amp; functions of sensory organs</li> </ul>	<p>The Sensory Organs</p> <ul style="list-style-type: none"> <li>• Structure of skin, eye, ear, nose tongue, (Auditory and olfactory apparatus)</li> <li>• Alterations in disease.</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using models, charts, slides, specimens</li> <li>• Record book</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essays</li> <li>• MCQs</li> </ul>
VI	6	<ul style="list-style-type: none"> <li>• Describe the structure &amp; function of circulatory and lymphatic system</li> </ul>	<p><b>Circulatory and lymphatic system</b></p> <p><b>The Circulatory System</b></p> <ul style="list-style-type: none"> <li>• Blood – Microsoft structure</li> <li>• Structure of Heart</li> <li>• Structure of blood vessels - Arterial &amp; Venous System</li> <li>• Circulation: Systemic, pulmonary, coronary</li> </ul> <p><b>Lymphatic System</b></p> <ul style="list-style-type: none"> <li>• Lymphatic vessels &amp; lymph</li> <li>• Lymphatic tissues <ul style="list-style-type: none"> <li>➢ Thymus gland</li> <li>➢ Lymph nodes</li> <li>➢ Spleen</li> <li>➢ Lymphatic tissues</li> </ul> </li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using models, charts, slides, specimens</li> <li>• Record book</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>
VII	7	<ul style="list-style-type: none"> <li>• Describe the structure &amp; functions of</li> </ul>	<p><b>The Respiratory System</b></p> <ul style="list-style-type: none"> <li>• Structure of the organs of respiration</li> <li>• Muscles of respiration:</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using models, charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>

		respiratory system	Intercostal and Diaphragm <ul style="list-style-type: none"> <li>• Alterations in disease</li> <li>• Applications and implications in nursing.</li> </ul>	slides, specimens <ul style="list-style-type: none"> <li>• Record book</li> </ul>	
VIII	7	<ul style="list-style-type: none"> <li>• Describe the structure &amp; functions of digestive system.</li> </ul>	<b>The Digestive System</b> <ul style="list-style-type: none"> <li>• Structure of Alimentary tract and accessory organs of digestion</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using models, charts slides, specimens</li> <li>• Record book</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>
IX	5	<ul style="list-style-type: none"> <li>• Describe the structure &amp; functions of excretory system</li> </ul>	<b>The Excretory system (Urinary)</b> <ul style="list-style-type: none"> <li>• Structure of organs of urinary</li> <li>• System: Kidney, Ureters, urinary, bladder, urethra, structure of skin</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using models, charts slides, specimens</li> <li>• Record book</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
X	6	<ul style="list-style-type: none"> <li>• Describe the structure &amp; functions of endocrine system</li> </ul>	<b>The Endocrine system</b> <ul style="list-style-type: none"> <li>• Structure of Pituitary, Pancreas, thyroid, Parathyroid, thymus and adrenal glands</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using models, charts slides, specimens</li> <li>• Record book</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
XI	5	<ul style="list-style-type: none"> <li>• Describe the structure &amp; functions of</li> </ul>	<b>The Reproductive system including breast</b> <ul style="list-style-type: none"> <li>• Structure of female reproductive organs</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>

	reproductive system	<ul style="list-style-type: none"> <li>• Structure of male reproductive organs</li> <li>• Structure of breast</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Record book</li> </ul>	models, charts slides, specimens	
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### Internal Assessment:

Theory: Best out of two tests average	15 Marks
Assignment (Writing Journal)	10 Marks
Total	25 Marks

### GUIDELINES FOR JOURNAL

Sl. No.	Topics
1	Abdominal Region
2	The Cell
3	The Tissues–Epithelial, muscular ,nervous and connective
4	Bones of Appendicular skeleton–Scapula, humerus, radius ,ulna
5	Bones of the axial skeleton–Hip, Femur, ankle and foot
6	The Joints
7	Principal Muscles–Deltoid,Biceps,triceps,respiratory,abdominalandgluteal
8	Respiratory System–Trachea –bronchial tree, lungs
9	Digestive System–Stomach, Biliary tract, Pancreas, Liver (microscopic) Large intestine.
10	Circulatory System–Structure of heart, aorta and its branches.
11	Urinary System–gross and microscopic structure of kidney, KUB
12	Reproductive Male–testes with spermatic cord Female–uterus and its support
13	Endocrine system–Pituitary gland
14	Nervous system– Brain, ventricles, are as of cerebrum
15	Sense organs–Skin, Eye, Ear.

## EVALUATION CRITERIA FOR JOURNAL: 25marks

Sl. No.	Item	Maximum Mark	Marks allotted
1	Description <ul style="list-style-type: none"> <li>• Organization</li> <li>• Adequacy of content</li> <li>• Related</li> </ul>	4 } 5 } 12 3 }	
2	Illustration <ul style="list-style-type: none"> <li>• Adequacy</li> <li>• Neatness</li> <li>• Presentation</li> </ul>	4 } 4 } 13 5 }	
		25	

## SUGGESTED READING (ANATOMY & PHYSIOLOGY)

1. Waugh, Anne (2003), "Ross & Wilson's Anatomy & Physiology in health & illness" 10<sup>th</sup> edition., Churchill Living stone.
2. Anthony & Thibodcon (2000), "Anatomy & Physiology for nurses" 11<sup>th</sup> edition., C.V. Mosby Co., London.
3. Grieg, Rhind, "Riddle's Anatomy & Physiology", 7<sup>th</sup> edition., Churchill Living stone.
4. Singh, I. B. (2005), "Anatomy & Physiology for nurses", 1<sup>st</sup> edition, Jaypee. Tortora, (2003), "Principles of Anatomy & Physiology," 10<sup>th</sup> edition., Wileyinter.
5. Chaurasia, B.D. (2004), "Human Anatomy", 4<sup>th</sup> edition., CBS publishers.
6. Sembulingam, "Essentials of Medical Physiology", 3<sup>rd</sup> Edition 2004 J.P. Publications.
7. T Clenisterand Jean Rosy (1974). "Anatomy and Physiology for Nurses" 2nd Edition, William Hernmarni Medical B K. Ltd.
8. Ganong. F. William, "Review of Medical Physiology", 15<sup>th</sup> Edition, Prentice Hall International Inc., Appleton and Lange.
9. Guytonand Hall, "Text book of Medical Physiology," 9<sup>th</sup> Edition, A Prism Indian Edn. Pvt.Ltd.



## PHYSIOLOGY

### Placement – First Year

**Time: Theory – 70 Hours**

#### Course Description:

The Course is designed to assist the students to acquire knowledge if the normal physiology of various human body systems and understand the alterations in physiology in diseases and practice of nursing.

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

- Describe the general physiological functions of the body as a whole.
- Describe the general growth and physiology of each system of the body.
- Explain the physiological functions of each organs of the body.
- Understand the effects of alterations functions of systems as whole.
- Apply the knowledge of anatomy and physiology in the practice of nursing

Unit	Hrs.	Learning Objectives	Content	Teaching Learning activities	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>• Describe the physiology of cell, tissues, membranes and glands</li> </ul>	<b>Cell Physiology</b> <ul style="list-style-type: none"> <li>• Tissue formation, repair</li> <li>• Membranes &amp; glands – functions</li> <li>• Alterations in disease</li> <li>• Applications and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
II	4	<ul style="list-style-type: none"> <li>• Describe the bone formation and growth and movements of skeleton system</li> </ul>	<b>Skeletal System</b> <ul style="list-style-type: none"> <li>• Bone formation &amp; Growth</li> <li>• Bones – Functions and movements of bones of axial and appendicular skeleton, bone healing</li> <li>• Joints and joint movement Alterations in disease</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, models and films</li> <li>• Demonstration of joint movements</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>

			<ul style="list-style-type: none"> <li>• Applications and implication in nursing</li> </ul>		
III	4	<ul style="list-style-type: none"> <li>• Describe the muscle movements and tone and demonstrate muscle contraction and tone</li> </ul>	<p><b>Muscular System</b></p> <ul style="list-style-type: none"> <li>• Muscle movements, Muscle tone, Physiology of muscle contraction, levels and maintenance of posture</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, models, slides, specimen and films</li> <li>• Demonstration of muscle movements, tone and contraction</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
IV	8	<ul style="list-style-type: none"> <li>• Describe the physiology of nerve stimulus, reflexes, brain, cranial and spinal nerves</li> <li>• Demonstrate reflex action and stimulus</li> </ul>	<p><b>Nervous System</b></p> <ul style="list-style-type: none"> <li>• Functions of Neuralgia &amp; Neurons Stimulus &amp; nerve-impulse-definitions and mechanism</li> <li>• Functions of brain, spinal cord, cranial and spinal nerves</li> <li>• Cerebrospinal fluid-composition, circulation and function</li> <li>• Reflex arc, Reflex action and reflexes</li> <li>• Automatic functions – <ul style="list-style-type: none"> <li>• Pain: somatic, visceral and referred</li> <li>• Automatic learning and biofeedback</li> </ul> </li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using, Charts, models and films</li> <li>• Demonstrate nerve stimulus, reflex action, reflexes</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>

V	8	<ul style="list-style-type: none"> <li>Describe the physiology of blood and functions of Heart</li> <li>Demonstrate blood cell count, coagulation, grouping Hb: BP and Pulse monitoring</li> </ul>	<b>Circulatory System</b> <ul style="list-style-type: none"> <li>Blood formation, composition, blood groups, blood coagulation</li> <li>Haemoglobin: Structure, Synthesis and breakdown, Variation of molecules, estimation</li> <li>Functions of Heart, Conduction, Cardiac cycle, circulation- Principles, Control, factors influencing BP and Pulse</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using charts, films</li> <li>Demonstration of</li> <li>Blood cell count, coagulation, grouping, Haemoglobin estimation, Heart conduction system.</li> <li>Measurement of pulse, BP</li> </ul>	<ul style="list-style-type: none"> <li>Long Essay</li> <li>Short Essay</li> <li>MCQs</li> </ul>
VI	8	<ul style="list-style-type: none"> <li>Describe the physiology and mechanisms of respiration</li> <li>Demonstrates spirometry</li> </ul>	<b>The Respiratory System</b> <ul style="list-style-type: none"> <li>Functions of respiratory organs</li> <li>Physiology of respiration</li> <li>Pulmonary ventilation, Volume</li> <li>Mechanics of respiration</li> <li>Gaseous exchange in lungs</li> <li>Carriage of oxygen &amp; carbondioxide</li> <li>Exchange of gases in tissues</li> <li>Regulation of respiration,</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts, films</li> <li>Demonstration of spirometry</li> </ul>	<ul style="list-style-type: none"> <li>Long Essay</li> <li>Short Essay</li> <li>MCQs</li> </ul>

VII	8	<ul style="list-style-type: none"> <li>Describe the Physiology of digestive system</li> <li>Demonstrates BMR</li> </ul>	<b>The Digestive System</b> <ul style="list-style-type: none"> <li>Functions of organs of digestive tract.</li> <li>Movements of alimentary tract, Digestion in mouth, stomach, small intestines, Large intestines, Absorption of food. Functions of liver, gall bladder and pancreas</li> <li>Metabolism of carbohydrates, protein and fat</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts, films</li> </ul>	<ul style="list-style-type: none"> <li>Long Essay</li> <li>Short Essay</li> <li>MCQs</li> </ul>
VIII	6	<ul style="list-style-type: none"> <li>Describe the Physiology of excretory system</li> </ul>	<b>The Excretory System</b> <ul style="list-style-type: none"> <li>Functions of kidneys, ureters, urinary bladder &amp; urethra</li> <li>Composition of urine</li> <li>Mechanism of urine formation</li> <li>Functions of skin</li> <li>Regulation of body temperature</li> <li>Fluid and electrolyte balance</li> <li>Alterations in disease</li> <li>Applications and implications in nursing.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts, films</li> </ul>	<ul style="list-style-type: none"> <li>Short Essay</li> <li>MCQs</li> </ul>
IX	5	<ul style="list-style-type: none"> <li>Describe the physiology of sensory organs</li> </ul>	<b>The Sensory Organs</b> <ul style="list-style-type: none"> <li>Functions of skin, eye, ear, nose, tongue,</li> <li>Alterations in disease</li> <li>Applications and implications in nursing.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts, films</li> </ul>	<ul style="list-style-type: none"> <li>Short Essay</li> <li>MCQs</li> </ul>
X	5	<ul style="list-style-type: none"> <li>Describe the physiology of</li> </ul>	<b>The Endocrine Glands</b> <ul style="list-style-type: none"> <li>Functions of Pituitary,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short Essay</li> </ul>

		endocrine glands	<p>pineal body, thymus, Thyroid, parathyroid, pancreas, Suprarenal, Placenta and ovaries &amp; Testes</p> <ul style="list-style-type: none"> <li>• Alterations in disease</li> <li>• Applications and implications in nursing.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain using Charts, films</li> <li>• Demonstration of BMR</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> </ul>
XI	5	<ul style="list-style-type: none"> <li>• Describe the physiology of male and female reproductive system</li> </ul>	<p><b>The Reproductive System</b></p> <ul style="list-style-type: none"> <li>• Reproduction of cells – DNA, Mitosis, Meiosis, Spermatogenesis, Oogenesis.</li> <li>• Functions of female reproductive organs; Functions breast, Female sexual cycle.</li> <li>• Introduction to embryology</li> <li>• Functions of male reproductive organs, Male function in reproduction, Male fertility system</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, films models, specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
XII	5	Describe the Physiology of Lymphatic and Immunological System	<p><b>Lymphatic &amp; Immunological System</b></p> <ul style="list-style-type: none"> <li>• Circulation of lymph</li> <li>• Immunity <ul style="list-style-type: none"> <li>• Formation of T-cells and B cells</li> <li>• Types of Immune response</li> <li>• Antigens</li> <li>• Cytokines</li> <li>• Antibodies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, films models, specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>

### Internal Assessment:

Theory: Best out of two tests average	15 Marks
Assignment (Writing Journal)	10 Marks
Total	25 Marks

### GUIDELINES FOR JOURNAL

Sl. No.	Topic
1	Properties of cardiac and skeletal Muscles
2	Reflex arc
3	Blood–Bleeding time, clotting time, Hb estimation, Blood Group, RBC, WBC
4	Heart Sound
5	Cardiac Cycle
6	Action Potentials, ECG
7	Spirometry
8	BMR
9	Menstrual Cycle
10	Cranial Nerves

## EVALUATION CRITERIA FOR JOURNAL: 25 Marks

Sl. No.	Item	Maximum Mark	Marks allotted
1	Description <ul style="list-style-type: none"> <li>• Organization</li> <li>• Adequacy of content</li> <li>• Related</li> </ul>	4	
		5	
		3	
		} 12	
2	Illustration <ul style="list-style-type: none"> <li>• Adequacy</li> <li>• Neatness</li> <li>• Presentation</li> </ul>	4	
		4	
		5	
		} 13	
		25	

## SUGGESTED READING (ANATOMY & PHYSIOLOGY)

1. Waugh, Anne (2003), "Ross & Wilson's Anatomy & Physiology in health & illness" 10<sup>th</sup> edition., Churchill Living stone.
2. Anthony & Thibodcon (2000), "Anatomy & Physiology for nurses" 11<sup>th</sup> edition., C.V. Mosby Co., London.
3. Grieg, Rhind, "Riddle's Anatomy & Physiology", 7<sup>th</sup> edition., Churchill Living stone.
4. Singh, I. B. (2005), "Anatomy & Physiology for nurses", 1<sup>st</sup> edition., Jaypee.
5. Tortora, (2003), "Principles of Anatomy & Physiology," 10<sup>th</sup> edition., Wileyinter.
6. Chaurasia, B.D. (2004), "Human Anatomy", 4<sup>th</sup> edition., CBS publishers.
7. Sembulingam, "Essentials of Medical Physiology," 3<sup>rd</sup> Edition 2004 J. P. Publications.
8. T Clenisterand Jean Rosy (1974). "Anatomy and Physiology for Nurses" 2<sup>nd</sup> Edition, William Hernmarni Medical B K. Ltd.
9. Ganong. F. William, "Review of Medical Physiology", 15<sup>th</sup> Edition, Prentice Hall International Inc., Appleton and Lange.
10. Guytonand Hall, "Text book of Medical Physiology," 9<sup>th</sup> Edition, A Prism Indian Edn. Pvt. Ltd.

## NUTRITION

**Placement: First year Time: Theory 60 Hrs. Practical 20 Hrs.**

**Course Description:** The course is designed to assist the students to acquire knowledge of basic nutrition, importance of nutrients, nutritional status assessment, balanced diet, meal planning and planning the therapeutic diets for different disease conditions.

**Specific Objectives:** At the end of the course the students will be able to

- Understand Basic Food Groups and their importance
- Plan balanced diet for individuals and groups
- Understand different types of nutrients, their importance, sources, functions & deficiencies
- Plan meals for all the age groups
- Plan therapeutic diets for all the disease conditions
- Explain methods of effective cooking and food preservation
- Apply the principles of food preparation in the practical field effectively

Unit	Hrs.	Learning Objectives	Content	Teaching Learning activities	Assessment Methods
1	6	<ul style="list-style-type: none"> <li>• Describe the relationship between nutrition &amp; Health.</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Nutrition: History, Concepts</li> <li>• Role of nutrition in maintaining health</li> <li>• Nutritional problems in India</li> <li>• National nutritional policy</li> <li>• Factors affecting food &amp; nutrition: socio-economic cultural, tradition, production, system of distribution, lifestyle &amp; food habits</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explaining using charts</li> <li>• Panel Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>



			etc <ul style="list-style-type: none"> <li>• Role of food &amp; its medicinal value</li> <li>• Classification of foods</li> <li>• Food standards</li> <li>• Elements of nutrition: macro and micro</li> <li>• Calorie, BMR</li> </ul>		
II	6	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates	<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Caloric value</li> <li>• Recommended daily allowances</li> <li>• Dietary sources</li> <li>• Functions</li> <li>• Digestion, absorption and storage, metabolism of carbohydrates</li> <li>• Malnutrition: Deficiencies and Over consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
III	6	Describe the classification, functions, sources and recommended daily allowances (RDA) of Fats.	<b>Fats</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Caloric value</li> <li>• Recommended daily allowances</li> <li>• Dietary sources</li> <li>• Functions</li> <li>• Digestion, absorption and storage metabolism</li> <li>• Deficiencies and Overconsumption</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• MCQs</li> </ul>

IV	6	Describe the classification, functions, sources and Recommended daily allowances (RDA) of Proteins.	<b>Proteins</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Caloric value</li> <li>• Recommended daily allowances</li> <li>• Dietary sources.</li> <li>• Functions</li> <li>• Digestion, absorption and storage, metabolism of carbohydrates</li> <li>• Malnutrition: Deficiencies and Over consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• MCQs</li> </ul>
V	6	Describe the classification, functions, sources and Recommended daily allowances (RDA) of Energy.	<b>Energy</b> <ul style="list-style-type: none"> <li>• Unit of Energy – Kcal</li> <li>• Energy requirements of different categories of people.</li> <li>• Measurements of energy</li> <li>• Body Mass Index (BMI) and basic metabolism</li> <li>• Basal Metabolic Rate (BMR)– determination and factors affecting</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explaining using charts</li> <li>• Exercise Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
VI	6	Describe the classification, functions, sources and Recommended daily allowances (RDA) of Vitamins.	<b>Vitamins</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Recommended daily allowances</li> <li>• Dietary sources.</li> <li>• Functions</li> <li>• Absorption, synthesis, metabolism storage &amp; excretion</li> <li>• Deficiencies</li> <li>• Hyper Vitaminosis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>

VII	6	Describe the classification, functions, sources and Recommended daily allowances (RDA) of Minerals.	<b>Minerals</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Recommended daily allowances</li> <li>• Dietary sources.</li> <li>• Functions</li> <li>• Absorption, synthesis, metabolism storage &amp; excretion</li> <li>• Deficiencies</li> <li>• Overconsumption and toxicity</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
VIII	6	Describe the sources, functions and requirements of water & electrolytes	<b>Water &amp; Electrolytes</b> <ul style="list-style-type: none"> <li>• Water :Daily requirements, regulation of water metabolism, distribution of body water,</li> <li>• Electrolytes: Types, sources, composition of body fluids.</li> <li>• Maintenance of fluid&amp; Electrolyte balance</li> <li>• Over hydration, dehydration and water intoxication</li> <li>• Electrolyte imbalances</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• MCQs</li> </ul>
IX	15	Describe the Cookery rules and preservation of nutrients Prepare & serve simple beverages & different	<b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>• Principles, methods of cooking and serving <ul style="list-style-type: none"> <li>• Preservation of nutrients</li> </ul> </li> <li>• Safe food handling toxicity</li> <li>• Storage of food</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration Practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul> <p>Assessment practice sessions</p>

		types of foods	<ul style="list-style-type: none"> <li>• Food preservation, food additives and its principles</li> <li>• Prevention of food adulteration Act (PFA)</li> <li>• Food standards</li> <li>• Prevention of simple beverages</li> </ul>		
X	12	Describe and plan balanced diet for different Categories of people	<p><b>Balance diet</b></p> <ul style="list-style-type: none"> <li>• Elements</li> <li>• Food groups</li> <li>• Recommended Daily Allowance</li> <li>• Nutritive value of foods</li> <li>• Calculation of balanced diet for different categories of people</li> <li>• Factors influencing food selection, marketing and budgeting for various cultural and socioeconomic group</li> <li>• Planning menu</li> <li>• Introduction to therapeutic diets: Naturopathy-Diet</li> <li>• Demonstration: Fluid diet, Egg flip, Soup, barley water, whey water</li> <li>• Soft diet: Custard, Caramel, jelly and kanji</li> <li>• Semi solid diet: Khichadi, mashed potatoes and kheer</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explaining using charts</li> <li>• Practice session Meal Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul> <p>Exercise on menu planning</p>

XI	5	Describe various national programs related to nutrition Describe the role of nurse in assessment of nutritional status and nutrition education	<b>Role of nurse in Nutritional Programmes</b> <ul style="list-style-type: none"> <li>• National programmes related to nutrition</li> <li>• Vitamin A deficiency programme</li> <li>• National iodine deficiency disorders (IDD) programme</li> <li>• Mid-Day meal programme</li> <li>• Integrated child development scheme (ICDS)</li> <li>• National and International agencies working towards food/nutrition</li> <li>• NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology &amp; research institute) etc.</li> <li>• Assessment of nutritional status</li> <li>• Nutrition education and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explaining with Slide/film shows</li> </ul> <p>Demonstration of Assessment of nutritional status</p>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>
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Internal Assessment:

Theory: Best out of two tests average	15 Marks
Assignment (Writing Journal)	10 Marks
<b>Total</b>	<b>25 Marks</b>

**Record Book:** Students should maintain a practical record book which includes the following

Sl. No.	Title
1	All the Kitchen Utensils & Equipment's with label
2	Household measurements of all food ingredients
3	Preparation of Balanced diet
4	Preparation of all Therapeutic diets
5	Calculation of nutritive value of all the prepared diets

**SUGGESTED READINGS:**

1. Shubhangi Joshi, Nutrition and Dietetics 2<sup>nd</sup> edition, Tata Mc Graw – Hill publishing company Limited, New Delhi, 2002.
2. Dr. M. Swaminathan, Hand book of Food and Nutrition, The Bangalore Printing and publishing Co. Ltd. (Bangalorepress) 2004.
3. C. Gopalan, B.V. Ramasastry and S. C. Balasubramanian Nutritive value of Indian Foods, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad 1999.
4. Joshi V.D. Handbook of Nutrition and Dietetics Vora medical publications, 1999.
5. Kusum Gupta (L.C. Guple, Abhishek Gupta) Food and Nutrition Facts and Figures, edition Jaypee Brothers Medical Publications (P) Ltd, New Delhi, India 2003.
6. T. K. Indrani, Nursing Manual of Nutrition and Therapeutic Diet, 1<sup>st</sup> edition Jaypee Brothers Medical Publishers (P) Ltd., 2003.

## BIOCHEMISTRY

**Placement: First year**

**Time: Theory- 45 Hrs.**

**Course description:** The Course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing.

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

- Describe the normal biochemical processes in human body
- Understand biochemical changes in illness
- Understand the various sample collection and transport procedures for lab investigations
- Understand simple biochemical tests and interpret the results

Unit	Hrs.	Objectives	Contents	Teaching learning activities	Assessment Methods
I	2	Describe the structure, Composition and functions of Cell & Cell organelles	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Definition, structure, composition And functions of cell and cell organelles</li> </ul>	Didactic lecture	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
II	2	Describe the structure and function of cell membrane and transport mechanism	<b>Structure and functions of Cell membrane</b> <ul style="list-style-type: none"> <li>• Fluid mosaic model</li> <li>• Transport mechanism: Passive, facilitate</li> </ul>	Didactic lecture	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
III	4	Explain the classification and mechanism of actions of enzymes and diagnostically	<ul style="list-style-type: none"> <li>• Definition and Classification of enzymes</li> <li>• Mechanism of enzyme action</li> <li>• Diagnostic enzymology: list all diagnostically important enzymes,</li> </ul>	Didactic lecture/ interactive lecture/ Demonstration	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>

		important enzymes	Myocardial infraction markers, pancreatitis markers		
IV	8	Explain the Chemistry and metabolism of carbohydrates	<ul style="list-style-type: none"> <li>• Definition, classification, derivatives of carbohydrates and their importance</li> <li>• Energy production: Glycolysis, Tricarboxylic acid cycle (TCA), oxidative phosphorylation</li> <li>• Storage: Importance of glycogen metabolism</li> <li>• Regulation of blood glucose Diabetes mellitus: Types, Metabolic changes and complications.</li> <li>• Hypoglycaemia, Glycosuria, Interpretation of serum blood glucose, GTT, glucometer/POCT</li> </ul>	Didactic lecture/ interactive lecture/ Demonstration	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>
V	6	Explain the Chemistry And metabolism of Lipids	<ul style="list-style-type: none"> <li>• Definition, classification and importance of Lipids</li> <li>• Energy production: <math>\beta</math>-oxidation, ketone body metabolism and its clinical significance</li> <li>• Storage: Triglyceride synthesis (in adipose tissue)</li> <li>• Cholesterol and its functions Lipoproteins and their functions</li> <li>• Lipid profile Atherosclerosis Fatty liver (alcoholic liver disease)</li> </ul>	Didactic lecture/ interactive lecture/ Demonstration	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>



VI	5	Explain the Chemistry And metabolism of amino acids and proteins	<ul style="list-style-type: none"> <li>• Definition and classification of amino acids and proteins</li> <li>• Clinical importance of amines and proteins Plasma</li> <li>• Proteins and immunoglobulins</li> <li>• Electrophoresis</li> <li>• Chromatography</li> <li>• Transamination</li> <li>• Urea cycle and its importance</li> <li>• Clinical importance of creatine and creatine, catecholamine's, melanin, serotonin, homocysteine nitric oxide.</li> <li>• Inborn error of metabolism: Phenylketonuria and albinism</li> </ul>	Didactic lecture/ interactive lecture/ Demonstration	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
VII	2	Describe the structures Functions and clinical importance of nucleic acids	<ul style="list-style-type: none"> <li>• Structure and functions of DNA</li> <li>• Structure and functions of RNAs</li> <li>• Clinical importance of uric acid Gout</li> </ul>	Didactic lecture /interactive lecture/ Demonstration	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
VIII	2	Explain the collection, preservation and transport of sample	<ul style="list-style-type: none"> <li>• Sample collection</li> <li>• Sample Preservatives</li> <li>• Sample transport Services of laboratory and laboratory work flow</li> </ul>	Didactic lecture /interactive lecture/ Demonstration	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
IX	2	Explain the functions of Liver and liver function tests	<ul style="list-style-type: none"> <li>• Functions of liver Jaundice</li> <li>• Liver function tests</li> </ul>	Didactic lecture /interactive lecture/ Demonstration	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>

X	2	Explain the functions of Renal system and renal function tests	<ul style="list-style-type: none"> <li>• Functions of renal system</li> <li>• Renal function tests</li> <li>• Renal failure</li> </ul>	Didactic lecture /interactive lecture/ Demonstration	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
XI	2	Explain the Maintenance of blood pH, arterial blood gas analysis and interpretation	<ul style="list-style-type: none"> <li>• Maintenance of blood pH</li> <li>• Analysis of arterial blood gases</li> <li>• Acidosis &amp; Alkalosis</li> </ul>	Didactic lecture /interactive lecture/ Demonstration	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
XII	2	Explain the water and electrolytes balance, interpretation of electrolytes results	<ul style="list-style-type: none"> <li>• Maintenance of water and electrolytes balance.</li> <li>• Analysis of electrolytes and interpretation Hypernatremia, hyponatremia, Hyperkalemia, hypokalemia.</li> </ul>	Didactic lecture /interactive lecture/ Demonstration	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
XIII	2	Explain the clinical Importance of vitamins and minerals	<ul style="list-style-type: none"> <li>• Clinical importance of calcium, phosphorus, vitamin D, parathyroid hormone</li> <li>• Clinical importance of iron, TIBC, ferritin, folic acid, vitamin B12.</li> </ul>	Didactic lecture /interactive lecture/ Demonstration	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
XIV	2	Explain the clinical Importance of hormones	<ul style="list-style-type: none"> <li>• Thyroid profile and its interpretation</li> <li>• Fertility profile and its interpretation</li> <li>• Prostatic profile and its interpretation And new markers</li> </ul>	Didactic lecture /interactive lecture/ Demonstration	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
XV	1	Explain the Tumor Markers	<ul style="list-style-type: none"> <li>• Tumor marker Interpretation of the results</li> </ul>	Didactic lecture /interactive lecture/	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>

				Demonstration	
XVI	1	Explain about biomedical waste management	<ul style="list-style-type: none"> <li>Biomedical waste management</li> </ul>	Didactic lecture /interactive lecture / Demonstration	Short Essay MCQs

### Internal Assessment:

<b>Theory:</b> Best out of two tests average	15 Marks
<b>Assignment</b> (Writing Journal)	10 Marks
<b>Total</b>	<b>25 Marks</b>

### Record Book:

Students should maintain a record book in Biochemistry for sample collection and transport, lab safety and Clinical lab investigations which include the following:

## GUIDELINES FOR JOURNAL

Sl. No.	Topics
1	Sample collection procedure
2	Sample preservatives and sample transport
3	Lab safety
4	Liver function tests
5	Renal function tests
6	Lipid profile
7	Investigations in Diabetes mellitus
8	Thyroid function tests
9	Diagnostic enzymology –MI
10	Biomedical waste disposal

## SUGGESTED READING (RECENT EDITIONS):

1. Chatterjea M.N Textbook of Biochemistry for dental, nursing, pharmacy Students
2. Vasudevan D. M, Sree kumari S. Text book of Biochemistry
3. Dr. S. K. Gupta Biochemistry for Dental students
4. Godkar, Praful B; Godkar, Darshan P. Text book of Medical laboratory technology
5. Tietz, Norbert W. Tietz clinical guide to laboratory tests
6. Marshall, William J, Lapsley, Marta; Day, Andrew. Clinical chemistry
7. Dr. S K Gupta, Dr. Veena Singh Ghalaut, Dr. Anju Jain. Manual of Practical biochemistry for MBBS.

## NURSING FOUNDATIONS

**Placement:** First Year

**Time:** Theory 300 hours

**Practical** - 650 hours (200 lab and 450 clinical)

**Course Description:** This course is designed to help the students to develop an understanding of the philosophy, objectives, theories and process of nursing in various Supervised Clinical settings. It is aimed at helping the students to acquire knowledge, understanding and skills in techniques of nursing and practice them in Supervised Clinical settings.

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

- Describe the concept of health, illness and health care agencies
- Explain concept and scope of nursing
- Understand values, code of ethics and professional conduct for nurses of India
- Communicate effectively with patient, families and team members and maintain effective human relations (projecting professional image)
- Explain the concept, uses, steps of nursing process and documents nursing process
- Describe principles and techniques of monitoring and maintaining vital signs
- Describe purpose and process of health assessment and performs health assessment of each body system
- Describe the principles and techniques for meeting basic, physiological and psychosocial needs of patient
- Enumerate the principles and techniques for infection control and biomedical waste management in Supervised Clinical settings
- Explain the principles, routes, effects of administration of medications
- Describe the pre and post-operative care of patients
- Explain the principles and techniques of wound care
- Describe the principles and techniques of first aid
- Explains the different types of rehabilitation
- Explain the basic concepts of conceptual and theoretical models of nursing
- Explain care of terminally ill patient
- Explain care of patients alterations in body functioning having

Unit	Hrs.	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	10	Describe the concept of health, illness and health care agencies	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Concept of Health: Health &amp; illness continuum</li> <li>• Factors influencing health</li> <li>• Causes and risk factors for developing illness</li> </ul> <p><b>Body defence:</b></p> <ul style="list-style-type: none"> <li>• Immunity and immunization</li> </ul> <p><b>Illness and illness Behaviour</b></p> <ul style="list-style-type: none"> <li>• Impact of illness on patient and family</li> </ul> <p><b>Health Care Services:</b></p> <ul style="list-style-type: none"> <li>• Health Promotion and Prevention, Primary Care, Diagnosis, Treatment, Rehabilitation and Continuing Care</li> <li>• Health care teams</li> </ul> <p><b>Types of health care agencies</b></p> <p><b>Hospitals:</b></p> <ul style="list-style-type: none"> <li>• Types, Organization and Functions</li> <li>• Health Promotion and Levels of Disease Prevention</li> <li>• Primary Health care and its delivery: Role of nurse.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Visit to health care agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQ's</li> </ul>

II	16	<ul style="list-style-type: none"> <li>• Explain concept and scope of nursing</li> <li>• Describe values, code of ethics and professional conduct for nurses of India</li> </ul>	<p><b>Nursing as a profession</b></p> <ul style="list-style-type: none"> <li>• Definition and Characteristics of a profession</li> <li>• Nursing: <ul style="list-style-type: none"> <li>• Definition, Concepts, philosophy, objectives</li> <li>• Characteristics, nature and scope of nursing practice</li> <li>• Functions of nurse</li> <li>• Qualities of a nurse</li> <li>• Categories of nursing Personnel</li> <li>• Nursing as a profession</li> <li>• History of Nursing in India.</li> </ul> </li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Definition, Types, Values Classification and values in professional Nursing Caring &amp; Advocacy</li> </ul> <p><b>Ethics:</b></p> <ul style="list-style-type: none"> <li>• Definition and Ethical Principles</li> <li>• Code of ethics and professional conduct for nurses.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>
III	4	<ul style="list-style-type: none"> <li>• Explain the admission and discharge procedure</li> <li>• Performs admission and discharge procedure</li> </ul>	<p><b>Hospital admission and discharge</b></p> <p><b>Admission to the hospital:</b></p> <ul style="list-style-type: none"> <li>• Unit and its preparation-admission bed</li> <li>• Admission procedure</li> <li>• Special considerations</li> <li>• Medico-legal issues</li> <li>• Roles and Responsibilities of the nurse</li> </ul> <p><b>Discharge from the hospital:</b></p> <ul style="list-style-type: none"> <li>• Types: Planned discharge, LAMA and abscond, Referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> <li>• Lab Practice</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQ's</li> </ul>

			<ul style="list-style-type: none"> <li>and transfers</li> <li>• Discharge Planning</li> <li>• Discharge procedure</li> <li>• Special consideration</li> <li>• Medico-legal issues</li> <li>• Roles and Responsibilities of the nurse</li> <li>• Care of the unit after discharge</li> </ul>		
IV	10	Communicate Effectively with patient, families and team members and maintain effective importance of patient teaching in nursing	<p><b>Communication and Nurse Patient Relationship</b></p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Levels, Elements, Types, Modes, Process, Factors influencing Communication</li> <li>• Methods of effective Communication</li> <li>• Attending skills</li> <li>• Rapport building skills</li> <li>• Empathy skills</li> <li>• Barriers to effective communication</li> </ul> <p><b>Helping Relationship (NPR):</b></p> <ul style="list-style-type: none"> <li>• Dimensions of Helping Relationships,</li> <li>• Phase of a helping relationship</li> </ul> <p><b>Communicating effectively</b></p> <ul style="list-style-type: none"> <li>• With patient, families and team members maintain effective human relations with special reference to communicating with vulnerable group (children, women, physically and mentally challenged and elderly)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Role play and video film on the nurses interacting with the patient</li> <li>• Practice session on patient teaching</li> <li>• Supervised Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>



			<b>Patient Teaching:</b> <ul style="list-style-type: none"> <li>• Importance, Purposes, Process, role of nurse and Integrating teaching in Nursing Process.</li> </ul>		
V	15	<p>Explain the concept, uses, format and steps of nursing process.</p> <p>Documents nursing process as per the format</p>	<b>The Nursing Process</b> <b>Critical Thinking and Nursing Judgment</b> <ul style="list-style-type: none"> <li>• Critical Thinking: Thinking and Learning</li> <li>• Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing</li> </ul> <b>Nursing Process Overview:</b> Application in Practice <ul style="list-style-type: none"> <li>• Nursing process format: INC, current format</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Collection of Data: Types, Sources, Methods</li> <li>• Formulating Nursing Judgment: Data interpretation</li> </ul> <b>Nursing Diagnosis</b> <ul style="list-style-type: none"> <li>• Identification of client Problem</li> <li>• Nursing diagnosis statement</li> <li>• Difference between medical and nursing diagnosis</li> </ul> <b>Planning:</b> <ul style="list-style-type: none"> <li>• Establishing Priorities</li> <li>• Establishing Goals and Expected Outcomes</li> <li>• Selection of interventions : Protocols and standing Orders</li> <li>• Writing the Nursing Care Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> <li>• Exercise</li> <li>• Supervised Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• Long Essay</li> <li>• MCQ's</li> </ul>

			<b>Implementation:</b> <ul style="list-style-type: none"> <li>• Implementing the plan of care</li> <li>• Evaluation</li> <li>• Outcome of care</li> <li>• Review and Modify</li> <li>• Documentation and Reporting</li> </ul>		
VI	10	Describe the purposes, types and techniques of recording and reporting	<b>Documentation and Reporting</b> <ul style="list-style-type: none"> <li>• Documentation : Purposes of Recording and Reporting</li> <li>• Communication within the Health Care Team</li> <li>• Types of records: Ward records,</li> <li>• Medical/nursing records,</li> <li>• Common Record- keeping forms, Computerized documentation</li> </ul> <b>Guidelines for Reporting:</b> <ul style="list-style-type: none"> <li>• Factual Basis, Accuracy, Completeness</li> <li>• Organization, confidentiality</li> <li>• Methods of Recording:</li> <li>• Reporting:</li> <li>• Change of shift reports</li> <li>• Transfer reports, incident Reports</li> <li>• Minimizing legal Liability through effective record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> <li>• Practice Session</li> <li>• Supervised Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQ's</li> </ul>
VII	15	Describe principles and techniques of monitoring and maintaining vital signs	<b>Vital signs</b> <ul style="list-style-type: none"> <li>• Guidelines for taking vital signs :</li> </ul> <b>Body temperature:</b> <ul style="list-style-type: none"> <li>• Physiology, Regulation, Factors affecting body temperature,</li> <li>• Assessment of body temperature: sites, equipments and technique,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> <li>• Practice Session</li> <li>• Supervised Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>

		<p>Monitor and maintain vital signs</p> <ul style="list-style-type: none"> <li>special considerations</li> <li>• Temperature alterations: Hyperthermia, Heatstroke, Hypothermia</li> <li>• Hot and cold applications</li> </ul> <p><b>Pulse:</b></p> <ul style="list-style-type: none"> <li>• Physiology &amp; Regulation, Characteristics of the pulse, Factors affecting pulse</li> <li>• Assessment of the pulse: sites, location, equipments and technique, special considerations</li> <li>• Alterations in pulse:</li> </ul> <p><b>Respiration:</b></p> <ul style="list-style-type: none"> <li>• Physiology and Regulation, Mechanics of breathing</li> <li>• Characteristics of the respiration, Factors affecting respiration</li> <li>• Assessment of respirations: Technique, special Considerations</li> <li>• Alterations in respiration</li> </ul> <p><b>Blood pressure :</b></p> <ul style="list-style-type: none"> <li>• Physiology and Regulation, Characteristics of the blood pressure, Factors affecting blood pressure</li> <li>• Assessment of blood pressure: Sites, equipments and technique, special considerations</li> <li>• Alterations in blood pressure</li> <li>• Recording of vital signs</li> </ul>		
VIII	30	<p>Describe purpose and process of health assessment</p> <p><b>Health Assessment</b></p> <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Process of Health Assessment</li> <li>• Health History</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> </ul>

		Describe the health assessment of each body system  Perform health assessment of each body system	<ul style="list-style-type: none"> <li>• Physical examination :</li> <li>• Methods-Inspection, Palpation, Percussion, Auscultation, Olfaction</li> <li>• Preparation for examination: patient and unit</li> <li>• General assessment</li> <li>• Assessment of each body system</li> <li>• Recording of health assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Practice on stimulator</li> <li>• Supervised Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> </ul>
IX	10	Identify the various machinery, equipment and linen and their care	<p><b>Machinery, Equipment and Linen</b></p> <ul style="list-style-type: none"> <li>• Types: Disposables and reusable- Linen, rubber goods, glass ware, metal, plastics, furniture, machinery</li> <li>• Introduction <ul style="list-style-type: none"> <li>• Indent</li> <li>• Maintenance</li> <li>• Inventory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> </ul>

X	60	<p>Describe the basic, psychological needs of patient</p> <p>Describe the principles and techniques for meeting basic,</p> <p>Physiological and psychosocial needs of patient</p>	<p><b>Meeting needs of patient</b></p> <ul style="list-style-type: none"> <li>• <b>Basic needs</b> (Activities of daily living) <ul style="list-style-type: none"> <li>• Providing safe and clean environment:</li> <li>• Physical-environment: Temperature, Humidity, Noise, Ventilation, light, Odour, pests control</li> <li>Reduction of physical hazards: fire, accidents</li> </ul> </li> <li>• <b>Safety devices:</b> Restraints, side rails, airways, trapeze etc.</li> <li>• Role of nurse in providing safe and clean environment.</li> <li>• <b>Hygiene:-</b> Factors Influencing Hygienic Practice</li> <li>• Hygienic care: Care of the Skin-Bath and pressure points, feet and nail, Oral cavity, Hair Care, Eyes, Ears and Nose</li> <li>Assessment, Principles, Types, Equipments, Procedure, Special Considerations</li> <li>• <b>Patient environment:</b> Room Equipment and linen, making patient beds, Types of beds and bed making</li> <li>• <b>Comfort:</b> Factors influencing Comfort, Comfort devices</li> <li>• <b>Physiological needs:</b> Sleep and Rest, Physiology of sleep, Factors affecting</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> <li>• Practice sessions</li> </ul> <ul style="list-style-type: none"> <li>• Supervised Clinical Practice</li> <li>• Demo</li> <li>• Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>
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			<p>sleep, Promoting Rest &amp; sleep and Sleep Disorders</p> <ul style="list-style-type: none"> <li>• <b>Nutrition</b> : Importance Factors affecting nutritional needs, Assessment of nutritional needs, Meeting Nutritional needs, Principles, equipments,</li> <li>• Procedure and special considerations</li> <li>• Oral, Enteral, Naso/ Orogastric, gastrostomy</li> <li>• Parenteral :</li> <li>• <b>Urinary Examination</b> Review of Physiology of Urine Elimination,</li> <li>• Types and Collection of urine specimen:</li> <li>• Observation, urine testing</li> <li>• Facilitating urine elimination: assessment, types, equipments, procedures and special considerations</li> <li>• Providing urinal/bed pan</li> <li>• Condom drainage Perineal care</li> <li>• Catheterization</li> <li>• Care of urinary Drainage</li> <li>• Care of urinary diversions</li> <li>• Bladder irrigation</li> <li>• <b>Bowel Elimination:</b></li> <li>• Review of Physiology of</li> <li>• Bowel Elimination, Composition and characteristics of faeces</li> <li>• Factors affecting Bowel elimination</li> <li>• Alteration in Bowel Elimination</li> </ul>	<ul style="list-style-type: none"> <li>• Supervised Clinical Practice</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Types and Collection of specimen of faeces:</li> <li>• Observation</li> <li>• Facilitating bowel elimination: assessment, equipments, procedures and special considerations</li> <li>• Passing of Flatus tube</li> <li>• Enemas</li> <li>• Suppository</li> <li>• Sitz bath</li> <li>• Bowel wash</li> <li>• Care of Ostomies</li> <li>• <b>Mobility and Immobility:</b></li> <li>• Principles of Body Mechanics</li> <li>• Maintenance of normal body Alignment and mobility</li> <li>• Factors affecting body</li> <li>• Alignment and mobility</li> <li>• Hazards associated with immobility</li> <li>• Alteration In body</li> <li>• Alignment and mobility</li> <li>• Nursing interventions for impaired</li> <li>• Body Alignment and</li> <li>• Mobility: assessment, types, devices used, method and special considerations, rehabilitation aspects</li> <li>• Range of motion exercises</li> <li>• Maintaining body alignment:</li> <li>• Positions, Moving, Lifting, Transferring, Walking &amp; Restraints.</li> <li>• <b>Oxygenation:</b></li> <li>• Review of Cardiovascular</li> </ul>	<ul style="list-style-type: none"> <li>• Demo</li> <li>• Practice Sessions</li> <li>• Supervised Clinical Practice</li> </ul>
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		<p>and respiratory Physiology</p> <ul style="list-style-type: none"> <li>• Factors Affecting Oxygenation</li> <li>• Alterations in oxygenation</li> <li>• Nursing interventions in oxygenation :</li> <li>• Assessment, types, equipment used, procedure and special considerations</li> <li>• Maintenance of patent airway</li> <li>• Oxygen administration</li> <li>• Suction</li> <li>• Chest physiotherapy and postural drainage</li> <li>• Pulse oximetry</li> <li>• CPR-Basic life Support,</li> <li>• <b>Fluid, Electrolyte, and Acid – Base Balances</b></li> <li>• Review of Physiological regulation of Fluid, Electrolyte, and Acid-Base Balances</li> <li>• Factors Affecting Fluid, Electrolyte, and Acid-Base Balances</li> <li>• Alterations in Fluid, Electrolyte and Acid- Base Balances Nursing interventions in Fluid, Electrolyte and Acid Base Imbalances :</li> <li>• Assessment, types, equipment, procedure and special considerations</li> <li>• Measurement fluid intake and output Correcting Fluid Electrolyte Imbalance:</li> <li>• Replacement of fluids:</li> </ul>	<ul style="list-style-type: none"> <li>• Demo</li> <li>• Practice Sessions</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Oral and Parenteral-Venipuncture, regulating IV flow rates, changing IV solutions and tubing, changing IV dressing,</li> <li>• Administering Blood transfusion</li> <li>• Restriction of fluids</li> <li>• <b>Psychosocial Needs:</b></li> <li>• Concepts of Cultural Diversity, Stress and Adaptation, Self-concept, Sexuality, Spiritual Health, coping with loss, death and grieving</li> <li>• Assessment of psychosocial needs</li> <li>• Nursing intervention for psychosocial needs:</li> <li>• Assist with coping and adaptation</li> <li>• Creating therapeutic environment</li> <li>• Recreational and diversional therapies</li> </ul>	<ul style="list-style-type: none"> <li>• Demo</li> <li>• Practice Sessions</li> <li>• Supervised Clinical Practice</li> </ul>	
XI	15	Describe principles and techniques for infection control and biomedical waste management in Supervised Clinical settings	<p><b>Infection control in Clinical Settings</b></p> <ul style="list-style-type: none"> <li>• <b>Infection control:</b> <ul style="list-style-type: none"> <li>• Nature of infection</li> <li>• Chain of infection transmission</li> <li>• Defences against infection: Natural and acquired</li> <li>• Hospital acquired infection (Nosocomial infection)</li> </ul> </li> <li>• <b>Concept of Asepsis:</b> <ul style="list-style-type: none"> <li>• Medical asepsis, and Surgical asepsis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> <li>• Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>

			<ul style="list-style-type: none"> <li>• Isolation precautions (Barrier nursing):</li> <li>• Hand washing: simple, hand antiseptics and surgical antiseptics (scrub)</li> <li>• Isolation: source and protective</li> <li>• Personal protective equipments: types, uses and technique of wearing and removing</li> <li>• Decontamination of equipment and unit</li> <li>• Transportation of infected patients</li> <li>• Standard safety precautions (Universal precautions)</li> <li>• Transmission based precautions</li> <li>• <b>Biomedical waste management :</b> <ul style="list-style-type: none"> <li>• Importance</li> <li>• Types of hospital waste</li> <li>• Hazards associated with hospital waste</li> <li>• Decontamination of</li> <li>• Hospital waste</li> <li>• Segregation and</li> <li>• Transportation and disposal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Supervised Clinical practice</li> </ul>	
XII	40	Explain the principles, routes, effects of administration of medications	<b>Administration of Medications</b> <ul style="list-style-type: none"> <li>• General Principles/ Considerations <ul style="list-style-type: none"> <li>• Purposes of Medication</li> <li>• Principles: 5 rights, Special Considerations, Prescriptions, Safety in Administering Medications and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>

		<p>Calculate conversions of drugs and dosages within and between systems of measurements</p> <p>Administer drugs by the following routes- oral, Intra dermal, Subcutaneous, Intramuscular, Intra Venous topical, inhalation</p>	<p>Medication Error</p> <ul style="list-style-type: none"> <li>• Drugs forms</li> <li>• Routes of administration</li> <li>• Storage and maintenance of drugs and Nurses responsibility</li> <li>• Broad classification of drugs</li> <li>• Therapeutic Effect, Side Effects, Toxic Effects, Idiosyncratic Reactions, Allergic Reactions, Drug Tolerance, Drug Interactions,</li> <li>• Factors influencing drug</li> <li>• Actions,</li> <li>• Systems of Drug Measurement: Metric System, Apothecary System, Household Measurements, Solutions.</li> <li>• Converting Measurements units: Conversions within one system, Conversion between systems, Dosage Calculation,</li> <li>• Terminologies and abbreviations used in prescriptions of medications</li> <li>• <b>Oral Drugs Administration:</b> Oral, Sublingual and Buccal Equipment, procedure</li> <li>• <b>Parenteral :</b> <ul style="list-style-type: none"> <li>• General principles:</li> <li>• Decontamination and disposal of syringes and needles</li> <li>• Types of parenteral therapies</li> <li>• Types of syringes, needles,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demo</li> <li>• Practice Session</li> <li>• Supervised Clinical practice</li> </ul>	
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			<ul style="list-style-type: none"> <li>cannula, and infusion sets</li> <li>• Protection from Needle stick Injuries: Giving Medications with a safety syringes</li> <li>• Routes of parenteral therapies</li> <li>• Intradermal: purpose, site, equipment, procedure, special considerations.</li> <li>• Subcutaneous: purpose, site, equipment, procedure, special considerations</li> <li>• Intramuscular: purpose, site, equipment, procedure, special considerations</li> <li>• Intra Venous: purpose,</li> <li>• site, equipment, procedure, special considerations</li> <li>• Advanced techniques: Epidural, intrathecal, intraosseous, intraperitoneal, intraplural, intra arterial</li> <li>• Role of nurse</li> <li>• <b>Topical Administration :</b> <ul style="list-style-type: none"> <li>• Purposes, site, equipment, procedure, special considerations for Application to Skin</li> <li>Application to mucous membrane</li> <li>• Direct application of liquids-Gargle and swabbing the throat</li> <li>• Insertion of Drug into body cavity: <ul style="list-style-type: none"> <li>• Suppository/ medicated packing in rectum/vagina</li> <li>• Institutions: Ear, Eye,</li> </ul> </li> </ul> </li> </ul>	
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			<p>Nasal, Bladder, and Rectal</p> <ul style="list-style-type: none"> <li>• Irrigations: Eye, Ear, Bladder, Vaginal and Rectal</li> <li>• Spraying: Nose and throat</li> <li>• <b>Inhalation:</b> Nasal, oral, Endotracheal/tracheal (steam, oxygen and medications) - Purposes, types, equipment, procedure, special consideration</li> <li>• Recording and reporting of medication administered</li> </ul>		
XIII	15	<p>Describe the pre and post-operative care of patients</p> <p>Explain the process of wound healing</p> <p>Explain the principles and techniques of wound care</p>	<p><b>Meeting needs of Perioperative patients</b></p> <ul style="list-style-type: none"> <li>• Definition and concept of Perioperative Nursing</li> <li>• <b>Preoperative Phase:</b> <ul style="list-style-type: none"> <li>• Preparation of patient for surgery</li> </ul> </li> <li>• <b>Intraoperative Phase:</b> <ul style="list-style-type: none"> <li>• Operation theatre Set up and environment</li> <li>• Role of nurse</li> </ul> </li> <li>• <b>Postoperative Phase:</b> <ul style="list-style-type: none"> <li>• Recovery unit</li> <li>• Post-operative unit</li> <li>• Post-operative care,</li> </ul> </li> <li>• <b>Wounds:</b> <ul style="list-style-type: none"> <li>• Types, Classifications, wound Healing Process, Factors affecting Wound, Complications of Wound Healing</li> </ul> </li> <li>• <b>Surgical Asepsis:</b> <ul style="list-style-type: none"> <li>• Care of the wound: Types, equipments, procedure and special consideration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> <li>• Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>

		Perform care of wounds	<ul style="list-style-type: none"> <li>• Dressings, Suture Care,</li> <li>• Care of Drainage.</li> <li>• Application of Bandages, Binders, Splints &amp; Slings.</li> <li>• Heat and Cold Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Supervised Clinical practice</li> </ul>	
XIV	15	Explain care of patients having alterations in body functioning	<p><b>Meeting special needs of the Patient</b></p> <ul style="list-style-type: none"> <li>• Care of patients having alteration in <ul style="list-style-type: none"> <li>• Temperature (hyper and hypothermia); Types, Assessment, Management</li> </ul> </li> <li>• Sensorium Unconsciousness); Assessment, Management</li> <li>• Urinary Elimination (retention and incontinence); Assessment, Management</li> <li>• Functioning of sensory organs: (Visual &amp; hearing impairment)</li> <li>• Assessment of Self-Care ability</li> <li>• Communication methods and special considerations</li> <li>• Mobility (physically challenged, cast) assessment of Self-Care ability: Communication Methods and special considerations</li> <li>• Mental state (mentally challenged), assessment of Self-Care ability;</li> <li>• Communication Methods and special considerations</li> <li>• Respiration (distress); Types, Assessment, Management</li> <li>• Comfort – (Pain) – Nature,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion case</li> <li>• Dis- - cussion</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>

			<p>Types, Factors influencing Pain, Coping, Assessment, Management;</p> <ul style="list-style-type: none"> <li>• Treatment related to gastrointestinal system: naso-gastric suction, gastric irrigation, gastric analysis.</li> </ul>		
XV	5	Explain care of terminally ill patient	<p><b>Care of Terminally ill patient</b></p> <ul style="list-style-type: none"> <li>• Concepts of Loss, Grief, grieving Process</li> <li>• Signs of clinical death</li> <li>• Care of dying patient: Special considerations</li> <li>• Advance directives: Euthanasia, will, dying declaration, organ donation etc.</li> <li>• Medico-legal issues</li> <li>• Care of dead body: equipment, procedure and care of unit, Autopsy Embalming</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> <li>• Case discussion</li> <li>• Role play</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
XVI	20	Describe the principles and techniques of first aid	<p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• Definition preparation of equipment, qualities of a first aider</li> <li>• Application of Bandages and Slings.</li> <li>• Shifting of patients with spine, dislocation, padding and splinting fractured limbs</li> <li>• First measures and antidotes in poisoning,</li> <li>• Immediate care of patients with snakebite, dog bite, burns, scalds, first bite, sunstroke, drowning,</li> <li>• Common accidents, preventive measures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> <li>• Case discussion</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQ's</li> </ul>

			<ul style="list-style-type: none"> <li>• Emergency care in poisoning, foreign body in the eye, ear, nose &amp; throat,</li> </ul>		
XVII	8	Explains the different types of rehabilitation	<b>Rehabilitation</b> <ul style="list-style-type: none"> <li>• Definition of rehabilitation</li> <li>• Concepts of rehabilitation</li> <li>• Types of rehabilitation</li> <li>• Role of nurse in Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> </ul>
XVII I	2	Explain the basic concepts of conceptual and theoretical models of nursing	<b>Professional Nursing concepts and practices</b> <ul style="list-style-type: none"> <li>• Conceptual and theoretical models of nursing practice: Introduction of models- holistic model, health belief model, health promotion model etc</li> <li>• Introduction to Theories in Nursing; Peplau's, Henderson's, Orem's, Neuman's, Roger's and Roy's</li> <li>• Linking theories with nursing process</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> </ul>



## NURSING FOUNDATIONS – PRACTICAL

**Placement: First Year**

**Time: Practical – 650 hours  
(200 lab and 450 clinical)**

**Course Description:** This Course is designed to help the students to develop an understanding of the philosophy, objectives, theories, and process of nursing in various clinical settings. It is aimed at helping the students to acquire knowledge, understanding and skills in techniques of nursing and practice them in clinical settings.

<b>Time (Hrs.)</b>	<b>Objectives</b>	<b>Skills</b>	<b>Assignments</b>	<b>Assessment Methods Re-demo</b>
200 in Lab 450 (Minimum practice time in clinical area)	Performs admission and discharge procedure  Prepares nursing care plans as per the nursing process format	<b>Hospital admission and discharge (III)</b> <ul style="list-style-type: none"> <li>• Admission</li> <li>• Prepare Unit for new patient</li> <li>• Prepare admission bed</li> <li>• Performs admission procedure                             <ul style="list-style-type: none"> <li>○ New patient</li> <li>○ Transfer in</li> </ul> </li> <li>• Prepare patient records</li> </ul> <b>Discharge / Transfer out</b> <ul style="list-style-type: none"> <li>• Gives discharge counselling</li> <li>• Perform discharge procedure (Planned discharge, LAMA and abscond, Referrals and transfers)</li> <li>• Prepare records of discharge / transfer</li> <li>• Dismantle, and disinfect unit and equipment after discharge / transfer</li> </ul>	Practice in Unit/hospital	Evaluate with checklist Assessment of clinical performance with rating scale Completion of practical record

		<p><b>Perform assessment:</b></p> <ul style="list-style-type: none"> <li>History taking, Nursing diagnosis, problem list, Prioritization, Goals &amp; Expected Outcomes, selection of interventions</li> <li>Write Nursing Care Plan</li> <li>Gives care as per the plan</li> </ul>	<p>Write nursing process Records of patient Simulated-1 Actual - 1</p>	<p>Assessment of nursing process records with checklist Assessment of actual care given with rating scale</p>
	<p>Communicate effectively with patient, families and team members and Maintain effective human relations</p> <p>Develops plan for patient teaching</p> <p>Prepare patient reports</p> <p>Presents reports</p>	<p>Use verbal and nonverbal communication techniques</p> <ul style="list-style-type: none"> <li><b>Prepare a plan for patient teaching session</b></li> <li><b>Write patient report</b> Change-of shift reports, Transfer reports, Incident reports etc.</li> <li>Presents patient report</li> </ul>	<p>Role-plays in simulated situations on communication techniques-1</p> <p>Health talk-1</p> <p>Write nurses notes and present the patient report of 2-3 assigned patient</p>	<p>Assess role plays with the checklist on communication techniques</p> <p>Assess health talk with the checklist</p> <p>Assessment of communication techniques by rating scale</p> <p>Assessment of performance with rating scale</p>
	<p>Monitor vital signs</p>	<ul style="list-style-type: none"> <li><b>Vital Signs</b> Measure, Records and interpret alterations in body temperature, pulse respiration and blood pressure</li> </ul>	<p>Lab practice Measure Vital signs of assigned patient</p>	<p>Assessment of each skill with checklist Completion of activity record</p>
	<p>Perform health assessment of each body system</p>	<p><b>Health assessment</b></p> <ul style="list-style-type: none"> <li>Health history taking</li> <li>Perform assessment: <ul style="list-style-type: none"> <li>General</li> </ul> </li> </ul>	<p>Lab practice of assigned patient</p>	<p>Assessment of each skill with rating scale</p>

	Provide basic nursing care to patients	<ul style="list-style-type: none"> <li>• Body system</li> <li>• Use various methods of physical examination</li> <li>• Inspection, Palpation, Percussion, Auscultation, Olfaction</li> <li>• Identification of system wise deviations</li> </ul> <p><b>Prepare Patient's unit:</b></p> <ul style="list-style-type: none"> <li>• Prepare beds: Open, closed, occupied, operation, amputation, Cardiac, fracture, burn, Divided, &amp; Fowlers bed</li> <li>• Pain assessment and provision for comfort</li> </ul> <p><b>Use comfort devices Hygienic care:</b></p> <ul style="list-style-type: none"> <li>• Oral hygiene:</li> <li>• Baths and care of pressure points</li> <li>• Hair wash, Pediculosis treatment</li> </ul> <p><b>Feeding:</b></p> <ul style="list-style-type: none"> <li>• Oral, Enteral, Naso / Orogastric, gastrostomy, Jejunostomy and Parenteral feeding</li> <li>• Naso-gastric insertion, suction, and irrigation</li> </ul> <p><b>Assisting patient in urinary elimination</b></p> <ul style="list-style-type: none"> <li>• Application of External urinary drainage</li> <li>• Catheterization</li> <li>• Care of urinary drainage</li> <li>• Perineal care</li> </ul>	Practice in lab & hospital	<p>Completion of activity record</p> <p>Assess observation study in checklist</p>
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		<p><b>Bladder irrigation, Assisting bowel Elimination:</b></p> <ul style="list-style-type: none"> <li>• Insertion of Flatus tube</li> <li>• Enemas</li> <li>• Insertion of Suppository</li> <li>• Bowel wash</li> </ul> <p><b>Body Alignment and Mobility:</b></p> <ul style="list-style-type: none"> <li>• Range of motion exercises Positioning: Recumbent, Lateral (rt/lt), Flowers, Sims, Lithotomy, Prone, Trendelenburg position</li> <li>• Assist patient in moving lifting, transferring, walking,</li> <li>• Restraints</li> </ul> <p><b>Oxygen administration</b></p> <p><b>Suctioning:</b> Oropharyngeal, nasopharyngeal</p> <p><b>Chest physiotherapy and postural drainage Care of Chest drainage</b></p> <p><b>CPR-Basic life support</b></p> <p><b>Intravenous therapy</b></p> <p><b>Blood and blood component therapy</b></p> <p><b>Collect/assist for collection of specimens for investigations</b></p> <p><b>Urine, sputum, faeces, vomitus, blood and other body fluids</b></p> <p><b>Perform lab tests:</b></p> <ul style="list-style-type: none"> <li>• Urine: sugar, albumin, acetone</li> <li>• Blood: sugar (with strip/ glucometer)</li> </ul> <p><b>Hot and cold applications:</b> Local and general Sitz bath</p>	<p>Simulated exercise on CPR manikin</p>	
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		<p><b>Communicating and assisting with self-care of visually &amp; hearing impaired patients</b></p> <p><b>Communicating and assisting with self-care of mentally challenged/disturbed patients</b></p>		
	Perform infection control procedures	<p><b>Infection control</b></p> <ul style="list-style-type: none"> <li>• Perform following procedures :</li> <li>• Hand washing techniques</li> <li>• Simple, hand antisepsis and surgical antisepsis (scrub)</li> <li>• Prepare isolation unit in lab/ward</li> <li>• Practice technique of wearing and removing Personal protective equipment (PPE)</li> <li>• Practice Standard safety precautions (Universal precautions)</li> </ul>	<p>Observation study – 2 Department of Infection control &amp; CSSD</p> <p>Visits CSSD write observation report 1</p> <p>Collection of samples for culture</p> <p>Do clinical postings in infection control department and write report</p> <p>Practice in lab / ward</p>	Evaluate all procedures with checklist
		<p><b>Decontamination of equipment and unit:-</b></p> <ul style="list-style-type: none"> <li>• Surgical asepsis: <ul style="list-style-type: none"> <li>• Sterilization</li> <li>• Handling sterilized equipment</li> <li>• Calculate strengths of lotions,</li> <li>• Prepare lotions</li> </ul> </li> <li>• Care of articles</li> </ul>		

	<p>Provide care to pre and post-operative patients</p> <p>Perform procedures for care of wounds</p> <p>Administer drugs</p>	<p><b>Pre and post-operative care:</b></p> <ul style="list-style-type: none"> <li>• Skin preparations for surgery: Local</li> <li>• Preparation of Post-operative unit</li> <li>• Pre &amp; Post-operative teaching and counselling</li> <li>• Pre &amp; Post-operative monitoring</li> <li>• Care of the wound</li> <li>• Dressings, Suture Care, care of Drainage, Application of Bandages, Binders, splints &amp; Slings</li> <li>• Bandaging of various body parts</li> </ul> <p><b>Administration of medications</b></p> <ul style="list-style-type: none"> <li>• Administer medications in different forms and routes</li> <li>• Oral, Sublingual and Buccal</li> <li>• Parenteral: Intradermal, Subcutaneous, Intramuscular etc.</li> <li>• Assist with Intra venous mediations</li> <li>• Drug measurements and dose calculations</li> <li>• Preparation of lotions and solutions</li> <li>• Administers topical applications</li> <li>• Insertion of drug into body cavity: Suppository &amp; medicated packing etc.</li> <li>• Instillation of medicines and spray into Ear, Eye, Nose and throat</li> <li>• Irrigations: Eye, Ear, Bladder, Vagina and Rectum</li> <li>• Inhalations: dry and moist</li> </ul>		
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Provide care to dying and dead	<b>Care of dying patient</b>	<ul style="list-style-type: none"> <li>• Caring and packing of dead body</li> <li>• Counselling and supporting grieving relatives</li> <li>• Terminal care of the unit</li> </ul>		
Counsel and support relatives				

**Internal Assessment:**

<b>Theory:</b> Best out of two tests average	15 Marks
<b>Assignment</b> (Writing Journal)	10 Marks
Total	25 Marks

**Internal Assessment:**

<b>Practical:</b> Best out of two tests average	50 Marks
<b>Clinical Requirements</b>	45 Marks
<b>Attendance</b>	05 Marks
Total	100 Marks

**SUGGESTED REFERENCE:**

1. Potter A, Perry A.G. Fundamentals of Nursing, C.V Mosby Company, Louis 6<sup>th</sup> edition 2005.
2. Kozier B et.al, Fundamentals of Nursing concepts, process and practice, Pearson education, Inc 2nd Indian Print 2004.
3. Dugas B.W. Introduction to patient care Saunders, 4th edition 1983.
4. Brunner and Suddarth Text book of Medical surgical nursing 10th edition 2002
5. Brunner & Sudharth Lippincot manual of nursing practice JB Lippincot company
6. Zwemer A. professional Adjustments and Ethics for nurse in India BI Publications, Bangalore, 6<sup>th</sup> edition 1995.
7. Rosdhal, Fundamentals of nursing, Lippincott Company 2003.
8. Bolander, fundamentals of nursing, Saunders 1994
9. Basavanthappa B. T. Fundamentals of Nursing, Jaypee Brothesr, 2002
10. Carl Taylor Fundamentals of Nursing, Carol Lillis et.al Lippincot, 5th edition 2005.

## PSYCHOLOGY

**Placement:** First Year

**Time:** Theory 70 Hours

### Course Description:

This course is designed to assist the students to acquire knowledge of fundamentals of Psychology and develop an insight into behaviour of self and others. Further it is aimed at helping them to practice the principles of mental hygiene for promoting mental health in nursing practice.

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

- Understand the importance of psychology in personal and professional life.
- Understands the biology of human behaviour.
- Understands cognitive and affective processes of human mind.
- Develops an understanding of self and others.
- Understand the influence of personality of human behaviour.
- Appreciates developmental psychology.
- Understands the significance of mental hygiene and mental health.
- Assist with psychological assessments and tests.

Unit	Hrs.	Learning Objectives	Content	Teaching Learning activities	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>• Describe the history, scope and methods of Psychology</li> </ul>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• History and origin of Science of Psychology</li> <li>• Definitions and scope of Psychology</li> <li>• Relevance to Nursing</li> <li>• Methods of Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQ's</li> </ul>
II	8	<ul style="list-style-type: none"> <li>• Explain the Biology of Human behaviour</li> </ul>	<b>Biology of Behaviour</b> <ul style="list-style-type: none"> <li>• Body mind relationship modulation process in health and illness.</li> <li>• Genetics and behaviour: Heredity and Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQ's</li> </ul>



			<ul style="list-style-type: none"> <li>• Brain and behaviour: Nervous system, Neurons and synapse</li> <li>• Association cortex, Right and Left Hemispheres</li> <li>• Psychology of sensations</li> <li>• Muscular and glandular controls of behaviour</li> <li>• Nature of behaviour of an organism/integrated responses</li> </ul>		
III	20	<ul style="list-style-type: none"> <li>• Describe various cognitive processes and their applications</li> </ul>	<p><b>Cognitive processes</b></p> <ul style="list-style-type: none"> <li>• Attention: Types, determinants, duration and degree, alterations</li> <li>• Perception: Meaning, Principles, factors affecting, errors</li> <li>• Learning: Nature, Types, learner and learning, Factors influencing, laws and theories, process, transfer, study habits.</li> <li>• Memory: Meaning, types, nature factors influencing, development theories and methods of memorizing and forgetting</li> <li>• Thinking: Types and levels, stages of development, relationship with language and communication</li> <li>• Intelligence: Meaning, classification, uses, theories</li> <li>• Aptitude: Concepts, types,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Psycho-metric assessment</li> <li>• Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>

			<p>individual differences and variability.</p> <ul style="list-style-type: none"> <li>• Psychometric assessments of cognitive processes</li> <li>• Alterations in cognitive processes</li> <li>• Applications</li> </ul>		
IV	10	<ul style="list-style-type: none"> <li>• Describe motivation, emotions, stress, attitudes and their influence on behaviour</li> </ul>	<p><b>Motivation and Emotional processes:</b></p> <ul style="list-style-type: none"> <li>• Motivation: Meaning, concepts, types, theories, motives and behaviour, conflicts and frustration, conflict resolution</li> <li>• Emotions and stress Emotions: Definition, components, changes in emotions, theories, emotional adjustments, emotions in health and illness.</li> <li>• Stress: Stressors, cycle, effect, adaptation and coping</li> <li>• Attitude: Meaning, nature, development, factors affecting, behaviour and attitudes Attitudinal change</li> <li>• Psychometric assessments of emotions and attitudes</li> <li>• Alterations in emotions</li> <li>• Applications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Role play</li> <li>• Case discussion</li> <li>• Demo</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> <li>• MCQs</li> </ul>

V	6	<ul style="list-style-type: none"> <li>• Explain the concepts of personality and its influence on behaviour</li> </ul>	<b>Personality</b> <ul style="list-style-type: none"> <li>• Definitions, topography, types, Theories</li> <li>• Psychometric assessments of personality</li> <li>• Alterations in personality, Ego Defence mechanisms and implications</li> <li>• Applications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
VI	8	<ul style="list-style-type: none"> <li>• Describe Psychology of people during the life cycle</li> </ul>	<b>Developmental Psychology</b> <ul style="list-style-type: none"> <li>• Psychology of people at different ages from infancy to old age</li> <li>• Psychology of vulnerable individuals - challenged, women, sick, etc.</li> <li>• Psychology of groups</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
VII	8	<ul style="list-style-type: none"> <li>• Describe the Characteristics of Mentally healthy person</li> </ul>	<b>Mental Hygiene and Mental Health</b> <ul style="list-style-type: none"> <li>• Concepts of mental hygiene and mental health</li> <li>• Characteristics of mentally healthy person</li> <li>• Warning signs of poor mental health</li> <li>• Promotive and Preventive mental health - strategies and services</li> <li>• Personal and social adjustments</li> <li>• Guidance and counselling</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Role Play</li> <li>• Demo</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>

VIII	6	<ul style="list-style-type: none"> <li>• Explain the Psychological assessments and role of nurse</li> </ul>	<b>Psychological assessment &amp; tests</b> <ul style="list-style-type: none"> <li>• Types, development,</li> <li>• Characteristics, Principles, Uses, Interpretations and Role of nurse in psychological assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> <li>• Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQ's</li> </ul>
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### Internal Assessment:

<b>Theory:</b> Best out of two tests average	15 Marks
<b>Assignment</b> (Writing Journal)	10 Marks
<b>Total</b>	<b>25 Marks</b>

### SUGGESTED REFERENCES

1. Bhatia B. D. & Craig M: Element of psychology and mental hygiene for Nurses, Chennai. Orient Longman.
2. Dodge Fernald and Peter S. Fernald, Introduction to Psychology, 5 editions, AITBS, 2004.
3. Jacob Antiskid, Psychology for Graduate Nurses, 3 editions, Jaypee, 2004.
4. Morgan C.T. & King, Introduction to Psychology, 7 edition, McGraw Hill international.
5. Second course in psychology, Higher secondary std. XII Basantani K.T, Sheth publishers Pvt. Ltd, Mumbai 9th ed. 2005
6. Hurlock E: Development Psychology: Tata McGraw Hill Book Co.
7. R. Shreevani: Psychology for nurses, 3rd edition, 2018.

## MICROBIOLOGY

**Placement** - First year

**Time** - Theory 65

Practical 25

**Total** - 90 Hours

**Course Description:** This course is designed to enable students to acquire understanding of fundamentals of microbiology and identification of various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

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

- Explain the concepts and principles of microbiology and their principles in nursing
- Describe structures, classification, morphology and growth of bacteria
- Identify different types of microorganism and the disease produced by them
- Explain concepts of immunity, hypersensitivity and immunization
- Describe the methods of infection control and understands the role of nurse

Unit	Hrs.	Learning Objectives	Content	Teaching Learning activities	Assessment Methods
I	3	<ul style="list-style-type: none"> <li>• Explain Concepts and principles of microbiology and their importance in nursing</li> </ul>	<b>Introduction to Microbiology</b> <ul style="list-style-type: none"> <li>• Concepts and Terminology</li> <li>• History of Microbiology</li> <li>• Principles of Microbiology and</li> <li>• Importance and relevance to nurses</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures / Demonstrations / Small group discussions during visits to Clinical Microbiology Laboratory, CSSD etc.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ's</li> </ul>
II	10	<ul style="list-style-type: none"> <li>• Describe structure, classification morphology</li> </ul>	<b>Morphology and Physiology of Bacteria</b> <ul style="list-style-type: none"> <li>• Sterilization and disinfection, Disinfection</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures / Demonstrations / Small group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> </ul>

		<p>and growth of bacteria</p> <ul style="list-style-type: none"> <li>Identify Micro-organisms</li> </ul>	<p>and Asepsis used in Hospital,</p> <ul style="list-style-type: none"> <li>Specimen collection and transport Culture Media &amp; Methods,</li> </ul> <p><b>Principles of diagnostic Microbiology:</b></p> <ul style="list-style-type: none"> <li>Identification tests for bacteria,</li> <li>Antibiotic Sensitivity testing</li> </ul>	<p>during visits to Clinical Microbiology Laboratory, CSSD etc.</p>	<ul style="list-style-type: none"> <li>MCQs</li> </ul>
III	10	<ul style="list-style-type: none"> <li>Explain Concepts of immunity, hyper-sensitivity and immunization</li> </ul>	<p><b>Infection &amp; Immunity:</b></p> <ul style="list-style-type: none"> <li>Immune response, Antigen &amp; Antibody, Antigen – Antibody reactions, Hypersensitivity, Immunoprophylaxis</li> </ul>	<ul style="list-style-type: none"> <li>Lectures / Demonstrations / Small group discussions during visits to Clinical Microbiology Laboratory, CSSD etc.</li> </ul>	<ul style="list-style-type: none"> <li>Long Essay</li> <li>Short Essay</li> <li>MCQs</li> </ul>
IV	10	<ul style="list-style-type: none"> <li>Describe the methods of infection control</li> <li>Identify the role of nurse in hospital infection control programme</li> </ul>	<p><b>Infection: Sources, portal of entry &amp; exit, transmission; USP &amp; Asepsis;</b></p> <ul style="list-style-type: none"> <li>Chemotherapy and antibiotics;</li> <li>Biomedical waste management;</li> <li>Role of nurse in infection control; Hospital Associated Infections;</li> <li>Immunoprophylaxis: Rodents and vectors;</li> <li>Food poisoning, food borne infections;</li> <li>Hospital infection control Programmes</li> </ul>	<ul style="list-style-type: none"> <li>Lectures / Demonstrations / Small group discussions during visits to Clinical Microbiology Laboratory, CSSD etc.</li> </ul>	<ul style="list-style-type: none"> <li>Long Essay</li> <li>Short Essay</li> <li>MCQs</li> </ul>
V	32	<ul style="list-style-type: none"> <li>Describe the different</li> </ul>	<p><b>Gram positive cocci : Staphylococcus +</b></p>		<ul style="list-style-type: none"> <li>Long Essay</li> </ul>

	disease producing organisms	<b>streptococcus</b> <ul style="list-style-type: none"> <li>• Gram negative cocci</li> <li>• Zoonotic Bacterial infections: Brucella</li> <li>• Gram positive bacilli – Corynebacterium &amp; Bacillus</li> <li>• Gram negative bacilli - E. coli, Kleibsella, Shigella</li> <li>• Salmonella</li> <li>• Haemophilus, Yersinia, actinomycetes, Bordetella, Clostridium &amp; Nonsporing</li> <li>• Anaerobes</li> <li>• Vibrios Pseudomonas</li> <li>• Mycobacteria</li> <li>• Spirochetes</li> <li>• Mycoplasma, Rickettsia &amp; Chlamydia</li> <li>• General properties of viruses</li> <li>• DNA viruses</li> <li>• RNA viruses(Except HIV Hepatitis B)</li> <li>• HIV</li> <li>• Introduction to fungi,</li> <li>• Superficial mycoses</li> <li>• Deep mycoses, Opportunistic Mycoses</li> <li>• Protozoa, Malaria</li> <li>• Helminthis (including filariasis)</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures / Demonstrations / Small group discussions during visits to Clinical Microbiology Laboratory, CSSD etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQs</li> </ul>
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## MICROBIOLOGY PRACTICALS

**Placement: First year**

**Time: 25 Hrs.**

Unit	Duration	Objectives	Skills	Teaching Learning Activities	Assessment methods
I	1 hrs.		Microscopy	Lectures /	Written tests including long essay, short essay and short answers. Special periodic assignments,
II	14 hrs. (2 hrs. each)		<ul style="list-style-type: none"> <li>• Morphology of bacteria.</li> <li>• Sterilization &amp; disinfection, Gram stain, ZN stain, Albert stain, Methods to culture bacteria</li> <li>• Principles to diagnostic microbiology</li> <li>• Antibiotic sensitivity testing</li> </ul>	Demonstrations / Small group discussions during visits to Clinical Microbiology Laboratory, CSSD etc.	
III	10 hrs.		<ul style="list-style-type: none"> <li>• Antibiotic sensitivity testing,</li> <li>• Visit to CSSD</li> <li>• Hospital Infection Control, Immunoprophylaxis</li> </ul>		

### Internal Assessment:

<b>Theory:</b> Best out of two tests average	15 Marks
<b>Assignment</b> (Writing Journal)	10 Marks
<b>Total</b>	<b>25 Marks</b>

### SUGGESTED REFERENCES:

1. Jayaram V. S., Medical Microbiology for Nurses, Gajana Book Publishers & Distributors
2. Panjarathinam R., Microbiology in Nursing, New Central Book Agency
3. Ananthanarayan R; Paniker C. K. Jayaram, Ananthanarayan and Paniker's Textbook of Microbiology, Orient Longman
4. Gupte Satish, Short Textbook of Medical Microbiology, Jaypee Brothers
5. Rao R. R., Textbook of Microbiology for Nursing Student, Jaypee Brothers
6. Baveja C.P. Textbook of Microbiology for Nurses, Jaypee Brothers



## INTRODUCTION TO COMPUTER

**Placement:** First year

**Time:** 30 Hours

**Course description:**

This course is designed for students to develop basic understanding of uses of computer and its applications in nursing.

**Specific objectives:** After the completion of the course, students will able to:

- Identify & define various concepts used in computer.
- Identify & describe application of computer in nursing.
- Describe & use the DOS & Windows
- Describe & demonstrate skill in the use of MS-office.
- Describe & demonstrate skill in using multimedia & computer aided teaching & testing.
- Identify & demonstrate use of internet & e-mail
- Describe & use the statistical packages
- Describe the use of Hospital Management System.

Unit	Hrs.	Learning Objective	Content	Teaching Learning	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>• Identify &amp; define various concepts used in computer</li> <li>Identify application</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Concepts of Computers</li> <li>• Hardware and software; trends and</li> </ul>	<ul style="list-style-type: none"> <li>•Lecture discussion</li> <li>•Demo</li> </ul>	<ul style="list-style-type: none"> <li>•Short Essay</li> <li>•MCQ's</li> </ul>
II	10	<ul style="list-style-type: none"> <li>• Describe and Use the Disk Operating System</li> <li>Demonstrate skill in the use of MS Office</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to disk operating system</li> <li>• DOS</li> <li>• Windows (all version)</li> <li>• Introduction</li> <li>• MS- Word</li> <li>• MS-Excel</li> </ul>	<ul style="list-style-type: none"> <li>•Lecture discussion</li> <li>•Demo</li> </ul>	<ul style="list-style-type: none"> <li>•Short Essay</li> <li>•MCQ's</li> <li>•Practical Exam.</li> </ul>
III	5	<ul style="list-style-type: none"> <li>• Demonstrate skill in using in using multimedia</li> <li>Identify</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia; types &amp; uses</li> <li>• Computer aided teaching &amp; testing.</li> </ul>	<ul style="list-style-type: none"> <li>•Lecture discussion</li> <li>•Demo</li> </ul>	<ul style="list-style-type: none"> <li>•Short Essay</li> <li>•MCQ's</li> <li>•Practical Exam and Viva Voce</li> </ul>

IV	4	<ul style="list-style-type: none"> <li>• Demonstrate use of internet and</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Internet and: email</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQ's</li> <li>• Practical Exam and Viva Voce</li> </ul>
V	4	<ul style="list-style-type: none"> <li>• Describe and use the statistical packages</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical packages: types and their features</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQ's</li> <li>• Practical Exam and Viva Voce</li> </ul>
VI	3	<ul style="list-style-type: none"> <li>• Describe the use of Hospital Management</li> </ul>	<ul style="list-style-type: none"> <li>• Hospital Management System: Types and uses</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demo</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> <li>• MCQ's</li> <li>• Practical Exam</li> </ul>

### Evaluation Scheme:

Subject	Internal Assessment	Total
Introduction to Computer	100	100

**\* College level qualifying exam to appear in University Examination, minimum passing Marks 50%.**

### SUGGESTED READING:

1. Jain and Saakshi (2004), computers for nurses
2. Kalicharan (2002), introduction to computer science
3. Nicoll (2001), nurses guide to internet. 3rd edition.
4. Phatak Metal (2001), multimedia techniques., 1st edition, Nirali Prakashan.
5. Rajaraman (1999), fundamentals of computer. Tata Macro hill Publication, New Delhi.
6. Sanjeev Kumar (2002), a textbook of computer applications. Educational and Technical Publishers, New Delhi.



**II YEAR B.Sc. NURSING**

## SOCIOLOGY

**Placement:** Second Year

**Time:** Theory 60 Hours

**Course Description:** This course is designed to introduce the concepts of sociology related to community and social institutions in India and its relationship with health, illness and nursing.

Unit	Hrs	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
I	2	<ul style="list-style-type: none"> <li>State the importance of sociology in Nursing</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition of Sociology</li> <li>Nature and Scope of the discipline</li> <li>Importance and application of Sociology in Nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> </ul>
II	4	<ul style="list-style-type: none"> <li>Describe the inter-relationship of individual in society and community</li> </ul>	<b>Individual and Society</b> <ul style="list-style-type: none"> <li>Society and Community</li> <li>Nature of Society</li> <li>Difference between Society and Community</li> <li>Process of Socialization and individualization</li> <li>Personal disorganization</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> </ul>
III	3	<ul style="list-style-type: none"> <li>Describe the influence of culture and disease</li> </ul>	<b>Culture</b> <ul style="list-style-type: none"> <li>Nature of culture</li> <li>Evolution of culture</li> <li>Diversity and uniformity of culture</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short essay</li> <li>MCQs</li> </ul>

			<ul style="list-style-type: none"> <li>• Culture and socialization</li> <li>• Transcultural society</li> <li>• Influence on health and disease</li> </ul>		
IV	4	<ul style="list-style-type: none"> <li>• Identify various social groups and their interactions</li> </ul>	<p><b>Social groups and processes</b></p> <ul style="list-style-type: none"> <li>• The meaning and classification of groups</li> <li>• Primary &amp; Secondary group</li> <li>• In-group V/s. Out-group, class tribe, caste</li> <li>• Economic, Political, Religious, groups, Mob, Crowd, Public and Audience Interaction &amp; Social Processes</li> <li>• Co-operation, Competition, Conflict</li> <li>• Accommodation, Assimilation &amp; Isolation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>
V	6	<ul style="list-style-type: none"> <li>• Explain the growth of population in India and its impact on health</li> </ul>	<p><b>Population</b></p> <ul style="list-style-type: none"> <li>• Society and population</li> <li>• Population distribution in India</li> <li>Demographic</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Community identification</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>

			<p>characteristics</p> <ul style="list-style-type: none"> <li>• Malthusian theory of Populations</li> <li>• Population explosion in India and its impact on health status</li> <li>• Family welfare programmes</li> </ul>		
VI	5	<ul style="list-style-type: none"> <li>• Describe the Institutions of family and marriage in India</li> </ul>	<p><b>Family and Marriage</b></p> <ul style="list-style-type: none"> <li>• Family – functions</li> <li>• Types – Joint, Nuclear, blended and extended family: characteristics</li> <li>• The modern family changes, problems – dowry etc, welfare services</li> <li>• Changes and legislations on family and marriage in India – Marriage acts</li> <li>• Marriage: forms and functions of marriage</li> <li>• Marriage and family problems in India</li> <li>• Family, Marriage and their influence on health and health practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Family case study</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>

VII	10	<ul style="list-style-type: none"> <li>Describe the class and caste system and their influence on health and health practices</li> </ul>	<b>Social stratification</b> <ul style="list-style-type: none"> <li>Meaning and types of social stratification</li> <li>The Indian caste system-origin and features</li> <li>Features of caste in India today</li> <li>Social class system and status</li> <li>Social Mobility – Meaning &amp; types</li> <li>Race as a biological concept, criteria of racial classification</li> <li>Salient features of Primary races- Racism</li> <li>Influence of Class, Caste and Race on health and health practices</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Community survey</li> </ul>	<ul style="list-style-type: none"> <li>Long essay</li> <li>Short essay</li> <li>MCQs</li> </ul>
VIII	8	<ul style="list-style-type: none"> <li>Describe the types of communities in India, their practices and the impact on health</li> </ul>	<b>Types of Communities in India (Rural, Urban and Regional)</b> <ul style="list-style-type: none"> <li>Features of village community and characteristics of Indian villages</li> <li>Panchayat system,</li> <li>social dynamics</li> <li>Community Development project &amp; planning</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Visits to rural and urban community</li> <li>Community survey</li> </ul>	<ul style="list-style-type: none"> <li>Long essay</li> <li>Short essay</li> <li>MCQs</li> </ul>

			<ul style="list-style-type: none"> <li>• Changes in Indian Rural life</li> <li>• Availability of health facilities in rural and its impact on health and health practices</li> <li>• Urban-Community – features</li> <li>• The growth of cities: urbanization and its impact on health and health practices</li> <li>• Major Urban problems – Urban Slums</li> <li>• Region: Problems and impact on Health</li> </ul>		
IX	4	<ul style="list-style-type: none"> <li>• Explain the process of Social Change</li> </ul>	<p><b>Social Change</b></p> <ul style="list-style-type: none"> <li>• Nature and process of social change</li> <li>• Factors influencing Social change: cultural change, Cultural lags.</li> <li>• Introduction to Theories of social change: Linear, Cyclical, Marxian,</li> <li>• Functional Role of nurse-Change agents</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>



X	3	<ul style="list-style-type: none"> <li>Describe the Social system and inter-relationship of social organizations</li> </ul>	<p><b>Social Organization and Social System</b></p> <ul style="list-style-type: none"> <li>Social organization: elements, types</li> <li>Democratic and authoritarian modes of participation</li> <li>Voluntary association</li> <li>Social system: Definition and Types of social system</li> <li>Role and Status as structural elements of social system</li> <li>Inter-relationship of institutions</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Observation visits</li> </ul>	<ul style="list-style-type: none"> <li>Short essay</li> <li>MCQs</li> </ul>
XI	3	<ul style="list-style-type: none"> <li>Explain the nature and process of social control</li> </ul>	<p><b>Social control</b></p> <ul style="list-style-type: none"> <li>Nature and process of social control</li> <li>Political, Legal, Religious, Educational, Economic, Industrial and Technological system,</li> <li>Norms &amp; Values – Folkways &amp; Mores Customs, Laws and fashion</li> <li>Role of Nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Community survey</li> </ul>	<ul style="list-style-type: none"> <li>Short essay</li> <li>MCQs</li> </ul>

XII	8	<ul style="list-style-type: none"> <li>Describe the role of the nurse in dealing with social problems in India</li> </ul>	<b>Social Problems</b> <ul style="list-style-type: none"> <li>Social disorganization</li> <li>Control &amp; planning: poverty, housing, illiteracy, food supplies,</li> <li>Prostitution, rights of women &amp; children,</li> <li>Vulnerable groups: Elderly, handicapped, minority groups and other marginalized groups,</li> <li>Child labour, child abuse, delinquency and crime, substance abuse, HIV/Aids</li> <li>Social welfare programmes in India</li> <li>Role of Nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Institutional visits</li> </ul>	<ul style="list-style-type: none"> <li>Long essay</li> <li>Short essay</li> <li>MCQs</li> </ul>
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**Internal Assessment:**

<b>Theory</b> : Best out of two tests average	15 Marks
<b>Assignment</b> (Writing Journal)	10 Marks
<b>Total</b>	25 Marks

## **SUGGESTED READING**

- 1) TK Indrani "Textbook of Sociology for Nursing" 2<sup>nd</sup> edition, Jaypee publication.
- 2) Vidya Bhushan and D. R. Sachdeva "An Introduction to Sociology" 12<sup>th</sup> edition, KITAB MAHAL.
- 3) K P NEERJA "Textbook of Sociology for nursing students" First edition, Jaypee publishers.
- 4) Krishne Gowda "Sociology for Nurses" 5<sup>th</sup> edition, CBS.
- 5) Shama Lohumi and Rakesh Lohumi "sociology for Nurses" 2<sup>nd</sup> edition, Elsevier.

## PHARMACOLOGY

**Placement :** Second Year

**Time :** Theory – 60 hours

**Course Description:** This course is designed to enable students to acquire understanding of pharmaco-dynamics, pharmacokinetics, principles of therapeutics and nursing implications.

Unit	Hrs.	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
I	6	<ul style="list-style-type: none"> <li>Describe pharmacokinetics, classification and the principles of drug administration</li> </ul>	<p><b>Introduction to pharmacology</b></p> <ul style="list-style-type: none"> <li>Definitions</li> <li>Sources</li> <li>Terminology used</li> <li>Types: Classification</li> <li>Pharmacodynamics: Actions, therapeutic</li> <li>Adverse, toxic</li> <li>Pharmacokinetics : absorption, distribution, metabolism, interaction, excretion</li> <li>Review: Routes and principles of administration of drugs</li> <li>Indian pharmacopoeia : Legal issues</li> <li>Rational use of drugs</li> <li>Principles of therapeutics</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short essay</li> <li>MCQs</li> </ul>

II	12	<ul style="list-style-type: none"> <li>• Explain Chemotherapy of specific infections and infestations and nurse's responsibilities</li> </ul>	<p><b>Chemotherapy</b></p> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used; <ul style="list-style-type: none"> <li>□ Penicillin</li> <li>□ Cephalosporins</li> <li>□ Aminoglycosides</li> <li>□ Macrolide &amp; Broad Spectrum Antibiotics</li> <li>□ Sulfonamides</li> <li>□ Quinolones</li> <li>□ Antiamoebic</li> <li>□ Antimalarials</li> <li>□ Anthelmintics</li> <li>□ Antiscabies agents</li> <li>□ Antiviral &amp; anti-fungal agents</li> <li>□ Antitubercular drugs</li> <li>□ Anti leprosy drugs</li> <li>□ Anticancer drugs</li> <li>□ Immunosuppressant's</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>
III	1	<ul style="list-style-type: none"> <li>• Describe Antiseptics disinfectants, insecticides and nurse's responsibilities</li> </ul>	<p><b>Pharmacology of commonly used antiseptics, disinfectants and insecticides</b></p> <ul style="list-style-type: none"> <li>• Antiseptics;</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>

			<ul style="list-style-type: none"> <li>• Disinfectants</li> <li>• Insecticides</li> </ul>		
IV	4	<ul style="list-style-type: none"> <li>• Describe Drugs acting on Gastro Intestinal system and nurse's responsibilities</li> </ul>	<p><b>Drugs acting on G.I. system</b></p> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used – <ul style="list-style-type: none"> <li>□ Antiemetic's,</li> <li>□ Emetics</li> <li>□ Purgatives</li> <li>□ Antacids</li> <li>□ Cholinergic</li> <li>□ Anticholinergics</li> <li>□ Fluid and electrolyte therapy</li> <li>□ Anti-diarrheal</li> <li>□ Histamines</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>
V	2	<ul style="list-style-type: none"> <li>• Describe Drugs used on Respiratory systems and nurse's responsibilities</li> </ul>	<p><b>Drugs used on Respiratory Systems</b></p> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used – <ul style="list-style-type: none"> <li>□ Antiasthmatics</li> <li>□ Mucolytics</li> <li>□ Decongestants</li> <li>□ Expectorants</li> <li>□ Antitussives</li> <li>□ Bronchodilators</li> <li>□ Broncho constrictors</li> <li>□ Antihistamines</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications,</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>

			contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse		
VI	3	<ul style="list-style-type: none"> <li>Describe Drugs used on Urinary System and nurse's responsibilities</li> </ul>	<p><b>Drugs used on Urinary System</b></p> <ul style="list-style-type: none"> <li>Pharmacology of commonly used – <ul style="list-style-type: none"> <li>Diuretics and antidiuretics</li> <li>Urinary antiseptics</li> <li>Cholinergic and anticholinergics</li> <li>Acidifiers and alkalizers</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short essay</li> <li>MCQs</li> </ul>
VII	4	<ul style="list-style-type: none"> <li>Describe Drugs used in De-addiction, emergency, deficiency of vitamins &amp; minerals, poisoning, for immunization and immune-suppression and nurse's responsibilities</li> </ul>	<p><b>Miscellaneous</b></p> <ul style="list-style-type: none"> <li>Drugs used in de-addiction</li> <li>Drugs used in CPR and emergency</li> <li>Vitamins and minerals</li> <li>Immunosuppressants</li> <li>Antidotes</li> <li>Antivenom</li> <li>Vaccines and sera</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>Long essay</li> <li>Short essay</li> <li>MCQs</li> </ul>
VIII	1	<ul style="list-style-type: none"> <li>Describe Drugs used on skin and mucous membranes and</li> </ul>	<p><b>Drugs used on skin and mucous membranes</b></p> <ul style="list-style-type: none"> <li>Topical applications</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug</li> </ul>	<ul style="list-style-type: none"> <li>MCQs</li> </ul>

		nurse's responsibilities	for skin, eye, ear, nose and buccal cavity Antipruritics Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	study/ presentation	
IX	14	<ul style="list-style-type: none"> <li>Describe Drugs used on Nervous System and nurse's responsibilities</li> </ul>	<b>Drugs acting on Nervous system</b> <ul style="list-style-type: none"> <li>Basic &amp; applied Pharmacology of commonly used : <ul style="list-style-type: none"> <li>Analgesics and Anaesthetics <ul style="list-style-type: none"> <li>Analgesics - Non steroidal anti-inflammatory (NSAID) drugs</li> <li>Antipyretics</li> <li>Hypnotics and Sedatives <ul style="list-style-type: none"> <li>Opioids</li> <li>Non-Opioids</li> <li>Tranquilizers</li> <li>General &amp; local anesthetics</li> <li>Gases : oxygen, nitrous oxide, carbon-dioxide</li> </ul> </li> </ul> </li> <li>Cholinergic and anti-cholinergics: <ul style="list-style-type: none"> <li>Muscle relaxants</li> <li>Major tranquilizers</li> <li>Anti-psychotics</li> <li>Antidepressants</li> <li>Anticonvulsants</li> <li>Adrenergics</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>Long essay</li> <li>Short essay</li> <li>MCQs</li> </ul>



			<ul style="list-style-type: none"> <li>❑ Noradrenetics</li> <li>❑ Mood stabilizers</li> <li>❑ Acetylcholine</li> <li>❑ Stimulants</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>		
X	7	<ul style="list-style-type: none"> <li>• Describe Drugs used on Cardiovascular System and nurse's responsibilities</li> </ul>	<p><b>Cardiovascular drugs</b></p> <ul style="list-style-type: none"> <li>• Haematinics</li> <li>• Cardiotonics</li> <li>• Anti anginals</li> <li>• Antihypertensives &amp; Vasodilators</li> <li>• Antiarrhythmics</li> <li>• Plasma expanders</li> <li>• Coagulants &amp; anticoagulants</li> <li>• Antiplatelets &amp; thrombolytics</li> <li>• Hypolipidemics</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>
XI	5	<ul style="list-style-type: none"> <li>• Describe drugs used for hormonal disorders and supplement-</li> </ul>	<p><b>Drugs used for hormonal disorders &amp; supplementation, contraception and medical termination of</b></p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentation</li> </ul>	

		tation, contraception and medical termination of pregnancy and nurse's responsibilities	<p><b>pregnancy</b></p> <ul style="list-style-type: none"> <li>• Insulins &amp; Oral hypoglycemics</li> <li>• Thyroid supplements and suppressants</li> <li>• Steroids, Anabolics</li> <li>• Uterine stimulants and relaxants</li> <li>• Oral contraceptives</li> <li>• Other estrogen-progestrone preparations</li> <li>• Corticotrophine &amp; Gonadotropines</li> <li>• Adrenaline</li> <li>• Prostaglandins</li> <li>• Calcitonins</li> <li>• Calcium salts</li> <li>• Calcium regulators</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	on	
XII	1	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the common drugs used in alternative system of medicine</li> </ul>	<p><b>Introduction to Drugs used in alternative systems of medicine:</b></p> <ul style="list-style-type: none"> <li>• Ayurveda, Homeopathy, Unani and Siddha etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Observational Visits</li> </ul>	

**Internal Assessment:**

<b>Theory:</b> Best out of two tests average	15 Marks
<b>Assignment</b> (Writing Journal)	10 Marks
Total	25 Marks

**SUGGESTED READING**

- 1) Padmaja Udaykumar "Medical pharmacology", Fifth edition, CBS publishers.
- 2) K D Tripathi "Essentials of Medical Pharmacology" 7<sup>th</sup> edition, Jaypee publication.
- 3) Rang and Dales "Pharmacology" 6<sup>th</sup> edition, ELSEVIER.
- 4) Tara V Shanbhag and Smita Shenoy "Pharmacology for medical Graduates" 3<sup>rd</sup> edition, Elsevier.
- 5) DR S K Shrivastava Pharmacology for B.Sc. Nursing 1<sup>st</sup> edition, Avichal publishing company.

## Section A – PATHOLOGY

**Placement :** Second Year

**Time :** Theory – 45 hours

Practicals: 10 hours

**Course Description :** This course is designed to enable students to acquire knowledge of pathology of various disease conditions and apply this knowledge in practice of nursing.

Unit	Hrs.		Objectives	Content and Teaching Learning Methods	Teaching Learning Activity	Assessment Methods
	Tr.	Pr.				
I	6		<ul style="list-style-type: none"> <li>• Define the common terms used in pathology</li> <li>• Appreciate the deviations from normal to abnormal structure and functions of the body system</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Introduction</b> <ul style="list-style-type: none"> <li>□ Importance of the study of pathology</li> <li>□ Definition of terms</li> <li>□ Methods and techniques</li> <li>□ Cellular and Tissue changes</li> <li>□ Infiltration and regeneration</li> <li>□ Inflammations and Infections</li> <li>□ Wound healing</li> <li>□ Vascular changes</li> </ul> </li> <li>• Cellular growth, Neoplasms</li> <li>□ Normal and Cancer cell</li> <li>□ Benign and Malignant growths</li> <li>□ In situ carcinoma</li> <li>• Disturbances of fluid and electrolyte imbalance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> <li>• Short essay</li> </ul>
II	20	5	<ul style="list-style-type: none"> <li>• Explain Pathological changes in disease conditions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Special pathology</b> <ul style="list-style-type: none"> <li>• Pathological changes in disease conditions of various systems:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, slides, specimen,</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>

		of various systems	<ul style="list-style-type: none"> <li>• Respiratory tract <ul style="list-style-type: none"> <li>□ Tuberculosis, Bronchitis, Pleural effusion and pneumonia</li> <li>□ Lung abscess, emphysema, bronchiectasis</li> <li>□ Bronchial asthma, Chronic obstructive Pulmonary disease and tumors</li> </ul> </li> <li>• Cardio-vascular system <ul style="list-style-type: none"> <li>□ Pericardial effusion</li> <li>□ Rheumatic heart disease</li> <li>□ Infective endocarditis, atherosclerosis</li> <li>□ Ischemia, infarction &amp; aneurysm</li> </ul> </li> <li>• Gastro Intestinal Tract <ul style="list-style-type: none"> <li>□ Peptic ulcer, typhoid</li> <li>□ Carcinoma of GI tract, Buccal, Esophageal,</li> <li>□ Gastric &amp; intestinal</li> </ul> </li> <li>• Liver, Gall bladder &amp; pancreas <ul style="list-style-type: none"> <li>□ Hepatitis, Chronic liver abscess, cirrhosis</li> <li>□ Tumors of liver, gall bladder and pancreas,</li> <li>□ Cholecystitis</li> </ul> </li> <li>• Kidneys &amp; Urinary tract <ul style="list-style-type: none"> <li>□ Glomerulonephritis, pyelonephritis</li> </ul> </li> </ul>	<p>X-rays and scans</p> <ul style="list-style-type: none"> <li>• Visit to Pathology lab, endoscopy unit and OT</li> </ul>	
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			<ul style="list-style-type: none"> <li>❑ Calculi, renal failure, renal carcinoma &amp; cystitis</li> <li>• Male genital systems</li> <li>❑ Cryptorchidism, testicular atrophy</li> <li>❑ Prostatic hyperplasia, carcinoma Penis &amp; prostate</li> <li>• Female genital system</li> <li>❑ Fibroids</li> <li>❑ Carcinoma cervix and Endometrium</li> <li>❑ Vesicular mole, choriocarcinoma</li> <li>❑ Ectopic gestation</li> <li>❑ Ovarian cyst &amp; tumors</li> <li>• Cancer Breast</li> <li>• Central Nervous system</li> <li>❑ Hydrocephalus, Meningitis, encephalitis,</li> <li>❑ Vascular disorders – thrombosis, embolism</li> <li>❑ Stroke, paraplegia, quadriplegia</li> <li>❑ Tumors, meningioma's, gliomas</li> <li>• Metastatic tumors</li> <li>• Skeletal system</li> <li>❑ Bone healing, osteoporosis, osteomyelitis</li> <li>• Arthritis &amp; tumors</li> </ul>	
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III	10	3	<ul style="list-style-type: none"> <li>Describe various laboratory tests in assessment and monitoring of disease conditions</li> </ul>	<p><b>Clinical pathology</b></p> <ul style="list-style-type: none"> <li>Various blood and bone marrow tests in assessment and monitoring of disease conditions</li> <li>Hemoglobin</li> <li>RBC, White cell &amp; platelet counts</li> <li>Bleeding time, clotting time and prothrombine time</li> <li>Blood grouping and cross matching</li> <li>Blood chemistry</li> <li>Blood culture</li> <li>Serological and immunological tests</li> <li>Other blood tests</li> <li>Examination of Bone marrow</li> <li>Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Visit to Clinical Pathology &amp; Bio-Chemistry lab and Blood bank</li> </ul>	<ul style="list-style-type: none"> <li>Long essay</li> <li>Short essay</li> <li>MCQs</li> </ul>
IV	5	1	<ul style="list-style-type: none"> <li>Describe the laboratory tests for examination of body cavity fluids, transudates and exudates</li> </ul>	<p><b>Examination of body cavity fluids, transudates and exudates</b></p> <ul style="list-style-type: none"> <li>The laboratories tests used in CSF analysis</li> <li>Examination of other body cavity fluids, transudates and exudates,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Short essay</li> <li>MCQs</li> </ul>

				<p>sputum, wound discharge etc.,</p> <ul style="list-style-type: none"> <li>• Analysis of gastric and duodenal contents</li> <li>• Analysis of semen-sperm count, motility and morphology and their importance in infertility</li> <li>• Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values</li> </ul>		
V	4	1	<ul style="list-style-type: none"> <li>• Describe laboratory tests for examination of Urine and feces</li> </ul>	<p><b>Urine and feces</b></p> <ul style="list-style-type: none"> <li>• Urine <ul style="list-style-type: none"> <li>□ Physical characteristics</li> <li>□ Analysis</li> <li>□ Culture and sensitivity</li> </ul> </li> <li>• Feces <ul style="list-style-type: none"> <li>□ Characteristics</li> <li>□ Stool examination : occult blood, ova, parasite and cyst, reducing substance etc.</li> </ul> </li> <li>• Methods of collection for various tests, inference and normal values</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>



**Internal Assessment:**

<b>Theory:</b> Best out of two tests average	15 Marks
<b>Assignment</b> (Writing Journal)	10 Marks
<b>Total</b>	25 Marks

**SUGGESTED READING**

- 1) Ramadas Nayak and Sharada Raj and Asha Gupta. "Textbook of Pathology and Genetics for Nurses" 2<sup>nd</sup> edition, Jaypee publications.
- 2) Robin Reid and Flona Roberts "Pathology Illustrated" 6<sup>th</sup> edition, ELSEVIER.
- 3) Robbins and Cotran "Pathologic Basis of Disease" 8<sup>th</sup> edition, ELSEVIER.
- 4) Triveni Bhopal "Textbook of Pathology" 3<sup>rd</sup> edition, Frontline Publications.
- 5) Harsh Mohan "Textbook of Pathology" 6<sup>th</sup> edition, Jaypee Publications.

## Section B – GENETICS

**Placement :** Second Year

**Time :** Theory – 20 hours

**Course Description :** This course is designed to enable students to acquire understanding of Genetics, its role in causation and management of defects and diseases

Unit	Hrs.	Objectives	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	5	<ul style="list-style-type: none"> <li>• Explain nature, principles and perspectives of heredity</li> </ul>	<p><b>Introduction :</b></p> <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                             <ul style="list-style-type: none"> <li>□ Mendelian theory of inheritance</li> <li>□ Multiple allots and blood groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>

			<ul style="list-style-type: none"> <li>❑ Sex linked inheritance</li> <li>❑ Mechanism of inheritance</li> <li>❑ Errors in transmission (Mutation)</li> </ul>		
II	4	<ul style="list-style-type: none"> <li>• Explain Maternal, prenatal and genetic influences on development of defects and diseases</li> </ul>	<p><b>Maternal, prenatal and genetic influences on development of defects and diseases</b></p> <ul style="list-style-type: none"> <li>• Conditions affecting the mother : genetic and infections</li> <li>• Consanguinity, atopy</li> <li>• Prenatal nutrition and food allergies</li> <li>• Maternal Age</li> <li>• Maternal drug therapy</li> <li>• Prenatal testing and diagnosis</li> <li>• Effect of Radiation, drugs and chemicals</li> <li>• Infertility</li> <li>• Spontaneous abortion</li> <li>• Neural Tube Defects and the role of folic acid in lowering the risks</li> <li>• Down syndrome (Trisomy 21)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>

III	3	<ul style="list-style-type: none"> <li>• Explain the screening methods for genetic defects and diseases in neonates and children</li> </ul>	<p><b>Genetic testing in the neonates and children</b></p> <ul style="list-style-type: none"> <li>• Screening for <ul style="list-style-type: none"> <li>□ Congenital abnormalities</li> <li>□ Developmental delay</li> <li>□ Dysmorphism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> </ul>
IV	3	<ul style="list-style-type: none"> <li>• Identify genetic disorders in adolescents and adults</li> </ul>	<p><b>Genetic conditions of adolescents and adults</b></p> <ul style="list-style-type: none"> <li>• Cancer genetics – Familial Cancer</li> <li>• Inborn errors of metabolism</li> <li>• Blood group alleles and haematological disorder</li> <li>• Genetic hemochromatosis</li> <li>• Huntington’s disease</li> <li>• Mental illness</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> </ul>
V	5	<ul style="list-style-type: none"> <li>• Describe the role of nurse in genetic services and counselling</li> </ul>	<p><b>Services related to Genetics</b></p> <ul style="list-style-type: none"> <li>• Genetic testing</li> <li>• Human genome project</li> <li>• Gene therapy</li> <li>• The Eugenics movement</li> <li>• Genetic Counselling</li> <li>• Legal and Ethical issues Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>

**Internal Assessment:**

<b>Theory:</b> Best out of two tests average	15 Marks
<b>Assignment</b> (Writing Journal)	10 Marks
<b>Total</b>	25 Marks

**SUGGESTED READING**

- 1) Ramadas Nayak and Sharada Raj and Asha Gupta. "Textbook of Pathology and Genetics for Nurses" 2<sup>nd</sup> edition, Jaypee publications.
- 2) Robin Reid and Flona Roberts "Pathology Illustrated" 6<sup>th</sup> edition, Elsevier.
- 3) Robbins and Cotran "Pathologic Basis of Disease" 8<sup>th</sup> edition, Elsevier.
- 4) Triveni Bhopal "Textbook of Pathology" 3<sup>rd</sup> edition, Frontline Publications.
- 5) Harsh Mohan "Textbook of Pathology" 6<sup>th</sup> edition, Jaypee Publications.

**MEDICAL SURGICAL NURSING - I**  
**(Adult including Geriatrics)**

**Placement :** Second Year

**Time :** Theory – 270 hours

Practical – 720 hours

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

Unit	Hrs.	Learning Objectives	Content and Teaching Learning Activities	Teaching Learning Activities	Assessment Methods
I	19	<ul style="list-style-type: none"> <li>• Appreciate the trends in medical and surgical nursing</li> <li>• Describe the role of nurse in caring for adult patient in hospital and community</li> <li>• Describe the concepts of medical surgical asepsis</li> </ul>	<p><b>Introduction :</b></p> <ul style="list-style-type: none"> <li>• Introduction to medical surgical nursing – Evolution and trends of medical and surgical nursing</li> <li>• Review of Concepts of Health and illness Disease - concepts, causations, classification diseases (ICD -10 or later version), Acute illness Chronic illness &amp; Terminal illness, stages of illness</li> <li>• Review of concepts of comprehensive nursing care in medical surgical conditions based on nursing process</li> <li>• Role of nurse, patient and family in care of adult patient</li> <li>• Role and responsibilities of a nurse in medical surgical settings :</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>

			<ul style="list-style-type: none"> <li>❑ Outpatient department</li> <li>❑ In-patient unit</li> <li>❑ Intensive care unit</li> <li>❑ Home and Community settings</li> <li>● Introduction to Medical Surgical asepsis</li> <li>❑ Inflammation &amp; Infection</li> <li>❑ Immunity</li> <li>❑ Wound healing</li> <li>● Care of Surgical Patient</li> <li>❑ Pre-operative</li> <li>❑ Intra operative</li> <li>❑ Post-operative</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>● Medical asepsis</li> <li>● Surgical asepsis</li> <li>● Standard safety measures</li> <li>● Universal precautions</li> </ul>		
II	15	<ul style="list-style-type: none"> <li>● Describe the common signs, symptoms, problems and their</li> <li>● Specific nursing interventions</li> </ul>	<p><b>Common signs and symptoms and management</b></p> <ul style="list-style-type: none"> <li>● Fluid and electrolyte imbalance</li> <li>● Vomiting</li> <li>● Dyspnea and cough, respiratory obstruction</li> <li>● Fever</li> <li>● Shock</li> <li>● Unconsciousness, Syncope</li> <li>● Pain</li> <li>● Incontinence</li> <li>● Edema</li> <li>● Age related problems – geriatric</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture discussion</li> <li>● Seminar Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Short essay</li> <li>● MCQs</li> </ul>

III	31	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of respiratory systems</li> </ul>	<p><b>Nursing management of patients (adults including elderly) with respiratory problems</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of respiratory system,</li> <li>Nursing Assessment History and Physical assessment</li> <li>Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of adults including elderly with – <ul style="list-style-type: none"> <li>Upper Respiratory tract infections</li> <li>Bronchitis</li> <li>Asthma</li> <li>Emphysema</li> <li>Empyema</li> <li>Atelectasis</li> <li>Chronic Obstructive Pulmonary Diseases (COPD)</li> <li>Bronchiectasis</li> <li>Pneumonia</li> <li>Pulmonary tuberculosis</li> <li>Lung abscess</li> <li>Pleural effusion</li> <li>Cysts and Tumors</li> <li>Chest injuries</li> <li>Respiratory arrest and insufficiency</li> <li>Pulmonary embolism</li> </ul> </li> <li>Special therapies, alternative therapies</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Models, films, slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussions/ Seminar</li> <li>Health education</li> <li>Supervised clinical practice</li> <li>Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>Long essay</li> <li>Short essay</li> <li>MCQs</li> </ul>
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			<p>Nursing procedures</p> <p>Drugs used in treatment of respiratory disorders</p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Assisting in-ABG analysis, endotracheal intubation Setting of ventilator, x-ray chest, MRI, Lung biopsy, bronchoscopy</li> <li>• Conduct and Analyse pulse oximetry</li> <li>• Care of patient with Nebulization chest tube drainage, Thoracentesis, ventilator.</li> <li>• Care of tracheostomy</li> </ul>		
IV	41	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of digestive systems</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with disorders of digestive system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of digestive system</li> <li>• Nursing Assessment – History and physical assessment</li> <li>• Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>

			<ul style="list-style-type: none"> <li>• Disorders of</li> <li>• Oral cavity – lips, gums, tongue, salivary glands and teeth</li> <li>• Esophagus- inflammation stricture, obstruction, bleeding and tumors</li> <li>• Stomach and duodenum hiatus hernia, gastritis, peptic and duodenal ulcer, bleeding, tumors, pyloric stenosis</li> <li>• Small intestinal disorders- inflammation &amp; infection, enteritis, Malabsorption, obstruction, tumors and perforation</li> <li>• Large intestinal disorders-Colitis, inflammation and infection, obstruction and tumor and lump</li> <li>• Hernias</li> <li>• Appendix – inflammation, mass, abscess, rupture</li> <li>• Anal &amp; Rectum ; hemorrhoids, fissures, Fistulas</li> <li>• Peritonitis/acute abdomen</li> <li>• Pancreas; inflammation, cyst, abscess and tumors</li> <li>• Liver; inflammation, cyst, abscess, cirrhosis, portal hypertension, hepatic</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>	
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			<p>failure, tumors</p> <ul style="list-style-type: none"> <li>• Gall Bladder; inflammation, obstruction, stones and tumors</li> </ul> <p>Special therapies, alternative therapies</p> <p>Nursing procedures</p> <p>Drugs used in treatment of disorders of digestive system</p> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Preparing patients for various enemas</li> <li>• Ostomy care</li> <li>• Care of patient with peritoneocentesis</li> <li>• Assisting in liver biopsy, endoscopy, colonoscopy, proctoscopy, and sigmoidoscopy.</li> <li>• Diagnostic test; Liver function test and gastric analysis</li> <li>• Feeding; Gastrostomy feeding, Jejunostomy feeding.</li> <li>• Bowel wash</li> </ul>		
V	42	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiological manifestations,</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with blood and cardio vascular problems</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of blood and cardio vascular system,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>

		<p>diagnostic measures and management of patients (adults including elderly) with blood and cardio vascular problems</p> <ul style="list-style-type: none"> <li>• Describe the vascular conditions and its nursing management</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing Assessment – History and Physical assessment</li> <li>• Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of –</li> <li>• Vascular system <ul style="list-style-type: none"> <li>❑ Hypertension, Hypotension</li> <li>❑ Arteriosclerosis</li> <li>❑ Raynaud’s disease</li> <li>❑ Aneurism and Peripheral vascular disorders heart</li> </ul> </li> <li>• Coronary artery diseases <ul style="list-style-type: none"> <li>❑ Ischemic Heart Disease</li> <li>❑ Coronary atherosclerosis</li> <li>❑ Angina pectoris</li> <li>❑ Myocardial infarction</li> </ul> </li> <li>• Valvular disorders of the heart <ul style="list-style-type: none"> <li>❑ Congenital and acquired</li> <li>❑ Rheumatic Heart diseases</li> </ul> </li> <li>• Endocarditis, Pericarditis Myocarditis</li> <li>• Cardio Myopathies</li> <li>• Cardiac dysrhythmias, Heart Block</li> <li>• Congestive cardiac failure <ul style="list-style-type: none"> <li>❑ Cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> <li>• Visit to blood bank</li> <li>• Participation in blood donation camps</li> <li>• Counselling</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Cardiac emergencies and arrest</li> <li>• Cardio Pulmonary Resuscitation (CPR)</li> <li>• Blood <ul style="list-style-type: none"> <li>❑ Anemia</li> <li>❑ Polycythemia</li> <li>❑ Bleeding disorders; clotting factor defects and platelets defects</li> <li>❑ Thalassemia</li> <li>❑ Leukaemias</li> <li>❑ Leucopenia's and agranulocytosis</li> <li>❑ Lymphomas</li> <li>❑ Myelomas</li> </ul> </li> <li>• Special therapies <ul style="list-style-type: none"> <li>❑ Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion reaction, records for blood transfusion.</li> <li>❑ Management &amp; counselling of blood donors, phlebotomy procedure, &amp; post donation management Blood bank functioning &amp; hospital transfusion committee. Bio-safety and waste management in relation to blood transfusion</li> <li>❑ Role of a nurse in Organ donation, retrieval and banking</li> </ul> </li> <li>• Special therapies, alternative therapies</li> </ul>		
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			<ul style="list-style-type: none"> <li>• Nursing procedures</li> <li>• Drugs used in treatment of blood and cardio vascular disorders</li> </ul> <p><b>Procedures</b></p> <p><b>Assisting in</b></p> <ul style="list-style-type: none"> <li>• 3 lead ECG, 12 Lead ECG, Holter monitoring, Doppler test.</li> <li>• Stress test</li> <li>• PET scan</li> <li>• Thallium scan</li> <li>• CPR, Defibrillator,</li> <li>• Transthoracic echocardiogram</li> <li>• Care of patient with pacemaker</li> <li>• Special diagnostic tests for cardiac disorder</li> </ul>		
VI	14	<ul style="list-style-type: none"> <li>• Describe the etiology, patho-physiology Clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of genitourinary system</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with genitourinary problems</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of genitourinary system</li> <li>• Nursing Assessment – History and Physical assessment</li> <li>• Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics and nursing management of</li> <li>• Nephritis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>

			<ul style="list-style-type: none"> <li>• Nephrotic syndrome</li> <li>• Nephrosis</li> <li>• Renal calculus</li> <li>• tumors</li> <li>• Acute renal failure</li> <li>• Chronic renal failure</li> <li>• End stage renal disease</li> <li>• Dialysis, renal transport</li> <li>• Congenital disorders, urinary infections</li> <li>• Benign prostate hypertrophy</li> <li>• Disorders of ureter, urinary bladder and urethral- inflammation, infection, stricture. Obstruction, tumor, prostrate</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of genitourinary disorders</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Bladder wash</li> <li>• Male and female catheterization</li> <li>• Care of indwelling catheter.</li> </ul>	presentation	
VII	5	<ul style="list-style-type: none"> <li>• Describe the etiology, patho-physiology clinical manifestations, diagnostic measures and management of patients</li> </ul>	<p><b>Nursing management of disorders of male (adults including elderly) reproductive system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of male reproductive system</li> <li>• Nursing Assessment - History and physical assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>

		(adults including elderly) with disorders of male reproductive system	<ul style="list-style-type: none"> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of disorders of male reproductive system</li> <li>• Congenital malformations; cryptorchidism</li> <li>• Hypospadiasis, Epispadiasis</li> <li>• Infections</li> <li>• Testis and adjacent structures</li> <li>• Penis</li> <li>• Prostate: inflammation, infection, hypertrophy, tumor</li> <li>• Sexual Dysfunction</li> <li>• Infertility</li> <li>• Contraception</li> <li>• Breast; gynecomastia, tumor</li> <li>• Climacteric changes</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of disorders of male reproductive system</li> </ul>	<p>discussions/ Seminar</p> <ul style="list-style-type: none"> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	
VIII	11	<ul style="list-style-type: none"> <li>• Describe the etiology, patho-physiology clinical manifestations, diagnostic measures and</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with disorders of endocrine system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology endocrine system</li> <li>• Nursing Assessment -</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>



		management of patients (adults including elderly) with disorders of endocrine system	<p>History and Physical assessment</p> <ul style="list-style-type: none"> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of</li> <li>□ Disorders of Thyroid and Parathyroid</li> <li>□ Diabetes mellitus</li> <li>□ Diabetes Insipidus</li> <li>□ Adrenal tumor</li> <li>□ Pituitary disorders</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of disorders of endocrine system</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Special diagnostic test for endocrine diseases</li> </ul>	<p>session</p> <ul style="list-style-type: none"> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>	
IX	10	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of skin</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with disorders of Integumentary system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of Skin and its appendages</li> <li>• Nursing Assessment - History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>

			<p>nursing management of disorders of skin and its appendages</p> <ul style="list-style-type: none"> <li>❑ Lesions and abrasions</li> <li>❑ Infection and infestations; Dermatitis</li> <li>❑ Dermatoses ; infectious and Non infectious “inflammatory Dermatoses”</li> <li>❑ Acne Vulgaris</li> <li>❑ Allergies and Eczema</li> <li>❑ Psoriasis</li> <li>❑ Malignant melanoma</li> <li>❑ Alopecia</li> <li>● Special therapies, alternative therapies</li> <li>● Nursing procedures</li> <li>● Drugs used in treatment of disorders of Integumentary system</li> </ul>	<p>practice</p> <ul style="list-style-type: none"> <li>● Drug book/ presentation</li> <li>● Assessment of skills with check list</li> <li>● Assessment of patient management problem</li> </ul>	
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X	22	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of musculoskeletal system</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with musculoskeletal problems</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of musculoskeletal system</li> <li>Nursing Assessment - History and Physical assessment</li> <li>Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of – <ul style="list-style-type: none"> <li>Disorders of : <ul style="list-style-type: none"> <li>Muscles, Ligaments and Joints- inflammation, infection, trauma</li> <li>Bones –inflammation, infection, dislocation, fracture, tumor and trauma</li> <li>Osteomalacia and osteoporosis</li> <li>Arthritis</li> <li>Congenital deformities</li> <li>Spinal column – defects &amp; deformities, Tumor, Prolapsed inter vertebral disc, pott’s spine</li> <li>Paget’s disease</li> </ul> </li> <li>Amputation</li> <li>Prosthesis</li> <li>Transplant &amp;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using charts, graphs</li> <li>Models, films, slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussions/ Seminar</li> <li>Health education</li> <li>Supervised clinical practice</li> <li>Drug book/ presentation</li> <li>Assessment of skills with check List</li> <li>Assessment of patient management problem</li> </ul>	<ul style="list-style-type: none"> <li>Long essay</li> <li>Short essay</li> <li>MCQs</li> </ul>
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			<ul style="list-style-type: none"> <li>replacement surgeries</li> <li>• Rehabilitation</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of disorders of musculoskeletal system</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Traction care</li> <li>• Assisting in application of plaster-cast and removal.</li> <li>• Physiotherapy- ROM Exercises, Muscle strength and exercise</li> <li>• Crutch maneuvering techniques</li> <li>• Assist in activities of Daily living and ambulation</li> </ul>		
XI	10	<ul style="list-style-type: none"> <li>• Describe the etiology, patho-physiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of musculoskeletal system</li> </ul>	<p><b>Nursing management of patient (adults including elderly) 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>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of –</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>

			<ul style="list-style-type: none"> <li>• Immunodeficiency disorder</li> <li>• Primary immunodeficiency</li> <li>• Phagocytic dysfunction</li> <li>• B-cell and T-cell deficiencies</li> <li>• Secondary immunodeficiency-ies</li> <li>• Acquired immunodeficiency syndrome (AIDS)</li> <li>• Incidence of HIV &amp; AIDS</li> <li>• Epidemiology</li> <li>• Transmission - Prevention of Transmission</li> <li>• Standard Safety precautions</li> <li>• Role of Nurse; Counselling</li> <li>• Health education and home care consideration</li> <li>• National AIDS Control Program- NACO, various national and international agencies</li> <li>• Infection control program</li> <li>• Rehabilitation</li> </ul> <p>Special therapies, alternative therapies</p> <p>Nursing procedures</p> <p>Drugs used in treatment of disorders of immunological system</p>	<p>presentation</p> <ul style="list-style-type: none"> <li>• Orientation visit to Hospital Control system</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>	
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XII	20	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with Communicable Diseases</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with Communicable Diseases</b></p> <ul style="list-style-type: none"> <li>Overview of infectious disease, the infectious process</li> <li>Nursing Assessment - History and Physical assessment</li> <li>Epidemiology, infectious process, clinical manifestations, diagnosis, treatment, prevention and dietetics. Control and eradication of common Communicable Diseases- <ul style="list-style-type: none"> <li><input type="checkbox"/> Tuberculosis</li> <li><input type="checkbox"/> Diarrheal diseases</li> <li><input type="checkbox"/> Hepatitis A- E</li> <li><input type="checkbox"/> Herpes</li> <li><input type="checkbox"/> Chickenpox</li> <li><input type="checkbox"/> Smallpox</li> <li><input type="checkbox"/> Typhoid</li> <li><input type="checkbox"/> Meningitis</li> <li><input type="checkbox"/> Gas gangrene</li> <li><input type="checkbox"/> Leprosy</li> <li><input type="checkbox"/> Dengue</li> <li><input type="checkbox"/> Plague</li> <li><input type="checkbox"/> Malaria</li> <li><input type="checkbox"/> Diphtheria</li> <li><input type="checkbox"/> Pertussis</li> <li><input type="checkbox"/> Poliomyelitis</li> <li><input type="checkbox"/> Measles</li> <li><input type="checkbox"/> Mumps</li> <li><input type="checkbox"/> Influenza</li> <li><input type="checkbox"/> Tetanus</li> <li><input type="checkbox"/> Yellow fever</li> <li><input type="checkbox"/> Filariasis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using charts, graphs</li> <li>Models, films, slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussions/ Seminar</li> <li>Health education</li> <li>Supervised clinical practice</li> <li>Drug book/ presentation</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>	<ul style="list-style-type: none"> <li>Long essay</li> <li>Short essay</li> <li>MCQs</li> </ul>
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			<ul style="list-style-type: none"> <li>❑ HIV, AIDS</li> <li>• Reproductive Tract Infections</li> <li>• Special Infection control measures : Notification, Isolation, Quarantine, Immunization, Infectious Disease Hospitals</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of Communicable diseases</li> </ul>		
XIII	35	<ul style="list-style-type: none"> <li>• Describe the Organization and physical set up of operation theatre</li> <li>• Identify the various instruments and equipments used for common surgical procedures</li> <li>• Describe the infection control measures in the operation theatre</li> <li>• Describe the role of the</li> </ul>	<p><b>Peri -operative nursing:</b></p> <ul style="list-style-type: none"> <li>• Organization and Physical set up of the Operation Theatre (OT) : <ul style="list-style-type: none"> <li>❑ Classifications</li> <li>❑ O.T. DESIGN</li> <li>❑ Staffing</li> <li>❑ Members of the OT team</li> <li>❑ Duties and responsibilities of nurse in O.T.</li> <li>❑ Principles of Health and operating room attire</li> <li>❑ Instruments,</li> <li>❑ Sutures &amp; suture materials</li> <li>❑ Equipments</li> <li>❑ O.T. tables and sets for common surgical procedures</li> <li>❑ Positions and draping for common surgical</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, graphs,</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>

		nurse in the Peri - Operative nursing care	<p>procedures</p> <ul style="list-style-type: none"> <li>❑ Scrubbing procedures</li> <li>❑ Gowning and gloving</li> <li>❑ Preparation of O.T. Sets</li> <li>❑ Monitoring the patient during surgical procedures</li> <li>● Maintenance of therapeutic environment in O.T</li> <li>● Standard Safety measures</li> <li>❑ Infection control ; fumigation, disinfection and sterilization</li> <li>❑ Biomedical waste management</li> <li>❑ Prevention of accidents and hazards in O.T.</li> <li>● Anesthesia</li> <li>❑ Types</li> <li>❑ Methods of administration</li> <li>❑ Effects and Stages</li> <li>❑ Equipments</li> <li>❑ Drugs</li> <li>● Cardio Pulmonary Resuscitation (CPR)</li> <li>● Pain management techniques</li> <li>● Legal Aspects</li> </ul>		
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**MEDICAL SURGICAL NURSING -I Practical  
(Adult including Geriatrics)**

**Placement :** Second Year

**Time :** 720 hours

<b>Areas</b>	<b>Duration (in week)</b>	<b>Objectives</b>	<b>Skills</b>	<b>Assignments</b>	<b>Assessment Methods</b>
General Medical Ward *Respiratory, GI, Endocrine, Renal, Hematology	6	<ul style="list-style-type: none"> <li>• Provide nursing care to adult patients with medical disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the patient               <ul style="list-style-type: none"> <li>□ Taking history</li> <li>□ Perform general and specific physical examination</li> <li>□ Identify alterations and deviations</li> </ul> </li> <li>• Practice medical surgical asepsis-standard safety measures</li> <li>• Administer medications               <ul style="list-style-type: none"> <li>□ Oral, IV, IM, Subcutaneous</li> <li>• IV therapy                   <ul style="list-style-type: none"> <li>□ IV canulation</li> <li>□ Maintenance and monitoring</li> </ul> </li> <li>• Oxygen therapy by different methods</li> <li>• Nebulization</li> <li>• Chest physiotherapy</li> <li>• Naso gastric feeding</li> </ul> </li> <li>• Assist in common diagnostic</li> <li>• Perform/Assist in therapeutic</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 3 - 4 assigned patients</li> <li>• Nursing care plan-2</li> <li>• Nursing case study/presentation-1</li> <li>• Drug presentation-1</li> <li>• Maintain drug book</li> <li>• Maintain Practical record 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 case study/presentation</li> <li>• Completion of practical record</li> </ul>

			<ul style="list-style-type: none"> <li>procedures</li> <li>• Blood and component therapy</li> <li>• Throat Suctioning</li> <li>• Collect specimens for common investigations</li> <li>• Maintain elimination</li> <li>□ Catheterization</li> <li>□ Bowel wash</li> <li>□ Enema</li> <li>□ Urinary drainage</li> <li>• Maintain Intake, output and documentation</li> <li>• Counsel and teach related to specific disease conditions</li> </ul>		
General Surgical Ward (GI, Urinary, CTVS)	6	<ul style="list-style-type: none"> <li>• Provide pre and post-operative nursing care to adult patients with surgical disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Practice medical surgical asepsis-standard safety measures</li> <li>• Pre-operative preparation of patients</li> <li>• Post-operative care-Receiving pt, assessment, monitoring care</li> <li>• Care of wounds and drainage</li> <li>• Suture removal</li> <li>• Ambulation and exercise</li> <li>• Naso gastric aspiration</li> <li>• Care of chest drainage</li> <li>• Ostomy care</li> <li>□ Gastrostomy</li> <li>□ Colostomy</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 3 - 4 assigned patients</li> <li>• Nursing care plan-2</li> <li>• Nursing case study/ presentation- 1</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 case study/presentation</li> <li>• Completion of activity record</li> </ul>

			<ul style="list-style-type: none"> <li>• Blood &amp; component therapy</li> <li>• Practice universal precautions</li> </ul>		
Cardiology ward	2	<ul style="list-style-type: none"> <li>• Provide nursing care to patients with cardiac disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Physical examination of cardio vascular system Recording and interpreting ECG</li> <li>• Monitoring of patients</li> <li>• Preparation and assisting in non-invasive and invasive diagnostic procedures</li> <li>• Administer cardiac drugs</li> <li>• Cardio pulmonary Resuscitation</li> <li>• Teach patients and families</li> <li>• Practice medical and surgical asepsis –Standard safety measures</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 2 - 3 assigned patients</li> <li>• Nursing care plan-1</li> <li>• Nursing case study/ presentation/ Health talk – 1</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 case study /presentation/ health talk</li> <li>• Completion of activity record</li> </ul>
Skin & Communicable diseases Ward	1	<ul style="list-style-type: none"> <li>• Identify skin problems</li> <li>• Provide nursing care to patients with skin disorders &amp; Communicable diseases</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of patients with skin disorders</li> <li>• Assist in diagnostic and therapeutic procedures</li> <li>• Administer topical medication</li> <li>• Practice medical surgical asepsis – Standard safety measures</li> <li>• Use of personal protective</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 2 - 3 assigned patients</li> <li>• Health talk /Counseling HIV positive patients and families –1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation health talk /Counseling session</li> <li>• Completion of activity record</li> </ul>

			<p>equipment (PPE)</p> <ul style="list-style-type: none"> <li>• Give medicated baths</li> <li>• Counseling HIV positive patients</li> <li>• Teach prevention of infectious diseases</li> </ul>		
Orthopaedic ward	2	<ul style="list-style-type: none"> <li>• Provide nursing care to patients with musculo-skeletal disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of orthopedic patients</li> <li>• Assist in application of plaster cast and removal of cast</li> <li>• Apply skin traction-buck's extension traction</li> <li>• Assist in application and removal of prosthesis</li> <li>• Physiotherapy - Range of motion exercises (ROM), muscle strengthening exercises</li> <li>• Crutch maneuvering technique</li> <li>• Activities of daily living</li> <li>• Ambulation</li> <li>• Teach and counsel patients &amp; families</li> </ul>	<ul style="list-style-type: none"> <li>• Plan &amp; give care to 2-3 assigned patients</li> <li>• Nursing care plan-1</li> <li>• Nursing case study/presentation- 1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of nursing care plan &amp; nursing case study /presentation</li> <li>• Completion of activity record</li> </ul>
Operation Theatre	6	<ul style="list-style-type: none"> <li>• Identify instruments used in common operations</li> <li>• Participate in Infection</li> </ul>	<ul style="list-style-type: none"> <li>• Scrubbing, gowning gloving</li> <li>• Identify instruments suturing materials for common operations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist as a circulatory nurse in</li> <li>• Major cases-10</li> <li>• Minor cases- 5</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Completion of activity record</li> </ul>

		<p>control practices in the Operation Theatre</p> <ul style="list-style-type: none"> <li>• Set-up the table/ trolleys for common operative procedures</li> <li>• Assist in giving anesthesia</li> <li>• Assist in the operative procedures</li> <li>• Provide peri operative nursing care</li> </ul>	<ul style="list-style-type: none"> <li>• Disinfection, Carbo-lization, fumigation</li> <li>• Preparation of instrument sets for common operations</li> <li>• Sterilization of sharps and other instruments</li> <li>• Prepare the OT table depending upon the operation</li> <li>• Positioning and monitoring of patients</li> <li>• Endotracheal intubation</li> <li>• Assisting in minor and major operations</li> <li>• Handling specimens</li> <li>• Disposal of waste as per the guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Assist as a scrub nurse in</li> <li>• Major cases- 10</li> <li>• Minor cases – 5</li> <li>• Maintain drug book</li> </ul>	
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## Clinical Training

Time : 260 hours (9 weeks)

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
ICU, CCU, CARDIAC OT	2	<ul style="list-style-type: none"> <li>To gain proficiency in ICU nursing</li> <li>Develop advance skill in special procedures used in critical care unit</li> <li>Identify potential problems and provide accordingly</li> <li>Skill in setting and handling ventilator</li> <li>Administer injection in infusion pump</li> <li>Record accurately findings and medications</li> <li>Develop IPR with family members</li> <li>Acquint with OT technique</li> </ul>	<ul style="list-style-type: none"> <li>Assist in arterial puncture for blood gas analysis</li> <li>Perform ECG and interpret accordingly.</li> <li>Conduct &amp; analysis pulse oximetry</li> <li>Care with artificial airway</li> <li>Assist in endotracheal intubation</li> <li>Setting up ventilator</li> <li>Giving care in ventilator</li> <li>Drug sheet</li> <li>Observation of special procedure in OT.</li> </ul>	<ul style="list-style-type: none"> <li>Arterial puncture –5</li> <li>Taking out ECG stripe –5</li> <li>Tracheal suction-5</li> <li>For all assigned patients</li> <li>Oxygen administration by CPAP mask and use Ambu bag.</li> <li>Assessment for all assigned patients</li> <li>Nursing care in ventilator</li> <li>Drug sheet</li> </ul>	<ul style="list-style-type: none"> <li>Record book</li> <li>Checking with supervisor</li> </ul>
Neuro ICU, ITU, OT	2	<ul style="list-style-type: none"> <li>Develop skill in neurological assessment</li> <li>Give care to the pt with</li> </ul>	<ul style="list-style-type: none"> <li>Assess neurological status</li> <li>Implement care to head</li> </ul>	<ul style="list-style-type: none"> <li>Assessment for all assigned patients</li> <li>Nursing care plan-2</li> </ul>	<ul style="list-style-type: none"> <li>Record book</li> <li>Observation checklist</li> </ul>

		head injury and spinal injury <ul style="list-style-type: none"> <li>Care with chest surgery and cranial surgery</li> </ul>	injury spinal injury patients <ul style="list-style-type: none"> <li>Drug sheet</li> <li>Pre and postoperative care with neuro surgery patients</li> </ul>	<ul style="list-style-type: none"> <li>Drug sheet</li> </ul>	
Burns & plastic Reconstructive surgery	2	<ul style="list-style-type: none"> <li>Assess the severity of burns</li> <li>Administer rehydration therapy</li> <li>Observe reconstructive surgery</li> </ul>	<ul style="list-style-type: none"> <li>Nursing care</li> </ul>		
OT Lapros- copic Orthopa- edic  Eye ENT	3	<ul style="list-style-type: none"> <li>Identify instruments</li> <li>Assist in OT set up</li> <li>Supervise sterilization</li> <li>Assist in OT table lay out</li> <li>Observe immediately after operation</li> <li>Supervise infection control</li> </ul>		<ul style="list-style-type: none"> <li>Assist - 5 cases</li> </ul>	<ul style="list-style-type: none"> <li>Record book</li> </ul>

**Internal Assessment:**

<b>Theory:</b> Best out of two tests average	15 Marks
<b>Assignment</b> (Writing Journal)	10 Marks
<b>Total</b>	25 Marks

**Internal Assessment:**

<b>Practical:</b> Best out of two tests average	50 Marks
<b>Clinical Requirements</b>	45 Marks
<b>Attendance</b>	05 Marks
<b>Total</b>	100 Marks

**SUGGESTED READING**

- 1) Linda S. Williams and Paul O. Hopper "Medical Surgical Nursing", 4<sup>th</sup> edition, Jaypee publications.
- 2) Brunner Suddarth's "Textbook of Medical Surgical Nursing", 12<sup>th</sup> edition, Walters Kluwer India.
- 3) Barhara K. Timby and Nancy E. Smith "Introductory Medical Surgical Nursing", 10<sup>th</sup> edition, Wolter Kluwer.
- 4) Deepak Sethi and Capt Kirti Rani "Medical Surgical Nursing 1<sup>st</sup> and 2<sup>nd</sup>", First edition, Jaypee publication.
- 5) Linton "Introduction to Medical surgical Nursing", 4<sup>th</sup> edition, Elsevier.
- 6) Lewis "Medical Surgical Nursing", Elsevier.



## COMMUNITY HEALTH NURSING – I

**Placement:** Second Year

**Time :** Theory – 110 hours

Practical – 160 hours

**Course Description:** This course is designed for students to appreciate the principles of promotion and maintenance of health

Unit	Hrs.	Learning Objectives	Content and Teaching Learning Methods	Teaching Learning Activity	Assessment Methods
I	2	<ul style="list-style-type: none"> <li>• Describe concept and dimensions of health</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Community health nursing</li> <li>• Definition, concept and dimensions of health</li> <li>• Promotion of health</li> <li>• Maintenance of health</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>
II	25	<ul style="list-style-type: none"> <li>• Describe determinants of health</li> </ul>	<p><b>Determinants of health</b></p> <ul style="list-style-type: none"> <li>• Eugenics</li> <li>• Environment :                             <ul style="list-style-type: none"> <li>□ Physical : Air, light, Ventilation, Water, Housing, Sanitation; disposal of waste, disposal of dead bodies, Forestation, Noise, Climate, Communication: infrastructure facilities and Linkages</li> <li>□ Acts regulating the environment: National Pollution control board</li> <li>□ Bacterial &amp; viral: Agents, host carriers and immunity</li> <li>□ Arthropods and Rodents</li> </ul> </li> <li>• Food hygiene:</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs, Models, films, slides</li> <li>• Visits to water supply, sewage disposal, milk plants, slaughter house etc</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>

			<p>Production, Preservation, Purchase, Preparation, Consumption</p> <ul style="list-style-type: none"> <li>• Acts regulating food hygiene- Prevention of food adulteration act, drugs and cosmetic act</li> <li>• Socio-cultural <ul style="list-style-type: none"> <li>❑ Customs, taboos</li> <li>❑ Marriage system</li> <li>❑ Family structure</li> <li>❑ Status of special groups; Females, Children, Elderly, challenged groups and Sick persons</li> </ul> </li> <li>• Life Style</li> <li>• Hygiene</li> <li>• Physical activity <ul style="list-style-type: none"> <li>❑ Recreation and sleep</li> <li>❑ Sexual life</li> <li>❑ Spiritual life philosophy</li> <li>❑ Self reliance</li> <li>❑ Dietary pattern</li> <li>❑ Education</li> <li>❑ Occupation</li> </ul> </li> <li>• Financial Management <ul style="list-style-type: none"> <li>❑ Income</li> <li>❑ Budget</li> <li>❑ Purchasing power</li> <li>❑ Security</li> </ul> </li> </ul>		
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III	10	<ul style="list-style-type: none"> <li>Describe concept, scope, uses methods and approaches of epidemiology</li> </ul>	<p><b>Epidemiology</b></p> <ul style="list-style-type: none"> <li>Definition, concept, aims, scope, uses and terminology used in epidemiology</li> <li>Dynamics of disease transmission : epidemiological traid</li> <li>Morbidity and mortality : measurements</li> <li>Levels of prevention</li> <li>Methods of epidemiology of <ul style="list-style-type: none"> <li>Descriptive</li> <li>Analytical: Epidemic investigation</li> <li>Experimental</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts, graphs</li> <li>Models, films, slides</li> </ul>	<ul style="list-style-type: none"> <li>Long essay</li> <li>Short essay</li> <li>MCQs</li> </ul>
IV	30	<ul style="list-style-type: none"> <li>Describe Epidemiology and nursing management of common Communicable diseases</li> </ul>	<p><b>Epidemiology and nursing management of common Communicable Diseases</b></p> <ul style="list-style-type: none"> <li>Respiratory infections <ul style="list-style-type: none"> <li>Small Pox</li> <li>Chicken Pox</li> <li>Measles</li> <li>Influenza</li> <li>Rubella</li> <li>ARI's &amp; Pneumonia</li> <li>Mumps</li> <li>Diphtheria</li> <li>Whooping cough</li> <li>Meningococcal meningitis</li> <li>Tuberculosis</li> <li>SARS</li> </ul> </li> <li>Intestinal Infections <ul style="list-style-type: none"> <li>Poliomyelitis</li> <li>Viral Hepatitis</li> <li>Cholera</li> <li>Diarrhoeal diseases</li> <li>Typhoid Fever</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts, graphs</li> <li>Models, films, slides</li> <li>Seminar</li> <li>Supervised field practice - health centers, clinics and homes</li> <li>Group projects/ Health education</li> </ul>	<ul style="list-style-type: none"> <li>Long essay</li> <li>Short essay</li> <li>MCQs</li> </ul>

			<ul style="list-style-type: none"> <li><input type="checkbox"/> Food poisoning</li> <li><input type="checkbox"/> Amoebiasis</li> <li><input type="checkbox"/> Hook worm infection</li> <li><input type="checkbox"/> Ascariasis</li> <li><input type="checkbox"/> Dracunculiasis</li> <li>• Arthropod infections</li> <li><input type="checkbox"/> Dengue</li> <li><input type="checkbox"/> Malaria</li> <li><input type="checkbox"/> Filariasis</li> <li>• Zoonoses</li> <li>• Viral</li> <li><input type="checkbox"/> Rabies</li> <li><input type="checkbox"/> Yellow fever</li> <li><input type="checkbox"/> Japanese encephalitis</li> <li><input type="checkbox"/> Kyasnur Forest Disease</li> <li>• Bacterial</li> <li><input type="checkbox"/> Brucellosis</li> <li><input type="checkbox"/> Plague</li> <li><input type="checkbox"/> Human Salmonellosis</li> <li><input type="checkbox"/> Anthrax</li> <li><input type="checkbox"/> Leptospirosis</li> <li>• Rickettsial diseases</li> <li><input type="checkbox"/> Rickettsial Zoonoses</li> <li><input type="checkbox"/> Scrub typhus</li> <li><input type="checkbox"/> Murine typhus</li> <li><input type="checkbox"/> Tick typhus</li> <li><input type="checkbox"/> Q fever</li> <li>• Parasitic zoonoses</li> <li><input type="checkbox"/> Taeniasis</li> <li><input type="checkbox"/> Hydatid disease</li> <li><input type="checkbox"/> Leishmaniasis</li> <li>• Surface infection</li> <li><input type="checkbox"/> Trachoma</li> <li><input type="checkbox"/> Tetanus</li> <li><input type="checkbox"/> Leprosy</li> <li><input type="checkbox"/> STD &amp; RTI</li> <li><input type="checkbox"/> Yaws</li> <li><input type="checkbox"/> HIV/AIDS</li> <li><input type="checkbox"/> Any other</li> </ul>		
V	15	<ul style="list-style-type: none"> <li>• Describe Epidemiology and nursing</li> </ul>	<b>Epidemiology and nursing management of Non-communicable</b>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short</li> </ul>

		management of common Non-communicable diseases	<b>diseases</b> <ul style="list-style-type: none"> <li>• Malnutrition: under nutrition, over nutrition, nutritional deficiencies</li> <li>• Anaemia</li> <li>• Hypertension</li> <li>• Stroke</li> <li>• Rheumatic Heart Disease</li> <li>• Coronary Heart Disease</li> <li>• Cancer</li> <li>• Diabetes mellitus</li> <li>• Blindness</li> <li>• Accidents</li> <li>• Mental illness</li> <li>• Obesity</li> <li>• Iodine deficiency</li> <li>• Fluorosis</li> <li>• Epilepsy</li> </ul>	Charts, graphs <ul style="list-style-type: none"> <li>• Models, films, slides</li> <li>• Seminar</li> <li>• Supervised field practice - health centers, clinics and homes</li> <li>• Group projects/ Health education</li> </ul>	essay <ul style="list-style-type: none"> <li>• MCQs</li> </ul>
VI	8	<ul style="list-style-type: none"> <li>• Describe the concepts &amp; scope of demography</li> <li>• Describe methods of data collection, analysis &amp; interpretation of demographic data</li> </ul>	<b>Demography</b> <ul style="list-style-type: none"> <li>• Definition, concept and scope</li> <li>• Methods of collection, analysis &amp; interpretation of demographic data</li> <li>• Demographic rates and ratios</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Community identification survey</li> <li>• Assessment of survey report</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>

VII	20	<ul style="list-style-type: none"> <li>• Identify the impact of population explosion in India</li> <li>• Describe methods of population control</li> </ul>	<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 : <ul style="list-style-type: none"> <li>❑ Overall development: Women empowerment, social, economic and educational development</li> <li>• Limiting family size : <ul style="list-style-type: none"> <li>❑ Promotion of small family norm</li> <li>❑ Methods : spacing (natural, biological, chemical, mechanical methods etc)</li> <li>❑ Terminal : surgical methods</li> <li>❑ Emergency contraception</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Population survey</li> <li>• Counselling</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised field practice</li> <li>• Assessment of survey report</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>
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## COMMUNITY HEALTH NURSING - I – Practical

**Placement :** Second Year

**Time :** Practical – 160 hours

<b>Areas</b>	<b>Duration (in week)</b>	<b>Objectives</b>	<b>Skills</b>	<b>Assignments</b>	<b>Assessment methods</b>
Community health nursing	2 wks urban and 2 wks rural	<ul style="list-style-type: none"> <li>• Build and Maintain rapport</li> <li>• Identify demographic characteristics, health determinants &amp; community health resources</li> <li>• Diagnose health needs of individual and families</li> <li>• Provide primary care in health centre</li> <li>• Counsel &amp; educate individual, family &amp; community</li> </ul>	<ul style="list-style-type: none"> <li>• Use techniques of inter-personal relationship</li> <li>• Identification of health determinants of community</li> <li>• History taking</li> <li>• Physical examination</li> <li>• Collect specimens- sputum, malaria smear</li> <li>• Perform simple lab tests at center blood for Haemoglobin and sugar, urine for albumin and sugar</li> <li>• Administer vaccines and medications to adults</li> <li>• Counsel and teach individual, family and</li> </ul>	<ul style="list-style-type: none"> <li>• To work with 2 assigned families each in urban &amp; rural</li> <li>• Family study- 1</li> <li>• Observation report of community- 1</li> <li>• Health talks 2 (1 in urban &amp; in rural)</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of family study, observation report and health talk</li> <li>• Completion of activity record</li> </ul>

			community <input type="checkbox"/> Nutrition <input type="checkbox"/> Hygiene <input type="checkbox"/> Self health monitoring <input type="checkbox"/> Seeking health services <input type="checkbox"/> Healthy life style <input type="checkbox"/> Family welfare methods <input type="checkbox"/> Health promotion		
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**Internal Assessment:**

<b>Theory:</b> Best out of two tests average	15 Marks
<b>Assignment</b> (Writing Journal)	10 Marks
<b>Total</b>	25 Marks

**SUGGESTED READING**

- 1) Simrat Kaur N. J. Singh "Community Health Nursing - 1<sup>st</sup> "First edition, Lotus publishers.
- 2) K. Park "Essential of Community Health Nursing" 4<sup>th</sup> edition, M/S Banarsidas Bhanot Publishers.
- 3) Frances A MOURER & CLAUDIA M SMITH "Community/public Health Nursing Practices" 4<sup>TH</sup> Edition, Saunders ELSEVIER.
- 4) Shyamala D Manivannan "Textbook of Community Health Nursing" First edition, CBS.
- 5) S Kamalam "Essential in Community Health Nursing Practices" 3<sup>rd</sup> edition, Jaypee publication.



## COMMUNICATION & EDUCATIONAL TECHNOLOGY

**Placement :** Second Year

**Time :** Theory – 60 hours

Practical – 30 hours

**Course Description :** This course is designed to help the students acquire an understanding of the principles and methods of communication and teaching. It helps to develop skill in communicating effectively, maintaining effective interpersonal relations, teaching individuals and group in clinical, community health and educational settings.

Unit	Hrs.		Learning Objectives	Content and Teaching Learning Activities	Teaching learning Activities	Assessment Methods
	Th.	Pr.				
I	5		<ul style="list-style-type: none"> <li>• Describe the communication process</li> <li>• Identify techniques of effective communication</li> </ul>	<b>Review of Communication Process</b> <ul style="list-style-type: none"> <li>• Process; elements and channel</li> <li>• Facilitators</li> <li>• Barriers and methods of overcoming</li> <li>• Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Role plays</li> <li>• Exercises with audio/video tapes</li> <li>• Respond to critical incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>
II	5		<ul style="list-style-type: none"> <li>• Establish effective interpersonal relations with patients families &amp; co-workers</li> </ul>	<b>Interpersonal relations</b> <ul style="list-style-type: none"> <li>• Purpose &amp; types</li> <li>• Phases</li> <li>• Barriers &amp; methods of overcoming</li> <li>• Johari Window</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Role plays</li> <li>• Exercises with audio/video tapes</li> <li>• Process recording</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>
III	5		<ul style="list-style-type: none"> <li>• Develop effective human relations in context of nursing</li> </ul>	<b>Human relations</b> <ul style="list-style-type: none"> <li>• Understanding self</li> <li>• Social behaviour, motivation, social</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Sociometry</li> <li>• Group games</li> <li>• Psychometric</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>

				attitudes <ul style="list-style-type: none"> <li>• Individual and groups</li> <li>• Groups &amp; individual</li> <li>• Human relations in context of nursing</li> <li>• Group dynamics</li> <li>• Team work</li> </ul>	exercises followed by discussion <ul style="list-style-type: none"> <li>• Respond to critical incidents</li> </ul>	
IV	10	5	<ul style="list-style-type: none"> <li>• Develop basic skill of counselling and guidance</li> </ul>	<b>Guidance &amp; counselling</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Purpose, scope &amp; need</li> <li>• Basic principles</li> <li>• Organization of counselling services</li> <li>• Types of counselling approaches</li> <li>• Role and preparation of counsellor</li> <li>• Issues for counselling in nursing: students and practitioners</li> <li>• Counselling process steps &amp; techniques, tools of counsellor</li> <li>• Managing disciplinary problems</li> <li>• Management of crisis &amp; referral</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Role play on counselling in different situations followed by discussion</li> <li>• Assess performance in role play situations</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>
V	5		<ul style="list-style-type: none"> <li>• Describe the philosophy &amp; principles of</li> </ul>	<b>Principles of education &amp; teaching learning</b>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Prepare</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> </ul>

			<p>education</p> <ul style="list-style-type: none"> <li>• Explain the teaching learning process</li> </ul>	<p><b>process</b></p> <ul style="list-style-type: none"> <li>• Education: meaning, philosophy, aims, functions &amp; Principles</li> <li>• Nature and characteristics of learning,</li> <li>• Principles and maxims of teaching,</li> </ul> <p><b>Formulating objectives: general and specific</b></p> <ul style="list-style-type: none"> <li>• Lesson planning</li> <li>• Classroom management</li> </ul>	<p>lesson plan</p> <ul style="list-style-type: none"> <li>• Micro teaching</li> <li>• Exercise on writing objectives</li> <li>• Assess lesson plans &amp; teaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>• MCQs</li> </ul>
VI	1 0	1 0	<ul style="list-style-type: none"> <li>• Demonstrate teaching skill using various teaching methods in clinical, classroom &amp; community settings</li> </ul>	<p><b>Methods of teaching</b></p> <ul style="list-style-type: none"> <li>• Lecture, demonstration, group discussion, seminar symposium, panel discussion, role play, project, field trip, workshop, exhibition, programmed instruction, computer assisted learning, micro teaching problem based learning, Self instructional module and simulation etc.</li> <li>• Clinical teaching methods : case method, nursing round &amp; reports,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Conduct 5 teaching sessions using different methods &amp; media</li> <li>• Assess teaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>

				bedside clinic, conference (individual & group) process recording		
VII	10	8	<ul style="list-style-type: none"> <li>• Prepare and use different types of educational media effectively</li> </ul>	<b>Educational media</b> <ul style="list-style-type: none"> <li>• Purposes &amp; types of A.V. Aids, principles and sources etc.</li> <li>• Graphic aids: chalk board, chart, graph, poster, flash cards, flannel graph, bulletin, cartoon</li> <li>• Three dimensional aids : objects, specimens, models, puppets</li> <li>• Printed aids: pamphlets &amp; leaflets</li> <li>• Projected aids : slides, overhead projector, films, TV, VCR/VCD, camera, microscope, LCD</li> <li>• Audio aids : tape recorder public address system</li> <li>• Computer</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Prepare different teaching aids- projected &amp; non projected</li> <li>• Assess the teaching aids prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Long essay</li> <li>• Short essay</li> <li>• MCQs</li> </ul>
VIII	5	7	<ul style="list-style-type: none"> <li>• Prepare different types of questions for assessment of knowledge, skills and attitudes</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• Purpose &amp; scope of evaluation &amp; assessment</li> <li>• Criteria for selection of assessment techniques and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Exercise on writing different types of assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>

				<p>methods</p> <ul style="list-style-type: none"><li>• Assessment of knowledge : essay type questions, Short answer questions (SAQ), Multiple choice questions (MCQ)</li><li>• Assessment of skills : observation checklist, practical exam, Viva, Objective structured clinical examination (OSCE)</li><li>• Assessment of Attitudes: Attitude scales</li></ul>		
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IX	5	<ul style="list-style-type: none"> <li>• Teach individuals, groups and communities about health with their active participation</li> </ul>	<b>Information, Education &amp; communication for health (IEC)</b> <ul style="list-style-type: none"> <li>• Health behaviour &amp; health education</li> <li>• Planning for health education</li> <li>• Health education with individuals, groups &amp; communities</li> <li>• Communicating health messages</li> <li>• Methods &amp; media for communicating health messages</li> <li>• Using mass media</li> <li>• Assess the strategies used in practice teaching sessions and exercise sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Plan &amp; conduct health education sessions for individuals, group &amp; communities</li> <li>• Assess the planning &amp; conduct of the educational session</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> <li>• MCQs</li> </ul>
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**Internal Assessment:**

<b>Theory:</b> Best out of two tests average	15 Marks
<b>Assignment</b> (Writing Journal)	10 Marks
<b>Total</b>	25 Marks

## **SUGGESTED READING**

- 1) Dr Suresh K Sharma and Reena Sharma "Communication and Educational Technology" 2<sup>nd</sup> edition, Elsevier.
- 2) K. Tryphena Sheeba and M. Lakshmi Prasanna "Communication and Educational Technology" 3<sup>rd</sup> edition, Frontline publication.
- 3) K P Neerja "Textbook of Communication and Education Technology for Nurses" First edition, Jaypee publication.
- 4) Pramila R "Nursing Communication and Education Technology" First edition, Jaypee publication.
- 5) I Clement "Textbook on Communication and Education Technology", First edition, EMMESS Medical publishers.



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SDM Institute of Nursing Sciences



Shri Dharmasthala Manjunatheshwara University



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Panoramic View of Campus