



SHRI
DHARMASTHALA
MANJUNATHESHWARA
UNIVERSITY

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

VOLUME - 2

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)

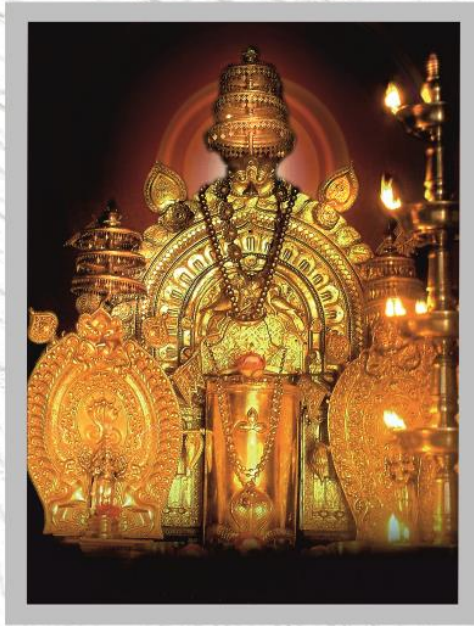
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|| Om Shri Manjunathaya Namaha ||



Shree Kshethra Dharmasthala

Edition Year : 2019-20

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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
DHARMASTHALA
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 5th Meeting of Academic Council (Ref. No. SDMU/AC/M5/F-28/626/2021 Dated: 10-12-2021)
 3. Minutes of the 6th 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 | | | | | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------|------------------------------|----------------------------|--------------------------------------|-----|-----|----------------------------------------------------------|----------|-----|-------------------------------------------------|----|----|--------------|------------|------------|--------------------------------|--|--|
| Table 5:- Details of Subjects and Distribution of Hours of Teaching in Theory & Practical's for Fourth Year (Basic) B.Sc. Nursing: | | | | | | | | | | | | | | | | | | | |
| <table border="1"><thead><tr><th>Subject</th><th>Theory Hours (Class and Lab)</th><th>Practical / Clinical Hours</th></tr></thead><tbody><tr><td>1. Midwifery and Obstetrical Nursing</td><td>120</td><td>180</td></tr><tr><td>2. Community Health Nursing - II</td><td>100</td><td>135</td></tr><tr><td>3. Management of Nursing Services and Education</td><td>60</td><td>30</td></tr><tr><td>Total</td><td>280</td><td>345</td></tr><tr><td colspan="3">Grand Total Hours = 625</td></tr></tbody></table> | | Subject | Theory Hours (Class and Lab) | Practical / Clinical Hours | 1. Midwifery and Obstetrical Nursing | 120 | 180 | 2. Community Health Nursing - II | 100 | 135 | 3. Management of Nursing Services and Education | 60 | 30 | Total | 280 | 345 | Grand Total Hours = 625 | | |
| Subject | Theory Hours (Class and Lab) | Practical / Clinical Hours | | | | | | | | | | | | | | | | | |
| 1. Midwifery and Obstetrical Nursing | 120 | 180 | | | | | | | | | | | | | | | | | |
| 2. Community Health Nursing - II | 100 | 135 | | | | | | | | | | | | | | | | | |
| 3. Management of Nursing Services and Education | 60 | 30 | | | | | | | | | | | | | | | | | |
| Total | 280 | 345 | | | | | | | | | | | | | | | | | |
| Grand Total Hours = 625 | | | | | | | | | | | | | | | | | | | |
| Amended as below: | | | | | | | | | | | | | | | | | | | |
| Page No.8: Table 5: Details of Subjects and Distribution of Hours of Teaching in Theory & Practical's for Fourth Year (Basic) B.Sc. Nursing: | | | | | | | | | | | | | | | | | | | |
| <table border="1"><thead><tr><th>Subject</th><th>Theory Hours (Class and Lab)</th><th>Practical / Clinical Hours</th></tr></thead><tbody><tr><td>1. Midwifery and Obstetrical Nursing</td><td>120</td><td>180</td></tr><tr><td>2. Community Health Nursing - II (MLHP Programme 25 hrs)</td><td>100 + 25</td><td>135</td></tr><tr><td>3. Management of Nursing Services and Education</td><td>60</td><td>30</td></tr><tr><td>Total</td><td>305</td><td>345</td></tr><tr><td colspan="3">Grand Total Hours = 650</td></tr></tbody></table> | | 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 | Total | 305 | 345 | Grand Total Hours = 650 | | |
| 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 | | | | | | | | | | | | | | | | | |
| Total | 305 | 345 | | | | | | | | | | | | | | | | | |
| Grand Total Hours = 650 | | | | | | | | | | | | | | | | | | | |

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 |
| Total | 1152 | 24 |
| Grand Total Hours = 625 + 1152 = 1777 | | |

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 |
| Total | 1130 | 24 |
| Grand Total Hours = 650 + 1130 = 1780 | | |

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

REGISTRAR
REGISTRAR,

Shri Dharmasthala Manjunatheshwara
University, Dharwad



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 the 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.

Undergraduate Nursing program is broad-based education within 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 must obtain eligibility certificate from Shri Dharmasthala Manjunatheshwara University by paying prescribed fee 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.

7. **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.

7.1 **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 of Third and Fourth Year are given in the **Tables 1 & 2**. Particulars of clinical training posting are given in **Table 3**.

Table 1: 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 | 160 | 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 |
| Total | 445 | 1055 | 100 |
| Grand Total Hours = 1600 | | | |

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

Table 2: 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 |
| Total | 305 | 345 |
| Grand Total Hours = 650 | | |

Table 3: 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 |
| Total | 1130 | 24 |
| Grand Total Hours = 650 + 1130 = 1780 | | |

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% in** Practical separately in each subject of 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 1: 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 |
| Practical and Viva -voce | | | | |
| 1. Medical Surgical Nursing - II | | 50 | 100 | 150 |
| 2. Child Health Nursing | | 50 | 100 | 150 |
| 3. Mental Health Nursing | | 50 | 100 | 150 |

Table 2: 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 |
| Practical and Viva -voce | | | | |
| 1. Midwifery and Obstetrical Nursing | | 50 | 100 | 150 |
| 2. Community Health Nursing - II | | 50 | 100 | 150 |

3.4 Pattern of question paper

Table 3: Pattern of question paper and distribution of marks 75 marks will be as follows (applicable for all the single subjects)

| | | |
|--------------------|--------|-----------------|
| Long Essay | 2 x 10 | 20 Marks |
| Short Essay | 8 x 5 | 40 Marks |
| MCQs | 1 x 15 | 15 Marks |
| Total Marks | | 75 Marks |

Table 4: 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 | 2 x 10 | 8 x 5 | 15 x 1 | 75 |
| 2. | Child Health Nursing | 75 | 2 x 10 | 8 x 5 | 15 x 1 | 75 |
| 3. | Mental Health Nursing | 75 | 2 x 10 | 8 x 5 | 15 x 1 | 75 |
| 4. | Nursing Research & Statistics | 50 | 2 x 10 | 4 x 5 | 10 x 1 | 75 |
| | | 25 | - | 4 x 5 | 5 x 1 | |

Table 5: 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 | 2 x 10 | 8 x 5 | 15 x 1 | 75 |
| 2. | Community Health Nursing - II | 75 | 2 x 10 | 8 x 5 | 15 x 1 | 75 |
| 3. | Management of Nursing services and Education | 75 | 2 x 10 | 8 x 5 | 15 x 1 | 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 6:

| Declaration of Classes | Percentage |
|------------------------|---------------------|
| 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 **2nd** and **3rd** year.
However, he/she should clear all three year subjects to be eligible for **4th** 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 7: Award of marks for subject attendance to each subject Theory / Practical will be as per the range given below

| Attendance | Marks |
|-------------------|--------------|
| 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: 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

MEDICAL SURGICAL NURSING – II

(Adult Including Geriatrics) - II

Placement: Third Year

**Theory: 160 hrs
Practical-370 Hrs**

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.

OBJECTIVES

At the end of the course the student will be able to

1. Provide care for patients with disorders of Ear, Nose, Throat and Eye.
2. Plan, implement and evaluate Nursing Management of patients with Neurological disorders
3. Develop abilities to take care of female patients with reproductive disorders
4. Provide care for patients with burns, reconstructive and cosmetic surgery
5. Manage patients with oncological conditions
6. Develop skill in providing care during disaster and emergency management.

| Unit | Time (Hrs) | Learning Objectives | Content and Teaching Learning Activity | Teaching and learning activities | Assessment methods |
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| I | 20 | ▪ Describe the etiology, patho-physiology, C/M, diagnostic measures | Nursing management of patient with disorders of Ear Nose and Throat <ul style="list-style-type: none">• Review of anatomy and physiology of the Ear Nose and Throat | Lecture discussion charts, graphs Models, | Long Essay Short Essay MCQ |

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| | | and management of patients with disorders of Ear Nose and Throat | <ul style="list-style-type: none"> • Nursing assessment- History and Physical assessment • Etiology, Pathophysiology, C/M, diagnosis, treatment modalities and medical & Surgical nursing management of Ear Nose & Throat disorders: • External ear: Deformities otalgia, foreign bodies, and tumours • Middle Ear: Impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours • Inner ear: Meniere's Disease, labyrinthitis, ototoxicity, tumours • Upper airway: Infections – Common cold, sinusitis, ethinitis, rhinitis, pharyngitis, tonsillitis and adenoiditis, peritonsillar abscess, laryngitis • Upper respiratory airway: Epistaxis, Nasal obstruction, laryngeal obstruction, cancer of the larynx • Cancer of the oral | <p>films, slides</p> <p>Demo</p> <p>Practice session</p> <p>Case discussions/ Seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book / Presentation</p> | |
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| | | | <p>cavity</p> <ul style="list-style-type: none"> • Speech defects and speech therapy • Deafness • Prevention, control and rehabilitation • Hearing Aids, implanted hearing devices • Special Therapies • Nursing procedures • Drugs used in treatment of disorders of Ear Nose and Throat • Role of nurse: Communicating with - Impaired hearing - Muteness- <p>Procedures:</p> <ul style="list-style-type: none"> • Endoscopic, Ear surgeries, Otologic laser procedures • Nasal Endoscopy, Sinus computer tomography • Barium swallow, Biopsy, Laryngoscopy • Laryngeal electromyography (EMG) | | |
| II | 17 | <ul style="list-style-type: none"> • Describe the etiology, patho-physiology, C/M, diagnostic measures | <p>Nursing management of patient with disorder of eye</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the eye • Nursing Assessment - History and Physical | <p>Lecture Discussion</p> <p>Explain using charts, graphs</p> <p>Models,</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQ</p> |

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| | | <p>and management of patients with disorders of eye.</p> | <p>assessment</p> <ul style="list-style-type: none"> • Etiology, Patho-physiology , C/M, diagnosis, treatment modalities and medical & Surgical nursing management of eye disorders: • Refractive errors • Eyelids-infection, tumours & deformities • Conjunctiva - inflammation and infection, bleeding • Cornea-inflammation and infection • Lens-Cataracts • Glaucoma • Disorder of the uvula tract, • Ocular tumours • Disorders of posterior chamber & retina : retinal and vitreous problems • Retinal detachment • Ocular emergencies and their prevention • Blindness • National blindness control program • Eye Banking • Eye prostheses and Rehabilitation • Role of nurse <p>Communication with visually impaired patient, Eye camps</p> | <p>films, slides</p> <p>Demo</p> <p>Practice Session</p> <p>Case discussions/ Seminar</p> <p>Health Education</p> <p>Supervised clinical practice</p> <p>Drug book/ Presentation</p> <p>Visit to eye Bank</p> <p>Participation in eye camps</p> | |
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| | | | <ul style="list-style-type: none"> • Special Therapies • Nursing procedures • Drugs used in treatment of disorders of eye <p>Procedures:</p> <ul style="list-style-type: none"> • LASIK-Laser-assisted in situ • PRK- Photorefractive keratectomy | | |
| III | 24 | <ul style="list-style-type: none"> • Describe the etiology, pathophysiology, C/M, diagnostic measures & nursing management of patients with neurological disorders | <p>Nursing management of patient with neurological disorders</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the neurological system • Nursing Assessment - History and Physical and neurological • Etiology, Pathophysiology, C/M, diagnosis, treatment modalities and medical & Surgical nursing management of neurological disorders • Congenital malformations • Headache • Head Injuries • Spinal Injuries • Paraplegia • Hemiplegia • Quadriplegia • Spinal cord compression herniation of | <p>Lecture Discussion</p> <p>Explain using charts, graphs</p> <p>Models, films slides</p> <p>Demo</p> <p>Practice session</p> <p>Case discussions / Seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book / Presentation</p> <p>Visit to</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQ</p> |

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| | | | <ul style="list-style-type: none"> intervertebral disc • Tumors of the brain & spinal cord • Intra cranial & cerebral aneurysms • Infections : • Meningitis, Encephalitis, Brain abscess, neuro-cysticercosis • Movement disorders • Chorea • Seizures • Epilepsies • Cerebro Vascular Accidents (CVA) • Cranial, Spinal Neuropathies - Bell's palsy, trigeminal neuralgia • Peripheral Neuropathies; Guillain-Barre Syndrome • Myasthenia gravis • Multiple sclerosis • Degenerative diseases • Delirium • Dementia • Alzheimer's disease • Parkinson's disease • Management of unconscious patients & patients with stroke • Role of the nurse in communicating with patient having neurological deficit • Rehabilitation of | rehabilitation centre | |
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| | | | <p>patients with neurological deficit</p> <ul style="list-style-type: none"> • Prevention of neurological diseases in early and later life. • Role of nurse in long stay facility (institutions) and at home • Special Therapies • Nursing procedures • Alternative therapies for neurological disorders • Drugs used in treatment of neurological disorders <p>Procedures:</p> <ul style="list-style-type: none"> • Cerebral Angiogram, Advanced brain surgeries | | |
| IV | 18 | <ul style="list-style-type: none"> • Describe the etiology, pathophysiology, C/M, diagnostic measures & nursing management of patients with disorders of female reproductive | <p>Nursing management of patients with disorders of female reproductive system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the female reproductive system • Nursing Assessment - History and Physical assessment • Breast Self-Examination • Etiology, Pathophysiology , C/M, diagnosis, treatment modalities and | <p>Lecture discussion</p> <p>Explain using charts, graphs</p> <p>Models, films, slides</p> <p>Demo</p> <p>Practice session</p> <p>Case</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQ</p> |

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| | | <p>system</p> <ul style="list-style-type: none"> Describe concepts of reproductive health & family welfare program | <p>medical & Surgical nursing management of disorder of female reproductive system</p> <ul style="list-style-type: none"> Congenital abnormalities of female reproductive system Sexuality & Reproductive Health Sexual Health Assessment Menstrual Disorders; Dysmenorrhea, Amenorrhea, Premenstrual Syndrome Abnormal Uterine Bleeding; Menorrhagia, Metrorrhagia Pelvic Inflammatory Disease Ovarian and fallopian tube disorders; infections, cysts, tumours Uterine & cervical disorders; Endometriosis, polyps, Fibroids, Cervical & uterine tumours, uterine displacement, Cystocele /Urethrocele / Rectocele Vaginal disorders; Infections, cysts, tumours | <p>discussions/ Seminar</p> <ul style="list-style-type: none"> Health education Supervised clinical practice Drug book/ Presentation | |
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| | | | <ul style="list-style-type: none"> • Diseases of breasts; Deformities, Infections, Cysts and Tumours • Menopause and Hormonal Replacement Therapy • Infertility • Contraception Types Methods, Risk and effectiveness • Spacing Methods: <ul style="list-style-type: none"> - Barrier methods, Intra Uterine Devices, Hormonal, Post Conceptional Methods, etc • Terminal methods Sterilization • Emergency Contraception methods • Abortion: Natural, Medical & surgical abortion, • MTP Act • Toxic Shock | | |
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| | | | <p>Syndrome</p> <ul style="list-style-type: none"> • Injuries & Trauma; Sexual violence • Common gynecological procedures and complications • Special Therapies • Nursing procedures • Drugs used in treatment of gynecological disorders • National family welfare programme | | |
| V | 13 | <ul style="list-style-type: none"> • Describe the etiology, patho-physiology, C/Ms, diagnostic measures & nursing management of patients with Burns, reconstructive and cosmetic surgery | <p>Nursing management of patients with Burns, reconstructive & cosmetic surgery</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the skin & connective tissues and various deformities • Nursing Assessment - History and | <p>Lecture discussion</p> <p>Explain using charts, graphs Models, films, slides</p> <p>Demo</p> <p>Practice session</p> <p>Case discussions/ Seminar</p> <p>Health education</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQ</p> |

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| | | | <p>Physical assessment & Assessment of burns & fluid and electrolyte loss</p> <ul style="list-style-type: none"> • Etiology, Classification, Patho-physiology, C/M, diagnosis, treatment modalities and medical & Surgical nursing management of Burns & Reconstructive and Cosmetic surgery; • Types of Reconstructive and Cosmetic surgery; for burns, congenital deformities, injuries & cosmetic purposes • Role of Nurse • Legal aspects • Rehabilitation • Special therapies • Psycho social | Supervised clinical practice Drug book/ Presentation | |
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| | | | <p>aspects</p> <ul style="list-style-type: none"> • Role of nurse in prevention of infection and contractures • Nursing procedures • Drugs used in treatment of Burns, reconstructive and cosmetic surgery | | |
| VI | 15 | Describe the etiology, pathophysiology, C/M, diagnostic measures & nursing management of patients with oncology | <p>Nursing management of patients with oncological conditions</p> <ul style="list-style-type: none"> • Structure & characteristics of normal & cancer cells • Nursing Assessment - History and Physical assessment • Prevention, Screening, Early detection, Warning signs of cancer • Epidemiology, Etiology, Classification, Patho- | <p>Lecture discussion</p> <p>Explain using charts, graphs</p> <p>Models, films, slides</p> <p>Demo</p> <p>Practice session</p> <p>Case discussions/ Seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book/</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQ</p> |

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| | | | <p>physiology, Staging, C/M, diagnosis, treatment modalities and medical & Surgical nursing management of oncological conditions</p> <ul style="list-style-type: none"> • Common malignancies of various body systems ; Oral, larynx, lung, Stomach & Colon, Liver, Leukaemias & lymphomas, Breast, Cervix, Ovary, Uterus, Sarcoma, Brain, Renal, Bladder, Prostate etc • Oncological emergencies • Modalities of treatment • Immunotherapy • Chemotherapy • Radiotherapy • Surgical Interventions • Stem cell and Bone marrow transplants | Presentation | |
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| | | | <ul style="list-style-type: none"> • Gene therapy • Other forms of treatment • Psychosocial aspects of cancer • Rehabilitation • Palliative care; Symptom and Pain Management, Nutritional support • Home care • Hospice care • Stomal Therapy • Special therapies • Psycho social aspects • Nursing procedures | | |
| VII | 15 | <ul style="list-style-type: none"> • Describe organization of emergency & disaster care services • Describe the role of nurse in disaster management • Describe the role of nurse in management of | Nursing management of patient in Emergency & Disaster situations Disaster Nursing : <ul style="list-style-type: none"> • Concepts & principles of Disaster Nursing • Causes and Types of Disaster : Natural and | Lecture discussion Explain using charts, graphs Models, films, slides Demo Practice session Case discussions/ Seminar Health education | Long Essay Short Essay MCQ |

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| | | <p>common emergencies</p> | <p>Man-made</p> <ul style="list-style-type: none"> • Earthquakes, Floods, Epidemics, Cyclones • Fire, Explosion, Accidents • Violence, Terrorism; bio-chemical, War • Policies related to emergency/disaster management; International, national, state, institutional • Disaster preparedness: • Team, Guidelines, protocols, Equipments, Resources • Coordination and involvement of Community, various govt. departments, non-government organizations & International agencies • Role of nurse: | <p>Supervised clinical practice</p> <p>Disaster management drills</p> <p>Drug book/ Presentation</p> | |
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| | | | <p>working</p> <ul style="list-style-type: none"> • Legal Aspects of Disaster Nursing • Impact on Health and after effects; Post Traumatic Stress Disorder • Rehabilitation; physical, psycho-social, Financial, Relocation <p>Nursing Management of Medical & Surgical emergencies</p> <ul style="list-style-type: none"> • Concept, priorities, principles & scope of emergency nursing • Organization of emergency services: physical setup, staffing, equipment and supplies, protocols, Concepts of triage & role of triage nurse | | |
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| | | | <ul style="list-style-type: none"> • Coordination & involvement of different departments & facilities • Nursing Assessment- History and Physical assessment • Etiology, Patho-physiology , C/M, diagnosis, treatment modalities and management of patient with medical & surgical Emergency • Principles of Emergency Management • Common Emergencies; • Respiratory Emergencies • Cardiac Emergencies • Shock & Hemorrhage • Pain • Poly-Trauma, road accidents, crush injuries, | | |
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| | | | <ul style="list-style-type: none"> wound • Bites • Poisoning; Food, Gas, Drugs & chemical poisoning • Seizures • Thermal Emergencies Heat stroke & Cold injuries • Pediatric Emergencies • Psychiatric Emergencies • Obstetrical Emergencies • Violence, Abuse, Sexual assault • Cardio Pulmonary Resuscitation • Crisis Intervention • Role of the nurse; Communication & Interpersonal Relations • Medico-Legal Aspects; | | |
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| VIII | 12 | <ul style="list-style-type: none"> • Explain the concept and problems of aging • Describe nursing care of the elderly | Nursing care of the elderly <ul style="list-style-type: none"> • Nursing Assessment – History & Physical assessment • Ageing • Demography; Myths and realities • Concepts & theories of ageing • Cognitive Aspects of Ageing • Normal biological ageing • Age related body systems changes • Psychosocial Aspects of Ageing • Medications and elderly • Stress & coping in older adults • Common Health Problems & Nursing Management; • Cardiovascular, Respiratory, | Lecture discussion Explain using charts, graphs Models, films, slides Demo Practice session Case discussions/ Seminar Health education Supervised clinical practice Drug book/ Presentation Visit to old age home | Long Essay Short Essay MCQ |
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| | | | <p>Musculo-skeletal,</p> <ul style="list-style-type: none"> • Endocrine, genitor-urinary, gastro-intestinal • Neurological, Skin and other Sensory organs • Psychosocial and Sexual Abuse of elderly • Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial & spiritual • Role of nurse for caregivers of elderly • Role of family and formal and non-formal caregivers • Use of aids & prosthesis (hearing aids, dentures, • Legal & Ethical Issues • Provisions & Programmes | | |
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| | | | <p>for elderly; privileges, Community Programs and health services;</p> <ul style="list-style-type: none"> • Home & institutional care • Government policies and programme for aged in India • Government schemes for senior citizens in India | | |
| IX | 16 | <ul style="list-style-type: none"> • Describe organization of critical care units • Describe the role of nurse in management of patients critical care units | <p>Nursing management of patient in critical care units</p> <ul style="list-style-type: none"> • Nursing Assessment – History & Physical assessment • Classification • Principles of critical care nursing • Organization; Physical setup, Policies, staffing norms • Protocols, equipment and supplies | <p>Lecture discussion</p> <p>Explain using charts, graphs</p> <p>Models, films, slides</p> <p>Demo</p> <p>Role plays</p> <p>Practice session</p> <p>Case discussions/ Seminar</p> <p>Health education</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQ</p> |

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| | | | <ul style="list-style-type: none"> • Special equipments; ventilators, cardiac monitors, infusion pump, defibrillators, • Resuscitation equipments • Infection Control Protocols • Nursing management of critically ill patient, multi system organ failure • Monitoring of critically ill patient • CPR-Advance Cardiac Life support • Treatments & procedures • Transitional care • Ethical & Legal, psychosocial Aspects • Communication with patient and family • Intensive care records | <p>Supervised clinical practice</p> <p>Drug book/ Presentation</p> | |
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| | | | <ul style="list-style-type: none"> • Crisis Intervention • Death & Dying-coping with • Drugs used in critical care unit | | |
| X | 10 | <ul style="list-style-type: none"> • Describe the etiology, patho-physiology, C/M, assessment diagnostic measures & management of patients with occupational and industrial health disorder | <p>Nursing management of patients adults including elderly with Occupational and Industrial disorders</p> <ul style="list-style-type: none"> • Nursing Assessment – History & Physical assessment • Etiology, Patho-physiology, C/M, diagnosis, treatment modalities and medical & Surgical nursing management of occupational and industrial health disorders • Role of nurse • Special Therapies, | <p>Lecture discussion</p> <p>Explain using charts, graphs</p> <p>Models, films, slides</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQ</p> |

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| | | | <p>alternative therapies</p> <ul style="list-style-type: none">• Nursing procedures• Drugs used in treatment of Occupational & Industrial disorders | | |
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MEDICAL SURGICAL NURSING (ADULT AND GERIATRICS) II-PRACTICAL

Placement: Third Year

Duration: 370 hours (11 Weeks)

| Area | Duration (in weeks) | Objectives | Skills | Assignments | Assessment method |
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| ENT | 1 | <ul style="list-style-type: none"> • Provide care to patients with ENT disorders • Counsel and educate patient and families | <ul style="list-style-type: none"> • Perform examination of ear, nose and throat • Assist with therapeutic procedures • Instillation of drops • Perform / assist with irrigations • Apply ear bandage • Perform tracheostomy care • Teach patients and families | Provide care to 2-3 assigned patients Nursing care plan-1 Observation reports of OPD Maintain drug book | Assess each skill with checklist Assess performance with rating scale Evaluation of observation report of OPD Completion of activity record |
| Ophthalmology | 1 | <ul style="list-style-type: none"> • Provide care to patient with eye disorders • Counsel and educate patient and families | <ul style="list-style-type: none"> • Perform examination of eye • Assist with diagnostic procedures • Assist with therapeutic procedures • Perform /Assist with irrigations | Provide care to 2-3 assigned patients. Nursing care plan-1 Observation report of OPD and eye bank | Assess each skill with checklist Assess performance with rating scale Evaluation of observation report of OPD / Eye bank |

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| | | | <ul style="list-style-type: none"> • Apply eye bandage • Apply eye drops / ointments • Assist with foreign body removal • Teach patients and families | Maintain drug book | Completion of activity record |
| Neurology | 2 | <ul style="list-style-type: none"> • Provide care to patients with neurological disorders • Counsel and educate patient and families | <ul style="list-style-type: none"> • Perform neurological examination • Use Glasgow coma scale • Assist with diagnostic procedures • Assist with therapeutic procedures • Teach patients and families • Participate in rehabilitation program. | <p>Provide care to assigned patients</p> <p>Neuro assessment:- head injury, spinal injury- pre op & post op.</p> <p>Care plan / Case presentation /case study Drug file</p> | <p>Assess each skill with checklist</p> <p>Assess performance with rating scale</p> <p>Evaluation of case study and health teaching</p> <p>Completion of activity record</p> |
| Gynecology ward | 1 | <ul style="list-style-type: none"> • Provide care to patients with gynecological disorder • Counsel and educate patient and families | <ul style="list-style-type: none"> • Assist with Gynecological examination • Assist with diagnostic procedures • Assist with therapeutic procedures • Teach patients and families | <p>Provide care to 2-3 assigned patients</p> <p>Nursing care plan-1</p> <p>Maintain drug book</p> | <p>Assess each skill with checklist</p> <p>Assess performance with rating scale</p> <p>Evaluation of care plan</p> |

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| | | | <ul style="list-style-type: none"> • Teaching self - breast examination • Assist with pap smear collection | | Completion of activity record |
| Burns Unit | 1 | <ul style="list-style-type: none"> • Provide care to patients with burns • Counsel and educate patient and families | <ul style="list-style-type: none"> • Assessment of the burns patient • Percentage of burns • Degree of burns • Fluid & electrolyte replacement therapy • Assess • Calculate • Replace • Record intake/output • Care of Burn wounds • Bathing • Dressing • Perform active & passive exercises • Practice medical & surgical asepsis • Counsel & Teach patients and families • Participate in rehabilitation program | <p>Provide care to 1-2 assigned patients</p> <p>Nursing care plan -1</p> <p>Observation reports of Burns unit</p> | <p>Assess skill with checklist</p> <p>Assess performance with rating scale</p> <p>Evaluation of care plan and Observation report</p> <p>Completion of activity record</p> |

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| Oncology unit | 2 | <ul style="list-style-type: none"> • Provide care to patients with cancer • Counsel and educate patient and families | <ul style="list-style-type: none"> • Screening for common cancers - TNM classification • Assist with diagnostic procedures • Biopsies • Pap smear • Bone marrow aspiration • Breast self-examination • Assist with therapeutic procedures • Participate in various modalities of treatment • Chemotherapy • Radiotherapy • Pain Management • Stomal therapy • Hormonal therapy • Immunotherapy • Gene therapy • Alternative therapy • Participating in palliative care • Counsel and teach patients and families • Self-breast | <p>Provide care to 2-3 assigned patients</p> <p>Nursing care plan -1</p> <p>Observation report of cancer unit</p> | <p>Assess skill with checklist</p> <p>Assess performance with rating scale</p> <p>Evaluation of care plan & Observation report</p> <p>Completion of activity record</p> |
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| | | | examination <ul style="list-style-type: none"> • Warning signs • Participate in rehabilitation programmes | | |
| Critical care unit | 2 | <ul style="list-style-type: none"> • Provide care to critically ill patients • Counsel patient and families for grief and bereavement | <ul style="list-style-type: none"> • Monitoring of patients in ICU • Maintain flow sheet • Care of patient on ventilators • Perform endotracheal suction • Demonstrates use of ventilators, cardiac monitors etc. • Collect specimens and interprets ABG analysis. • Assist with arterial puncture • Maintain CVP line, • Pulse oximetry • CPR-ALS - Defibrillators, • Pacemakers, • Bag-mask ventilation • Emergency tray/trolley, Crash cart • Administration of drugs • Infusion pump | Provide care to 1 assigned patient Observation report of Critical care unit Drugs book | Assess each skill with checklist Assess performance with rating scale Evaluation of observation report Completion of activity of record |

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| | | | <ul style="list-style-type: none"> • Epidural • Intrathecal • Intracardiac • Total parental therapy • Chest physiotherapy, • Perform active and passive exercises. • Counsel patient and family in dealing with grieving and bereavement. | | |
| Casualty / Emergency | 1 | <ul style="list-style-type: none"> • Provide care to patients in emergency and disaster situation • Counsel patient and families for grief and bereavement | <ul style="list-style-type: none"> • Practice "triage". • Assist with assessment, examination, investigations and their interpretations in emergency and disaster situations • Assist in documentations • Assist in legal procedures in the emergency unit. • Participate in managing crowd • Counsel patient and families in grief and bereavement. | Observation report of emergency unit | <p>Assess performance with rating scale</p> <p>Evaluation of observation report</p> <p>Completion of activity record</p> |

Internal Assessment:

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| Theory: Best out of two tests average | 15 Marks |
| Assignment | 10 Marks |
| Total | 25 Marks |

Internal Assessment:

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| Practical: Best out of two tests average | 25 Marks |
| Clinical Requirements | 20 Marks |
| Attendance | 05 Marks |
| Total | 50 Marks |

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7. Daver Antina and Furnas. Hand book of Plastic Surgery: Bombay. Oxford University Press
8. Patricia Tabloski. Gerontological Nursing: Pearson Prentice Hall
9. Joanne C Langan Preparing Nurses for Disaster Management: Pearson-Prentice Hall.

CHILD HEALTH NURSING

PLACEMENT: Third Year

**Theory: 120 Hours
Practical: 320 Hours**

COURSE DESCRIPTION:

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

OBJECTIVES:

At the end of the course, the students will be able to

1. Develop understanding of the history and modern concepts of Child Health and Child Care.
2. Describe the National Welfare Services, Program & Legislations related to Child Care.
3. Identify the developmental needs of various age group children and provide parental guidance
4. Demonstrate skills while performing Child Health Nursing procedures
5. Apply the strategies of IMNCI
6. Provide care to Normal and High Risk New born
7. Develop ability to meet emergencies in Child Care
8. Apply the knowledge of Patho Physiology and provide nursing care to children with various diseases.

| Unit | Hrs | Learning Objectives | Content | Teaching learning Activities | Assessment Methods |
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| I | 15 | <ul style="list-style-type: none"> • Explain the modern concept of childcare • Describe National policy, programs & legislation in relation to child health & welfare • Describe role of preventive paediatrics • List major causes of death during infancy, early & late childhood • Differentiate between an adult and child in terms of illness | <p>Introduction: Modern concepts of child-care</p> <ul style="list-style-type: none"> • Historical development of child health • Philosophy & Modern concept of child-care • Changing trends in hospital care, preventive, promotive and curative aspect of child health • National policy and legislations in relation to child health and welfare. • National programs and agencies related to welfare services to the children. • Internationally accepted rights of the child • Preventive paediatrics: Concept Immunization • Immunization programs and cold chain. • Care of under-five and Under-five Clinics /Well baby clinics • Preventive measures towards accidents • Child morbidity and mortality rates • Difference between an adult and child which affect response to illness | <p>Lecture Discussion</p> <p>Demonstration of common Pediatric procedures</p> | <p>Short Essay</p> <p>M C Q</p> |

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| | | <p>and response</p> <ul style="list-style-type: none"> Describe the major functions & role of the Pediatric nurse in caring for a hospitalized child. Describe the principles of child health nursing and perform child health nursing procedures | <ul style="list-style-type: none"> Physiological Psychological Social Immunological Hospital environment for sick child Impact of hospitalization on the child and family Communication techniques for children Grief and bereavement The role of a child health nurse in caring for a hospitalized child Principles of pre and postoperative care of infants and children. Child Health Nursing procedures | | |
| II | 25 | <ul style="list-style-type: none"> Describe the normal growth and development of children at different ages Identify | <p>The Healthy Child</p> <ul style="list-style-type: none"> Definition and principles of growth and development. Factors affecting growth and development. Growth and development from birth to adolescence Growth and developmental theories (Freud, Erickson, Jean | <p>Lecture discussion</p> <p>Demo</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQ</p> |

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| | | <p>the needs of children at different ages & provide parental guidance</p> <ul style="list-style-type: none"> • Identify the nutritional needs of children at different ages & ways of meeting needs • Identify the role of play for normal & sick children | <p>Piaget, Kohlberg)</p> <ul style="list-style-type: none"> • The need of normal children through the stages of developmental and parental guidance • Nutritional needs of children and infants. • Breast feeding • Exclusive breast feeding • Supplementary / artificial feeding and weaning <ul style="list-style-type: none"> • Baby friendly hospital concept • Types and value of play and selection of play material | | |
| III | 20 | <ul style="list-style-type: none"> • Provide care to normal and high-risk neonates • Perform Neonatal Resuscitation | <p>Nursing care of neonate:</p> <ul style="list-style-type: none"> • Appraisal of Newborn • Nursing care of a normal newborn / Essential Newborn Care. • Neonatal Resuscitation • Nursing management of Low Birth Weight Baby. • Kangaroo Mother Care • Nursing management of common Neonatal disorder. | <p>Lecture Discussion Demo</p> | <p>Long Essay Short Essay MCQ</p> |

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| | | <ul style="list-style-type: none"> Recognize and manage common neonatal problems | <ul style="list-style-type: none"> Hyperbilirubinemia Hypothermia, Hyperthermia Metabolic disorder Neonatal infections Neonatal seizures Respiratory distress syndrome Retinopathy of Prematurity Organization of neonatal care unit Identification and Nursing Management of common congenital malformations | | |
| IV | 15 | <ul style="list-style-type: none"> Apply principles and strategies of IMNC | Integrated Management Of Neonatal And Childhood Illnesses | Lecture discussion | Long Essay Short Essay |
| V | 35 | <ul style="list-style-type: none"> Describe the etiology, patho-physiology, C/M and nursing management of children with disorders of nutritional deficiency disorder, respiratory, cardio- | <p>Nursing management in common childhood diseases.</p> <p>Nutritional deficiency disorders</p> <ul style="list-style-type: none"> PEM Vitamin & Mineral deficiency <p>Respiratory system:</p> <ul style="list-style-type: none"> Identification and Nursing management of congenital malformations Congenital disorders: Tracheo esophageal fistula, Diaphragmatic hernia Others: Acute naso pharyngitis, | Lecture Discussion Demo | Long Essay Short Essay MCQ |

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| | | <p>vascular, gastro-intestinal, genito-urinary, nervous and endocrine system</p> <ul style="list-style-type: none"> • Develop ability to meet childhood emergencies and perform child CPR | <p>Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma</p> <p>Cardiovascular system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations • Congenital heart diseases: Cyanotic and Acyanotic (ASD,VSD, PDA,TOF) • Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure • Hematological conditions: <ul style="list-style-type: none"> a) Congenital: Hemophilia, Thalassemia. b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and Non-Hodgkins Lymphoma <p>Gastro-intestinal system: Identification and Nursing management of congenital malformations.</p> <ul style="list-style-type: none"> • Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, | | |
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| | | | <p>Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia</p> <ul style="list-style-type: none"> • Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites • Genitourinary system: Identification and Nursing management of congenital malformations. • Congenital: Wilms tumor, Extrophy of bladder, Hypospadiasis, Epispadiasis, Obstructive uropathy • Others: Nephrotic syndrome, Acute glomerulo nephritis, renal failure <p>Nervous system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations a) <p>Congenital: Spinabifida,</p> | | |
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| | | | <p>Hydrocephalous. b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury.</p> <p>Endocrine system:</p> <ul style="list-style-type: none"> • Juvenile Diabetes mellitus, • Hypothyroidism <p>Child health Emergencies:</p> <ul style="list-style-type: none"> • Accidents -causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning • NALS / PLS / PALS (AHA Guidelines) | | |
| VI | 10 | <ul style="list-style-type: none"> • Manage the child with behavioural & social problems • Identify the social & welfare services for challenged children | <p>Management of behavioural and social problems in children</p> <ul style="list-style-type: none"> • Management of common behavioural disorders • Management of common psychiatric disorder • Management of challenged: Mentally, physically & socially challenged • Welfare services for challenged children in India • Child guidance clinic | <p>Lecture discussion</p> <p>Visit to child welfare organization & child guidance clinic</p> | <p>Short Essay</p> <p>MCQ</p> |

CHILD HEALTH NURSING-PRACTICAL

Placement: Third year

Hours: 320 (8 weeks)

CLINICAL POSTINGS

| Area | Duration (in weeks) | Learning Outcomes | Skills | Assignments | Assessment Methods |
|------------------------|----------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------|----------------------------------------------------------|
| Pediatric Medical Ward | 2 Weeks | Perform Physical Assessment | Taking Pediatric history | Give care to assigned paediatric patients | Assess performance with rating scale |
| NICU | 1 Week | Assist in Diagnostic Procedure and provide pre and post care related to diagnostic procedure | Perform physical examination and assessment of children | Nursing care plan | Assess each skill with checklist |
| | | Administer the drugs | Administration of oral, I/M & I/V, Medicine / fluid | Case study or Presentation | OSCE/ OSPE |
| | | Provide health education | Calculation of fluid requirements | Health talk | Evaluation of case study, health talk, case presentation |
| | | Perform basic resuscitation | Prepare different strengths of I.V. fluids | | Completion of activity record. |
| | | | Apply restraints | | |
| | | | Administer O2 inhalation by different methods | | |

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| | | | <p>Feed children by Katori (bowl) and spoon, pallada, etc</p> <p>Collect specimens for common investigations</p> <p>Assist with common diagnostic procedure</p> <p>Teach mothers / parents on balance diet for child of different age group</p> <p>Oral rehydration therapy</p> <p>Feeding & weaning</p> <p>Play therapy</p> <p>Check vital signs</p> <p>Give enema</p> <p>Insert suppositories</p> | | |
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| Pediatric Surgical Ward | 2 weeks | Recognize different Pediatric surgical conditions / malformations | Bowel wash Naso-gastric Feeding Gastrostomy Jejunostomy | Case Study / Presentation | Assess performance with rating scale Assess each skill with checklist OSCE / OSPE |
| PICU | 1 week | Provide pre & post-operative care to children with common paediatric surgical conditions malformation counsel & educate parents | Care of surgical wounds Dressing suture removal | | Evaluation of case study / presentation |
| Pediatric OPD / Immunization room | 1 Week | Perform assessment of children: Health, developmental & anthropometric Perform Immunization Give health education / nutritional education | Assessment of Children Health Assessment Developmental Assessment Anthropometric Assessment Nutritional Assessment Immunization Health / Nutritional Education | Growth and Developmental study: Infant – 1 Toddler – 1 Preschooler – 1 Schooler – 1 Adolescent – 1 | Assess performance with rating scale |
| Visits | 1 Week | | | | |

Clinical Training: 144 hours

| Area | Duration (in weeks) | Objective | Skills | Assessment Methods |
|-----------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------|
| Pediatric medicine ward/ICU | 1 | <ul style="list-style-type: none"> Provide comprehensive care to children with medical conditions | Integrated Practice | <ul style="list-style-type: none"> Assess clinical performance with rating scale |
| Pediatric Surgery ward/ICU | 1 | <ul style="list-style-type: none"> Provide comprehensive care to children with surgical conditions | Integrated Practice | <ul style="list-style-type: none"> Assess clinical performance with rating scale |
| NICU | 1 | <ul style="list-style-type: none"> Provide intensive care to neonates | Integrated Practice | <ul style="list-style-type: none"> Assess clinical performance with rating scale |

Internal Assessment:

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| Theory: Best out of two tests average | 15 Marks |
| Assignment | 10 Marks |
| Total | 25 Marks |

Internal Assessment:

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| Practical: Best out of two tests average | 25 Marks |
| Clinical Requirements | 20 Marks |
| Attendance | 05 Marks |
| Total | 50 Marks |

References:

1. Marlow and Redding Textbook of pediatric Nursing Latest Edition, WB. Saunders Company.
2. Wong DL & Hockenberry M J, Wong's Nursing care of Infants and Children, Mosby
3. Marilyn J Hockenberry, Wong's essentials of Pediatric Nursing, Mosby
4. Behrman, Kliegman & Arvin, Nelsons's Text book of Pediatrics (Book I & II), W.B. saunders Company
5. O.P GHAI, Essential pediatrics, Interprint, New Delhi.
6. Meharban Singh, Care of New born, Sagar Publications, New Delhi
7. Neill JA. Principles of Pediatric Surgery, Mosby, St. Louis

MENTAL HEALTH NURSING

Placement: Third Year

Theory: 120 Hours

Practical: 320 Hours

COURSE DESCRIPTION:

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

OBJECTIVES:

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

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

| Unit | Hours | Learning objectives | Content | Teaching & learning activities | Assessment Method |
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| I | 10 | <ul style="list-style-type: none"> Describe the historical development & current trends in Mental Health Nursing Describe the epidemiology of Mental Health problems. Describe the National Mental Health Act, programme & Mental Health Policy Discuss the Scope of mental health nursing Describe the concept of normal & abnormal behaviour | Introduction <ul style="list-style-type: none"> Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and Nursing practices. Prevalence & incidence of mental health problems & disorders Mental Health Act National Mental Health policy versus National Health Policy. National Mental Health Programme. Mental health team Nature & Scope of Mental Health Nursing Role & functions of Mental Health Nurse in various settings and | Lecture Discussion | Short Essay MCQ |

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| | | | <p>factors affecting the level of Nursing practice</p> <ul style="list-style-type: none"> • Concepts of normal and abnormal behaviour | | |
| II | 10 | <ul style="list-style-type: none"> • Define the various terms used in mental health Nursing • Explain the classification of mental disorders • Explain the psychodynamics of maladaptive behavior • Discuss the etiological factors & psychopathology of mental disorders • Explain the principles | <p>Principles and Concepts of Mental Health Nursing Definition: Mental Health Nursing and terminology used</p> <ul style="list-style-type: none"> • Classification of mental disorders: ICD & DSM • Review of personality development, defense mechanisms • Maladaptive behavior of individuals and groups: stress, crises & disasters • Etiology bio-psychosocial factors • Psychopathology of mental disorders: review of | <p>Lecture discussion</p> <p>Review of personality development</p> | <p>Short Essay</p> <ul style="list-style-type: none"> • MCQ |

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| | | <p>and standards of Mental Health Nursing</p> <ul style="list-style-type: none"> Describe the conceptual models of Mental Health Nursing | <p>structure and function of brain, limbic system and abnormal neuro-transmission</p> <ul style="list-style-type: none"> Principles of Mental Health Nursing Ethics and responsibilities Practice Standards for Psychiatric Mental Health Nursing (INC standards) Conceptual models and the role of nurse: <ul style="list-style-type: none"> Existential model Psycho-analytical models Behavioural model Interpersonal model | | |
| III | 10 | <ul style="list-style-type: none"> Describe nature, purpose and process of assessment of Mental Health status | <p>Mental Health Assessment</p> <ul style="list-style-type: none"> History taking Mental status examination Mini mental status examination | <p>Lecture discussion</p> <p>Demo</p> | MCQ |

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| | | | <ul style="list-style-type: none"> • Neurological examination • Investigations: Related Blood chemistry, EEG, CT & MRI • Psychological tests • Role & responsibilities of Nurse | | |
| IV | 8 | <ul style="list-style-type: none"> • Identify therapeutic communication & techniques • Describe therapeutic relationship • Describe therapeutic impasses and its interventions | <p>Therapeutic communication and nurse patient relationship</p> <ul style="list-style-type: none"> • Therapeutic communication: Types, techniques, characteristics and barriers • Therapeutic nurse - patient relationship • Interpersonal relationship • Elements of nurse patient contract. • Review of technique of IPR Johari window • Therapeutic impasse and its management | <p>Lecture discussion</p> <p>Demo</p> <p>Process recording</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQ</p> |

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| V | 14 | <ul style="list-style-type: none"> Explain treatment modalities and therapies used in mental disorders and role of the nurse | <p>Treatment modalities and therapies used in mental disorders Psycho-pharmacology, Electro Convulsive therapy (Physical therapy) Psychological Therapies: Psychotherapy, Behaviour therapy, CBT</p> <p>Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy</p> | Lecture Discussion Demo Group work Practice session Clinical practice | Long Essay Short Essay MCQ |
| VI | 8 | <ul style="list-style-type: none"> Describe the etiology, psychodynamics/pathology, C/M, diagnostic criteria and management of patients with Schizo-phrenia, and other psychotic disorders | <p>Nursing management of patient with Schizophrenia, and other psychotic disorders</p> <ul style="list-style-type: none"> Prevalence and incidence Classification: ICD Etiology, psychopathology, psycho- | Lecture discussion Case discussion Case presentation Clinical practice | Long Essay MCQ |

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| | | | <p>dynamics, clinical manifestation, diagnostic criteria / formulations Nursing process</p> <ul style="list-style-type: none"> • Nursing Assessment - History, Physical and mental assessment • Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders • Geriatric considerations and considerations for special populations • Follow up and home care and rehabilitation | | |
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| VII | 6 | <ul style="list-style-type: none"> Describe the etiology, psycho dynamics, C/M, diagnostic criteria and management of patients with Mood Disorders | <p>Nursing management of patient with Mood Disorders</p> <ul style="list-style-type: none"> Prevalence and incidence Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc. Etiology, psycho dynamics, clinical manifestation, diagnosis Nursing Assessment History, Physical and mental assessment Treatment modalities and nursing management of patients with mood disorders Geriatric considerations/c onsiderations for special populations Follow -up and home care and rehabilitation | <p>Lecture discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Long Essay MCQ</p> |
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| VIII | 8 | <ul style="list-style-type: none"> Describe the etiology, psychodynamics, C/M, diagnostic criteria and management of patients with Neurotic, Stress related and somatization disorders | <p>Nursing management of patient with Neurotic, stress related and somatization disorders</p> <ul style="list-style-type: none"> Prevalence and incidence Classifications Anxiety disorder, Phobias, Dissociative and Conversion disorder Etiology, psychodynamics, clinical manifestation, diagnostic criteria / formulations Nursing Assessment : History, Physical and mental assessment Treatment modalities and nursing management of patients with neurotic and stress related disorders Geriatric considerations/Considerations for special populations Follow -up and home care and rehabilitation | <p>Lecture discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Short Essay</p> <p>MCQ</p> |
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| IX | 6 | <ul style="list-style-type: none"> Describe the etiology, psycho dynamics, C/M, diagnostic criteria and management of patients with substance use disorders | <p>Nursing management patients with Substance use disorders</p> <ul style="list-style-type: none"> Prevalence and incidence Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal Etiology of dependence: Tolerance, psychological & physical dependence, withdrawal syndromes and diagnoses Psychodynamics / etiology of substance use disorder (Terminologies - Substance Use, Abuse, tolerance, Dependence, Withdrawal) Diagnostic criteria / formulations Nursing Assessment - History (substance history), Physical, | <p>Lecture discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Short Essay</p> <p>MCQ</p> |
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| | | | <p>mental assessment and drug and drug assay</p> <ul style="list-style-type: none"> • Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders • Special considerations for Vulnerable population • Follow -up and home care and rehabilitation | | |
| X | 6 | <ul style="list-style-type: none"> • Describe the etiology, psycho dynamics, C/M, diagnostic criteria and management of patients with personality, | <p>Nursing management of patient with Personality, eating and Sexual disorders</p> <ul style="list-style-type: none"> • Prevalence and incidence • Classification of disorders • Etiology, psychopathology, characteristics, | <p>Lecture discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Short Essay</p> <p>MCQ</p> |

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| | | Sexual and Eating disorders | <p>diagnosis</p> <ul style="list-style-type: none"> • Nursing Assessment - History, Physical and mental assessment • Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders • Geriatric considerations • Follow-up and home care and rehabilitation | | |
| XI | 8 | <ul style="list-style-type: none"> • Describe the etiology, psychopathology, C/M, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency | <p>Nursing management of Behavioural & Emotional disorders occurring during childhood and adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorder, learning disorder)</p> <ul style="list-style-type: none"> • Prevalence and incidence • Classifications • Etiology, psychodynamics <p>Characteristics,</p> | <p>Lecture discussion</p> <p>Clinical practice</p> | <p>Short Essay</p> <p>MCQ</p> |

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| | | | <p>diagnostic criteria / formulations</p> <ul style="list-style-type: none"> • Nursing Assessment- History, Physical, mental status examination and IQ assessment • Treatment modalities and nursing management of childhood disorders including intellectual disability • Follow-up and home care and rehabilitation | | |
| XII | 6 | <ul style="list-style-type: none"> • Describe the etiology, psychopathology, C/M, diagnostic criteria and management of organic brain disorder | <p>Nursing management of organic brain disorder</p> <ul style="list-style-type: none"> • Classification • Etiology, psychopathology, clinical features, diagnosis and differential diagnosis (Parkinson's & Alzheimer's) • Nursing Assessment - history, physical, mental & neurological assessment. | <p>Lecture discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Short Essay</p> <p>MCQ</p> |

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| | | | <ul style="list-style-type: none"> • Treatment modalities & nursing management of organic brain disorders. • Follow-up and home care and rehabilitation | | |
| XIII | 8 | <ul style="list-style-type: none"> • Identify psychiatric emergencies & carry out crisis interventions | <p>Psychiatric emergencies & crisis</p> <ul style="list-style-type: none"> • Types of Psychiatric emergencies and their management • Stress Adoption Model: Stress & stressors, coping, resources & mechanism • Grief: Theories of grieving process, principles, techniques of counseling • Types of crisis • Crises interventions: Principles, techniques and processes. • Geriatric consideration • Roles & responsibilities of nurse | <p>Lecture discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Short Essay</p> <p>MCQ</p> |

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| XIV | 5 | <ul style="list-style-type: none"> Explain legal aspects apply in Mental Health setting & Role of Nurse | <p>Legal issue of mental health nursing</p> <ul style="list-style-type: none"> The mental health Act 1987: Act, Sections, Articles & implications etc Indian Lunacy Act:1912 Rights of mentally ill clients Forensic psychiatric Acts related to Narcotic and psychotropic substances and illegal trafficking Admission and discharge procedure Role and responsibilities of nurse | <p>Lecture discussion</p> <p>Case discussion</p> | MCQ |
| XV | 7 | <ul style="list-style-type: none"> Describe the model of preventive psychiatric | <p>Community Mental Health Nursing</p> <ul style="list-style-type: none"> Development of community mental health services National mental health programme. Institutionalization verses Deinstitutionalizations Model of preventive psychiatry: levels of prevention | <p>Lecture discussion</p> <p>Case discussion</p> | <p>Short Essay</p> <p>MCQ</p> |

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| | | | <ul style="list-style-type: none"> • Mental health services available at the primary, secondary, tertiary levels including rehabilitations and role of nurse • Mental Health Agencies: Government & Voluntary National and International <p>Mental Health Nursing issues for special population: Children, Adolescence Women, Elderly, Victims of violence & abuse, Handicapped, HIV / AIDS</p> | | |
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MENTAL HEALTH NURSING – PRACTICAL

Placement: Third Year

Practical – 320 Hrs (11 weeks)

| Areas | Duration (in week) | Objectives | Skills | Assignments | Assessment Methods |
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| Psychiatric OPD | 2 | <p>Assess patients with mental health problems</p> <p>Observe & assist in therapies</p> <p>Counsel & educate patient, & families</p> | <ul style="list-style-type: none"> • History taking • Perform Mental Status Examination (MSE) • Assist in Psychometric assessment • Perform Neurological examination • Observe and assist in therapies • Teach patients and family members | <p>History taking and Mental Status Examination – 2</p> <p>Health education -1</p> <p>Observation report of OPD</p> | <p>Assess performance with rating scale</p> <p>Assess each skill with checklist</p> <p>Evaluation of health education</p> <p>Assessment of observation report</p> <p>Completion of activity record</p> |
| Child Guidance clinic | 2 | <p>Assessment of children with various mental health problems</p> <p>Counsel and educate children, families & significant others</p> | <ul style="list-style-type: none"> • History taking • Assist in psychometric assessment • Observe and assist in various therapies • Teach family and significant others | <p>Case work – 1</p> <p>Observation report of different therapies - 1</p> | <p>Assess performance with rating scale</p> <p>Assess each skill with checklist</p> <p>Evaluation of the observation report</p> |

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| Inpatient ward | 6 | <p>Assess patients with mental health problems</p> <p>To provide nursing care for patients with various mental health problems</p> <p>Assist in various therapies</p> <p>Counsel & educate patients, families & significant others</p> | <ul style="list-style-type: none"> • History taking • Perform mental status examination (MSE) • Perform Neurological examination • Assist in psychometric assessment • Record therapeutic communication • Administer medications • Assist in Electro-convulsive therapy nb (ECT) • Participate in all therapies • Prepare patients for Activities of Daily living (ADL) • Conduct admission and discharge counselling • Counsel and teach patients and families | <p>Give care to 2-3 patients with various mental disorders</p> <p>Case study-1</p> <p>Care plan-2</p> <p>Clinical Presentation - 1</p> <p>Process recording 2</p> <p>Maintain drug book</p> | <p>Assess performance with rating scale</p> <p>Assess each skill with checklist</p> <p>Evaluation of the case study, care plan, clinical presentation, process recording</p> <p>Completion of activity record</p> |
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| Community Psychiatry | 1 | <p>To identify patients with various mental disorder</p> <p>To motivate patients for early treatment & follow up</p> <p>To assist in follow up clinic</p> <p>Counsel and educate patient, family and community</p> | <ul style="list-style-type: none"> • Conduct case work • Identify individuals with mental health problems • Assists in mental health camps and clinics • Counsel and Teach family members, patients and community | Case work – 1 Observation report on field visits | <p>Assess performance with rating scale</p> <p>Evaluation of case work and observation report</p> <p>Completion of activity record</p> |
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Clinical Training - 95 hours (2 Weeks)

| Area | Duration | Objective | Skills | Assessment Methods |
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| Psychiatry ward | 2 weeks | Provide comprehensive care to patients with mental health problems | Integrated Practice | Assess clinical performance with rating scale |

Internal Assessment:

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| Theory: Best out of two tests average | 15 Marks |
| Assignment | 10 Marks |
| Total | 25 Marks |

Internal Assessment:

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| Practical: Best out of two tests average | 25 Marks |
| Clinical Requirements | 20 Marks |
| Attendance | 05 Marks |
| Total | 50 Marks |

References:-

1. Townsend C. Mary, Psychiatric Mental Health Nursing. Jaypee Brothers Medical Publishers
2. Beck, Rawline & William, Mental Health Psychiatric Nursing- A holistic life cycle approach, C.V Mosby Company
3. Neeraja, Essentials of mental health and Psychiatric nursing Jaypee Brothers Medical publishers.
4. Stuart W. Gail, Laraia T. Michele. Principles & Practice of Psychiatric Nursing, (Mosby) Elseviers
5. Sreevani, A Guide to Mental Health and Psychiatric Nursing, Jaypee Brothers Medical publishers

NURSING RESEARCH AND STATISTICS

PLACEMENT: Third Year

THEORY – 45 Hours

COURSE DESCRIPTION:

The Course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics. It is further, structured to conduct/ participate in need-based research studies in various settings and utilize the research findings to provide quality nursing care. The hours for practical will be utilized for conducting individual/group research project.

OBJECTIVES:

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

1. Identify research priority areas
2. Formulate research questions/problem statement/hypotheses
3. Review related literature on selected research problem and prepare annotated bibliography
4. Prepare sample data collection tool
5. Analyze and interpret the given data
6. Practice computing, descriptive statistics and correlation
7. Draw figures and types of graphs on given select data
8. Develop a research proposal
9. Plan and conduct a group/individual research project

| Unit | Hrs | Learning Objectives | Content | Teaching learning activities | Assessment methods |
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| I | 6 | Describe the concept of research, terms, need and areas of research in nursing Explain the steps of research process State the purposes and steps of Evidence Based Practice | Research and research Process <ul style="list-style-type: none"> • Introduction and need for nursing research • Definition of Research & nursing research • Steps of scientific method • Characteristics of good research • Steps of Research process-overview • Evidence Based Practice: Concept, Meaning, Purposes, Steps of EBP Process and Barriers | Lecture Discussion Narrate steps of research process followed from examples of published studies Identify research priorities on a given area / specialty List examples of Evidence Based Practice | Short Essay MCQ |
| II | 3 | Identify and state the research problem and objectives | Research Problem / Question <ul style="list-style-type: none"> • Identification of problem area • Problem statement • Criteria of a good research problem. • Writing objectives and hypotheses | Lecture Discussion Exercise on writing statement of problem and objectives | Short Essay MCQ |

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| III | 3 | Review the related literature | Review of Literature <ul style="list-style-type: none"> • Location • Sources • On line search; CINHAL, COCHRANE etc • Purposes • Method of review | Lecture cum Discussion Exercise on reviewing one research report/ article for a selected research problem. Prepare annotated Bibliography | Short Essay MCQ |
| IV | 4 | Describe the Research approaches and designs | Research approaches and designs <ul style="list-style-type: none"> • Historical, survey and experimental • Qualitative and Quantitative designs | Lecture Discussion Identify types of research approaches used from examples of published and unpublished research Studies with rationale | Short Essays MCQ |
| V | 8 | Explain the Sampling process Describe the methods of data collection | Sampling and data Collection <ul style="list-style-type: none"> • Definition of Population, Sample, • Sampling criteria, factors • Influencing sampling process, types of sampling techniques. • Data - why, what, from | Lecture Discussion Reading assignment on examples of data collection tools Preparation of sample data collection tool Conduct group research project | Long Essay Short Essay MCQ |

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| | | | <p>whom, when and where to collect.</p> <ul style="list-style-type: none"> • Data collection methods and instruments • Methods of data collection • Questioning, interviewing • Observations record • analysis and measurement • Types of instruments, • Validity & Reliability of the Instrument • Research ethics • Pilot study • Data collection procedure | | |
| VI | 4 | Analyze, Interpret and summarize the research data | <p>Analysis of data: Compilation, Tabulation, classification, summarization, presentation, interpretation of data</p> | Lecture Discussion Preparation of sample tables. | Short Essay MCQ |

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| VII | 15 | <p>Explain the use of statistics, scales of measurement and graphical presentation of data.</p> <p>Describe the measures of central tendency and variability and methods of Correlation</p> | <p>Introduction to statistics</p> <ul style="list-style-type: none"> • Definition, use of statistics, scales of measurement • Frequency distribution and graphical presentation of data • Mean, Median, Mode, Standard deviation • Normal Probability and tests of significance • Co-efficient of correlation • Statistical packages and its application | <p>Lecture Discussion</p> <p>Practice on graphical presentations</p> <p>Practice on computation of measures of central</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQ</p> |
| VIII | 4 | <p>Communicate and utilize the research findings.</p> | <p>Communication and utilization of Research</p> <ul style="list-style-type: none"> • Communication of research findings • Verbal report • Writing research report • Writing scientific | <p>Lecture Discussion</p> <p>Read / Presentations of a sample published / unpublished research report</p> <p>Plan, conduct and Write individual / group research project</p> | <p>Short Essay</p> <p>MCQ</p> |

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| | | | article/paper <ul style="list-style-type: none"> • Critical review of published research including publication ethics • Utilization of research findings • Conducting group research project | | |
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References:

1. Polit – Essentials of Nursing Research, 2009, LWW
2. Kothari – Research Methodology, 2007, Newage Publishers Jagadeesh – Bio Medical Research, 2009,
3. Rao (S), Introduction to Biostatistics & Research methods, Riachard, 4th Edition.
4. Rao (V), A manual of Statistical and Anthropology, Jaypee, 2nd Edition.
5. Norman, Biostatistics, B.C Decker, 2nd Edition.
6. Rao, Applied Statistics in Health Sciences, Jaypee.

MIDWIFERY AND OBSTETRICAL NURSING

Placement: Fourth Year

Theory - 120 hours

Practical - 180 hours

COURSE DESCRIPTION

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

OBJECTIVES:

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

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

| Unit | Time (Hrs) | Learning Objectives | Content | Teaching Learning activities | Assessment method |
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| I | 5 | Recognize the trends and issues in midwifery and obstetrical nursing | Introduction to Midwifery and Obstetrical Nursing <ul style="list-style-type: none"> • Introduction to concepts of Midwifery and Obstetrical Nursing • Trend in Midwifery and Obstetrical Nursing • Historical perspectives and current trends • Legal and ethical aspects • Preconception care and preparing for parenthood • Role of nurse in Midwifery and Obstetrical care • National policy and legislation in relation to maternal health and welfare • Maternal, morbidity, mortality and fertility rates • Perinatal, morbidity and mortality rates | Lecture discussion | Short answers Objective type |
| II | 10 | Describe the Anatomy and Physiology of Female reproductive | Review of anatomy and physiology of female reproductive system and foetal development <ul style="list-style-type: none"> • Female pelvis-general description of the | Lecture discussion Review with Charts and models | Short answers Objective type |

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| | | system | <p>bones, joints, ligaments, planes of the pelvis, diameters of the true pelvis, important landmarks, variations in pelvis shape.</p> <ul style="list-style-type: none"> • Female organs of reproduction- external genitalia, internal genitalia organs and their anatomical relations, musculature – blood supply, nerves, lymphatic's, pelvic cellular tissue, pelvic Peritoneum. • Physiology of menstrual cycle • Human sexuality • Conception • Review of Fertilization implantation (embedding of the ovum), development of the embryo and placenta at term – functions, abnormalities, the foetal sac, amniotic fluid, the umbilical chord • Foetal circulation, foetal skull, bones, sutures and measurements. • Foetal development • Review of Genetics | | |
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| III | 10 | Describe the diagnosis and management of women during antenatal period | Assessment and management of pregnancy(ante-natal) <ul style="list-style-type: none"> • Normal pregnancy • Physiological changes during pregnancy • Reproductive system • Cardiovascular system • Respiratory system • Urinary system • Gastro intestinal system • Metabolic changes • Skeletal changes • Skin changes • Endocrine system • Psychological changes • Discomfort of pregnancy • Diagnosis of pregnancy • Signs • Differential diagnosis • Confirmatory tests • Ante-natal care C Objectives • Assessment • History and physical examination • Antenatal Examination • Signs of previous | Lecture discussion Demo Case discussion Presentation Health talk Practice session Supervised Clinical practice | Short answers Objective types Assessment of skills with check list Assessment of patient management problems |
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| | | | <p>child-birth</p> <ul style="list-style-type: none">• Relationship of• foetus to Uterus and• Pelvis: Lie, Attitude,• Presentation, Position• Per vaginal examination• Screening and assessment for high risk;• Risk approach• History and Physical Examination• Modalities of diagnosis; Invasive & Non-Invasive, ultrasonic, card tomography, NST, CST• Antenatal preparation• Antenatal counselling• Antenatal exercises• Diet• Substance use• Education for child-birth• Husband and families• Preparation for safe-confinement | | |
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| | | | <ul style="list-style-type: none"> • Prevention from radiation • Psycho-social and cultural aspects of pregnancy • Adjustment to pregnancy • Unwed mother • Single parent • Teenage pregnancy • Sexual violence • Adoption | | |
| IV | 10 | <p>Describe the physiology and stages of labour</p> <p>Describe the management of women during intranatal period</p> | <p>Assessment and management of intra-natal period</p> <ul style="list-style-type: none"> • Physiology of labour, mechanism of labour • Management of labour. First stage <ul style="list-style-type: none"> -Signs and symptoms of onset of labour; normal and abnormal -Duration -preparation of Labour room • Women <ul style="list-style-type: none"> -Assessment and observation of women in labour; partogram - maternal and foetal monitoring - Active | <p>Lecture discussion</p> <p>Demo</p> <p>Case discussion / Presentations</p> <p>Simulated Practice</p> <p>Supervised Clinical practice</p> | <p>Essay type Short</p> <p>Objective types</p> <p>Assessment of skills with check list</p> <p>Assessment of patient management problems</p> |

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| | | | <p>management of labour, Induction of labour</p> <p>- Pain relief and comfort in labour</p> <ul style="list-style-type: none"> • Second stage • Signs and symptoms; normal and abnormal • Duration • Conduct of delivery; Principles and techniques • Episiotomy (only if required) • Receiving the new born • Neonatal resuscitation; initial steps and subsequent resuscitation • Care of umbilical cord • Immediate assessment including screening for congenital anomalies • Identification • Bonding • Initiate feeding • Screening and transportation of the neonate | | |
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| | | | <ul style="list-style-type: none"> • Third stage • Signs and symptoms; normal and abnormal • Duration • Method of placental expulsion • Management; Principles and techniques • Examination of the placenta • Examination of perineum • Maintaining records and reports • Fourth Stage | | |
| V | 15 | <p>Describe the physiology of puerperium.</p> <p>Describe the management of women during post-natal period</p> | <p>Assessment and management of women during post-natal period</p> <ul style="list-style-type: none"> • Normal puerperium; Physiology duration • Postnatal assessment and management • Promoting physical and emotional well-being • Lactation management • Immunization • Family dynamics after child birth, Family welfare services, methods, counselling, follow up, Records and reports. | <p>Lecture discussion</p> <p>Demo</p> <p>Health talk</p> <p>Practice Session</p> <p>Supervised Clinical practice</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective types</p> <p>Assessment of skills with check list</p> <p>Assessment of patient management problems</p> |

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| VI | 10 | Describe the assessment and management of normal neonate | Assessment and management of normal neonate <ul style="list-style-type: none"> • Normal Neonate; <ul style="list-style-type: none"> • Physical adaption • Initial and Daily assessment • Essential new born care; Thermal control • Breastfeeding, prevention of infections • Immunization • Minor disorders of new born and its management • Levels of Neonatal care(level I, II, & III) At primary, secondary and tertiary levels • Maintenance of Reports and records | Lecture discussion Demo Practice Session Supervised Clinical practice | Essay type Short answers Objective types Assessment of skills with check list Assessment of patient management problems |
| VII | 15 | Describe the Identification and management of women with high risk pregnancy | High-risk pregnancy- Assessment and management <ul style="list-style-type: none"> • Screening and assessment -Ultrasonics, cardiotomography, NST, CST, non-invasive & invasive, -Newer modalities of diagnosis • High-risk approach • Levels of care; primary, secondary | Lecture discussion Demo using video films, scan reports, partographetc Case discussion Presentation Health talk Practice | Essay type Short answers Objective types Assessment of skills with check list Assessment of patient management |

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| | | | <p>and tertiary levels</p> <ul style="list-style-type: none"> • Disorders of pregnancy <ul style="list-style-type: none"> -Hyper-emesis gravidarum, bleeding in early pregnancy, abortion, ectopic pregnancy, vesicular mole -Ante-partum haemorrhage. • Uterine abnormality and displacement • Disease complicating pregnancy <ul style="list-style-type: none"> -Medical and surgical conditions -Infections, RTI(STD), UTI, HIV, TORCH - Gynaecological diseases complicating pregnancy - Pregnancy induced hypertension.& diabetes, Toxemia of pregnancy, hydramnios, Rh incompatibility <p>Mental disorders</p> <ul style="list-style-type: none"> • Adolescent pregnancy, Elderly primi and grand multipara | <p>session Supervised Clinical practice</p> | <p>problems</p> |
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| | | | <ul style="list-style-type: none"> • Multiple pregnancy • Abnormalities of placenta & cord • Intra-uterine growth-retardation • Nursing management of mothers with high-risk pregnancy • Maintenance of Records and Report | | |
| VIII | 15 | Describe the management of abnormal labour, and obstetrical emergencies. | Abnormal labour-assessment and management <ul style="list-style-type: none"> • Disorders in labour • CPD and contracted pelvis • Malpositions and malpresentations • Premature labour, disorders of uterine actions • Precipitate labour • Prolonged labour • Complications of third stage injuries to birth canal • Obstetrical emergencies and their management • Presentation and prolapse of cord, Vasa praevia, amniotic fluid | Lecture discussion Demo Case discussion & Presentation Practice session Supervised Clinical practice | Essay type Short answers Objective types Assessment of skills with check list Assessment of patient management problems |

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| | | | <p>embolism, rupture of uterus, shoulder dystocia, obstetrical shock</p> <ul style="list-style-type: none"> • Obstetrical procedures and operations • Induction of labour, forceps, vacuum version, manual removal of placenta, caesarean section, destructive operations • Nursing management of women undergoing Obstetrical operations and procedures | | |
| IX | 5 | Describe management of post natal complications | <p>Abnormalities during Postnatal periods</p> <ul style="list-style-type: none"> • Assessment and management of women with postnatal complications • Puerperal infections, breast enlargement & infections, Thrombo-Embolic disorders, post-partum haemorrhage, Eclampsia and subinvolution. | <p>Lecture discussion</p> <p>Demo</p> <p>Case discussion & Presentation</p> <p>Supervised Clinical practice</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective types</p> <p>Assessment of skills with check list</p> <p>Assessment of patient management problems</p> |

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| | | | <ul style="list-style-type: none"> • Psychological complication • Postpartum Blues • Postpartum Depression • Postpartum psychosis | | |
| X | 10 | Identify the high risk neonates and their nursing management | <p>Assessment and management of High risk new born</p> <ul style="list-style-type: none"> • Admission of neonates in the NICU- protocols • Nursing management of; <ul style="list-style-type: none"> -Low birth weight babies -Infections -Respiratory problems -Haemolytic disorders -Birth injuries -Malformation • Monitoring of high risk neonates • Feeding of high risk neonates • Organization and management of neonatal intensive care units • Infection control in NICU • Maintenance of reports and records | <p>Lecture discussion</p> <p>Demo</p> <p>Practice session</p> <p>Case discussion & Presentation</p> <p>Supervised Clinical practice</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective types</p> <p>Assessment of skills with check list</p> <p>Assessment of patient management problems</p> |

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| XI | 5 | Describe the indication, dosage, action, side effects and nurses responsibilities in the administration of drugs used for mothers | Pharmaco-therapeutics in obstetrics <ul style="list-style-type: none"> • Indication, dosage, action, contraindication and side effects of drugs • Effect of drugs on pregnancy, labour and puerperium • Nursing responsibilities in the administration of drug in Obstetrics • Oxytocins, antihypertensives, diuretics, tocolytic agents, anti-convulsants; Analgesics and anesthetics in obstetrics • Effects of maternal medication on foetus and neonates | Lecture discussion Drug book Drug presentation | Short answers Objective Type |
| XII | 10 | Appreciate the importance of family welfare programme Describe the methods of contraception and role of nurse in family | Family welfare programme <ul style="list-style-type: none"> • Population trends and problems in India • Concepts, aims, importance and history of family welfare programme • National Population; dynamics, policy and | Lecture discussion Demo Practice session Supervised practice Group | Essay type Short answers Objective types Assessment of skills with |

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| | | welfare programme | <p>education</p> <ul style="list-style-type: none"> • National family welfare programme; RCH, ICDS, MCH. Safe motherhood • Organization and administration; at national, state, district, block and village levels • Methods of contraception; spacing, temporary and permanent, emergency contraception • Infertility and its management • Counselling for family welfare • Latest research in contraception • Maintenance of vital statistics • Role of national and international and voluntary organizations • Role of nurse in family welfare programme • Training / Supervision / Collaboration with other functionaries in community like ANM's, LHVs, Anganawadi workers, TBAs (Traditional Birth Attendant- Dai) | <p>project</p> <p>Counselling session</p> <p>Field visits</p> | <p>check list, Projects and field visits reports</p> |
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MIDWIFERY AND OBSTETRICAL NURSING PRACTICAL

Placement: Fourth year

Practical: 170 hours

| Areas | Duration in Hours | Objectives | Skills | Assignments | Assessment Methods |
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| Antenatal clinic/OPD | 20 | Assessment of pregnant women | <ul style="list-style-type: none"> • Antenatal history taking • Physical examination • Record of weight, BP, Hb, & urine testing for sugar and albumin • Antenatal examination- abdomen and breast • Immunization • Assessment of risk status • Teaching antenatal mothers • Maintenance of Antenatal records | Conduct Antenatal Examinations 30 Health talk-I Case book recordings | Verification of Findings of Antenatal examinations Completion of case book recordings |
| Labour room O.T | 80 | Assess women in labour Carry out per-vaginal examinations Conduct normal | <ul style="list-style-type: none"> • Assessment of women in labour • Per-vaginal examinations and interpretation • Monitoring | Conduct normal deliveries-20 Per-vaginal examination-5 | Assessment of clinical performance with rating scale |

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| | | <p>deliveries Perform episiotomy and suture it Resuscitate new born Assist with Caesarean Sections MTP and other surgical procedures</p> | <p>and caring of women in labour</p> <ul style="list-style-type: none"> • Maintenance of partograph • Conduct normal delivery • Newborn assessment and immediate care • Resuscitation of newborn • Assessment of risk status of new born • Episiotomy aid suturing • Maintenance of labour and birth records • Arrange for and assist with Caesarean section and care for women and baby during Caesarean • Arrange for and assist with MTP and other surgical procedures | <p>Perform and suture the episiotomies-5</p> <p>Resuscitates newborn-5</p> <p>Assist with Caesarean section-2</p> <p>Witness abnormal deliveries-5</p> <p>Assist with MTP and other surgical procedures- case book recordings</p> | <p>Assessment of each skill with checklists</p> <p>Completion of case book recordings</p> |
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| Post natal ward | 40 | <p>Provide nursing care to post natal mother and baby</p> <p>Counsel and teach mother and family for parenthood</p> | <ul style="list-style-type: none"> • Examination and assessment of mother and baby • Identification of deviations • Care of post natal mother and baby • Perineal care • Location management • Breast feeding • Baby bathing • Immunization • Teaching post natal mother; mother craft • Post natal care and exercise | <p>Case presentation-I</p> <p>Casebook recordings</p> <p>Give care to post natal mothers-20</p> <p>Health talks-I</p> <p>Case study</p> | <p>Assessment of clinical performance</p> <p>Assessment of each skill with checklists</p> <p>Completion of case book recording</p> <p>Evaluation of case study and health education sessions</p> |
| New born nursery | 20 | Provide nursing care to new born at risk | <ul style="list-style-type: none"> • New born Assessment • Admission of neonates • Feeding of at neonates risk • Katori spoon, paladin, tube feeding, total parenteral nutrition • Thermal management of neonates- | <p>Case study-1</p> <p>Observation study-1</p> | <p>Assessment of clinical performance</p> <p>Assessment of each skill with checklists</p> <p>Evaluation of and observation study</p> |

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| | | | <p>kangaroo mother care, care of baby in incubator</p> <ul style="list-style-type: none"> • Monitoring and care of neonates • Administering medication , intravenous therapy • Assisting with diagnostic procedure • Assisting with exchange transfusion • Care of baby on ventilator • Phototherapy • Infection control protocols in the nursery • Teaching and counselling of parents • Maintenance of neonatal records | | |
| Family Planning clinic | Rotation on from postnatal ward 20 | Counsel for and provide family welfare services | <ul style="list-style-type: none"> • Counselling technique • Insertion of IUD • Teaching on use of family | IUD insertion-5 Observation study-1 | Assessment of each skill with checklists |

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| | | | planning methods <ul style="list-style-type: none"> • Arrange for and Assist with family planning operations • Maintenance of records and reports | Counselling-2 Simulation exercise on recording and reporting-1 | Evaluation of and observation study |
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Internal Assessment:

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| Theory: Best out of two tests average | 15 Marks |
| Assignment | 10 Marks |
| Total | 25 Marks |

Internal Assessment:

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| Practical: Best out of two tests average | 25 Marks |
| Clinical Requirements | 20 Marks |
| Attendance | 05 Marks |
| Total | 50 Marks |

References:

1. Myle's Textbook for Midwives, 2008, Elsevier
2. Reeder & Martin - Maternity Nursing, Lippincott
3. Orshan - Maternity Nursing, 2009, LWW
4. Ricci - Essentials of Maternity Nursing, 2009, Lippincott
5. William's Obstetrics, 2009, Mcgrahill
6. Mudaliar - Clinical Obstetrics, Orient Blackswan.
7. Berek-Novak's Gynecology, 2008, LWW
8. Lowdermilk - Maternity Nursing, 2008, Elsevier
9. Dutta - Obstetrics, NCBA
10. Seshadri - Essentials of Gynaecology, 2010, WK

COMMUNITY HEALTH NURSING – II

Placement: Fourth Year

Theory: 100 hrs

PART – A

COURSE DESCRIPTION

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

OBJECTIVES

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

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

| Unit | Duration (hours) | Objective | Contents | Teaching Learning | Assessment |
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| I | 05 | Define concepts, scope, principles and historical development of community health and community health nursing | Introduction <ul style="list-style-type: none"> • Definition, concept & scope of community health nursing • Historical development of Community Health Nursing <ul style="list-style-type: none"> - Pre-Independence - Post-Independence | Lecture Discussion | Long Essay Short Essay MCQs |
| II | 08 | Describe health plans, policies, various health committees and health problems in India | Health Planning and Polices & Problems <ul style="list-style-type: none"> • Health planning and health care delivery system in India (IPHS guidelines) • National health planning in India • Five year plans • Various committees and Commissions on health and family welfare <ul style="list-style-type: none"> - Central council for health and family welfare (CCH&FW) - National Health Polices (1983, 2002) - National Population Policy • Health problems in India | Lecture, Discussion Panel discussion | Long Essay Short Essay MCQs |

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| III | 17 | <p>Describe the system of delivery of community health services in rural and urban areas</p> <p>List the functions of various levels and their staffing pattern</p> <p>Explain the components of health services</p> <p>Describe alternative systems of health promotion and health maintenance</p> <p>Describe the chain of referral system</p> | <p>Delivery of community health services:</p> <ul style="list-style-type: none"> • Planning, budgeting and material management of SCs, PHC and CHC • Rural: Organization, staffing and functions of rural health services provided by government at: <ul style="list-style-type: none"> - Village - Sub Centre - Primary Health Centre - Community Health Centre - Sub Divisional - Hospitals - District - State - Centre • Urban: Organization, staffing and functions of urban health services provided by government at: <ul style="list-style-type: none"> - Slums - Dispensaries - Material and Child health centres - Special Clinics Hospitals - Corporation / Municipality / Board • Organization of labour room • Safe child birth check list • Postpartum visits by health workers • Family Planning 2020 • Financial management, accounts and computing at Sub Centre • Use of equipments • Suturing of superficial wounds • Postpartum intrauterine contraceptive devices (PPIUCD) • Components of health services | <p>Lecture Discussion</p> <p>Visits to various health delivery systems</p> <p>Supervised field practice</p> <p>Panel Discussion</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQs</p> |
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| | | | <ul style="list-style-type: none"> - Environmental sanitation - Health Education - Vital statistics - MCH Antenatal, Natal, Postnatal, MTP Act, Female foeticide Act, Child Adaptation Act - National Family Planning programmes - School Health services - Occupational health - Defense Service - Institutional Services • Systems of medicine and health care <ul style="list-style-type: none"> - Allopathy - Indian system of medicine and homeopathy - Alternative health care systems like yoga, meditation, social and spiritual healing, etc. - Referral system | | |
| IV | 25 | <p>Describe community health nursing approaches and concepts</p> <p>Describe the roles and responsibility of community health nursing personnel</p> | <p>Community health nursing approaches, concepts and roles and responsibilities of nursing personnel</p> <ul style="list-style-type: none"> • Approaches <ul style="list-style-type: none"> - Nursing theories and nursing process - Epidemiological approach - Problem solving approach - Evidence based approach - Empowering people to care for themselves • Concepts of primary health care <ul style="list-style-type: none"> - Equitable distribution - Community participation - Focus on prevention - Use of appropriate technology | <p>Lecture discussion</p> <p>Demo</p> <p>Practice session</p> <p>Supervised field practice</p> <p>Participation in camps</p> <p>Group project</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQs</p> |

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| | | | <ul style="list-style-type: none"> - Multi-sect oral approach - Counselling – GATHER approach • Roles and responsibilities of community health nursing personnel in <ul style="list-style-type: none"> - Family health services information education communication (IEC) - Health management information system (HMIS) - Electronic Medical Records (EMR) - Time trends in disease occurrence in epidemiology - Programme management including supervision and monitoring - Behaviour change communication and soft skills - Integrated disease surveillance project (IDSP) - Mother and Child tracking system (MCTS) - Training and supervision of various categories of health workers - Environmental sanitation - Maternal and child health and family welfare - Treatment of minor ailments - School health services - Occupational of clinics, camps; types, preparation, planning, conduct and evaluation | | |
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| | | | <ul style="list-style-type: none"> - Waste management in the center, clinics, etc. • Home visit: Concept, Principles, Process, techniques: Bag technique home visit • Qualities of community health nurse • Job description of community health nursing personnel | | |
| V | 15 | Describe and appreciate the activities of community health nurse in assisting individuals and groups to promote and maintain their health | <p>Assisting individuals and groups to promote and maintain their health</p> <ul style="list-style-type: none"> • Empowerment for self-care of individuals, families and groups in <ul style="list-style-type: none"> - Assessment of self and family Monitoring growth and development <ul style="list-style-type: none"> (i) Mile stones (ii) Weight measurement (iii) Social development Temperature and blood pressure monitoring Menstrual cycle Breast, self-examination and testicles Warning signs of various diseases Test: Urine for sugar and albumin, blood sugar <ul style="list-style-type: none"> - Seek health services for Routine check up Immunization Counselling Diagnosis Treatment Follow up - Maintenance of health records for self and family | <p>Lecture discussion</p> <p>Demo</p> <p>Practice Session</p> <p>Supervised field practice</p> <p>Individual group / family / community health education</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQs</p> |

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| | | | <ul style="list-style-type: none"> - Continue medical care and follow up in community for various diseases and disabilities - Carryout therapeutic procedures as prescribed / required for self and family - Waste Management Biomedical waste management by specifying biomedical waste management rules 2016 Collection and disposable of waste at home and community - Sensitize and handle social issues affecting health and development for self and family <p>Women Empowerment Women and child abuse Abuse of elders Female feticide Commercial sex workers Food adulteration Substance abuse Micro birth planning Adolescent counselling Mental health Act, Drug Deaddiction Programmes</p> <ul style="list-style-type: none"> - Utilize community resources for self and family <p>Trauma services Old age homes Orphanage Homes for physically and mentally challenged individuals Homes for destitute</p> | | |
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| | | | <p>Source of vital statistics Infants and young child feeding and counselling Throat problems and febrile seizure in children</p> <ul style="list-style-type: none"> • Transportation of baby and common accidents and mishaps in labour room. | | |
| VI | 25 | <p>Describe national health and family welfare programme and role of a nurse Describe the various health schemes in India</p> | <p>National health and family welfare programmes and the role of a nurse</p> <ul style="list-style-type: none"> • Reproductive, Maternal, Neonatal, Child and Adolescent health <ul style="list-style-type: none"> - National Programme for Family Planning – RCH programme historical development, organization, administration, research, constraints - Universal Immunization programme - Janani Shishu Suraksha Karyakrama (JSSK) - Rashtriya Kishor Swasthya Karyakrama (RKSK) - Rashtriya Bal Swasthya Karyakrama (RBSK) - Mission Indradhanush Intensified Mission Indradhanush - Janani Suraksha Yojana (JSY) - Pradhan Mantri Surakshit Matritva Abhiyan (PMSMA) - Navjaat Shishu Suraksha Karyakrama (NSSK) • National nutritional programmes <ul style="list-style-type: none"> - National Nutritional Anemia Prophylaxis Programme | <p>Lecture discussion</p> <p>Participation in National Health Programmes</p> <p>Field Visits</p> | <p>Long Essay</p> <p>Short Essay</p> <p>MCQs</p> |

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| | | | <ul style="list-style-type: none"> - National Iodine Deficiency Disorders Control Programme - Mother's Absolute Affection (MAA) Programme for Infant and Young Child Feeding - National Programme for Prevention and Control of Fluorosis (NPPCF) - National Vitamin A prophylaxis programme - Integrated Child Development Services (ICDS) - Mid-Day Meal Programme - Minimum Need Programme • Communicable diseases <ul style="list-style-type: none"> - Integrated Diseases Surveillance Programme (IDSP) - Revised National Tuberculosis Control Programme (RNTCP) - National Leprosy Eradication Programme (NLEP) - National Vector Borne Diseases Control Programme - National AIDS Control Programme (NACP) - STD control programme - Pulse Polio programme (PPP) - National Viral Hepatitis Control Programme - National Rabies Control | | |
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| | | | <p>Programme</p> <ul style="list-style-type: none"> - National Programme on containment of Anti-microbial Resistance (AMR) - National Anti-Malaria Programme - National Filaria control programme - Yaws Eradication programme - National Guinea Worm Eradication Programme - National ARI programme • Non-communicable Diseases <ul style="list-style-type: none"> - National Tobacco Control Programme (NTCP) - National Programme for Prevention and Control of cancer, diabetes, cardiovascular diseases & stroke (NPCDCS) - National Programme for control treatment of occupational diseases - National programme for prevention and control of deafness (NPPCD) - National Mental Health Programme - National Programme for control of blindness & visual impairment - Pradhan Mantri National Dialysis Programme - National Programme for the health care for the elderly (NPHCE) - National Programme for | | |
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| | | | <p>Prevention & Management of Burn Injuries (NPPMBI)</p> <ul style="list-style-type: none"> - National Oral Health Programme - Polio eradication: pulse polio programme - National Water Supply and Sanitation Programme • Health System strengthening programmes <ul style="list-style-type: none"> - Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) - National Health Mission - Health Schemes <p>ESI CGHS Health insurance</p> <ul style="list-style-type: none"> - National Mental health programme - 20 point programme | | |
| VII | 05 | Explain the roles and functions of various National and International health agencies | <p>Health Agencies</p> <p>International</p> <ul style="list-style-type: none"> • WHO • UNFPA • UNDP • World Bank • FAO • UNICERF • DANIDA • European Commission (EC) • Red Cross • USAID • UNESCO • Colombo Plan • ILO • CARE, etc | Lecture discussion Field Visits | Long Essay Short Essay MCQs |

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| | | | National <ul style="list-style-type: none">• Indian Red Cross• Indian Council for Child Welfare• Family Planning Association of India (FPAI)• Tuberculosis Association of India• Hindu Kusht Nivaran Sangh• Central Social Welfare Board• All India Women's Conference• Blind Association of India, etc. | | |
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MLHP PROGRAMME

Placement: Fourth Year

Theory: 25 hrs
Practical: 50 hrs

PART – B

| Unit | Duration (hours) | Learning Objective | Contents | Teaching Learning Activities | Assessment |
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| I | 04 | Enumerate the role and responsibilities of MLHP | Role and responsibilities of MLHP <ul style="list-style-type: none">• Introduction• Taking stock of current experience with middle level provider• Improving access• Preserving quality• Education of MLHP's role and responsibilities• Regulation and Management | Lecture Discussion Workshop | Short Essay MCQs |
| II | 08 | Explain the schemes and beneficiaries of PMJAY | Ayushman Bharath (Pradhan Mantri Jan Arogya Yojana) <ul style="list-style-type: none">• Introduction• Eligibility criteria for rural and urban• Medical packages and hospitalization process in PMJAY• List of critical | Lecture Discussion Field Visit | Short Essay MCQs |

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| | | | <p>disease covered under PMJAY</p> <ul style="list-style-type: none"> • Advantages of health insurance in India • PMJAY patient card generation • Schemes and programmes covered • Up-gradation of sub centre into health and wellness centre • Concept of comprehensive PHC and Key elements of CPHC • Service delivery and continuum of care and role of MLHP | | |
| III | 04 | Orients to the standard treatment protocol of sub centre | <p>Diagnosing and treatment skills of essential at centre level using standard treatment protocol as per national health programme</p> <ul style="list-style-type: none"> • Objection of IPHS (Indian Public Health Service) • Categorization of sub centres • Manpower requirements | Lecture Discussion Field Visit | Short Essay MCQs |

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| | | | <ul style="list-style-type: none"> • Services to be provided • National programmes (communicable and non-communicable) • Logistics | | |
| IV | 04 | Describes social mobilization skills and its importance | Social mobilization skills <ul style="list-style-type: none"> • Introduction • Definition, Aims, Principles, benefits of social mobilization • Importance of approaches • Steps to implement sources, key task involved, skills for social mobilizations • Role of social mobilize • Limitations • Examples of social mobilizations | Lecture Discussion Seminar Symposium | Short Essay MCQs |
| V | 02 | Describe benefits of RBSK and role of ASHA | Introduction to RBSK <ul style="list-style-type: none"> • Introduction • Aims and objectives • Target age group, benefits of the schemes • Health condition to be screened | Lecture Discussion Field Visit to Anganawadi and schools | Short Essay MCQs |

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| | | | <ul style="list-style-type: none"> • Implementation mechanism of RBSK • Logistic support, screening and monitoring • Mechanism for screening anaganawadi and school • Composition of mobile health team • District early intervention, role of state level referral services, training and institution and collaboration • Reporting and monitoring • Role of ASHA | | |
| VI | 03 | Describe the scope, characteristics, benefits workflow and action plan of MCTS | Mother and Child Tracking System (MCTS) <ul style="list-style-type: none"> • Introduction • Definition • Objectives, characteristics of features of MCTS • Facility usage, benefits, ANM / ASHA • Workflow of MCTS, suggested action plan • Mother and child | Lecture Discussion Supervised Field Visit (ASHA, ANM) | Short Essay MCQs |

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| | | | <p>tracking and facilitation centre (MCTFC)</p> <ul style="list-style-type: none">• ANM online (ANMOL), Kilkari and Mobile academy• MCTS benefits to state, outcome and expectation | | |
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COMMUNITY HEALTH NURSING – II

Placement: Fourth Year

Practical: 135 hrs

| Areas | Duration (weeks) | Objective | Skills | Assessment | Assessment Methods |
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| Community Health Nursing | 01 week for Urban 04 weeks for Rural | Identify community profile Identify prevalent communicable and non-communicable diseases Diagnose health needs of individual, families and community Plan, provide and evaluate care Participate in school health programme Participate in national health programmes Organize group for self-help and involve clients in their own health activities Provide family welfare services | Community health survey Community diagnosis Family care: Home adaptation of common procedures Home visit: Bag technique Organize and conduct clinics antenatal, postnatal, well baby clinic, camps, etc Screen manage and referrals for: High risk mothers and neonates Accidents | Community Survey report Family care study – 1 Project – 1 Health talk Case book recording | Access clinical performance with rating scale Evaluation of community survey report family care study, project and health talk Completion of activity record |

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| | | <p>Counsel and educate individual, family and community</p> <p>Collect vital health statistics</p> <p>Maintain records and reports</p> | <p>and emergencies Illness: Physical and mental disabilities</p> <p>Conduct delivery at centre/home episiotomy and suturing</p> <p>Resuscitate newborn</p> <p>School Health Programme Screen, Manage refer children</p> <p>Collaborate with health and allied agencies</p> <p>Train and supervise health workers</p> <p>Provide family welfare services: insertion of IUD</p> | | |
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| | | | <p>Counsel and teach individual, family and community about: HIV, TB, Diabetes, Hypertension, Mental Health, Adolescents, elderly's health, physically and mentally challenged individuals etc.</p> <p>Collect and calculate vital health statistics Document and maintain individual, family and administrative records write reports centre, disease and national health programme / projects</p> | | |
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Internal Assessment:

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| Theory: Best out of two tests average | 15 Marks |
| Assignment | 10 Marks |
| Total | 25 Marks |

Internal Assessment:

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| Practical: Best out of two tests average | 25 Marks |
| Clinical Requirements | 20 Marks |
| Attendance | 05 Marks |
| Total | 50 Marks |

References :

1. Jayawanti, TNAI Nursing Manual, TNAI publication
2. K.Park, 'Text Book of Preventive & Social Medicine'
3. Stanthope Lancaster, 'Community Health Nursing Process & Practice', Popular publication.
4. Anderson, 'Community as Partner, Theory & Practice'.
5. Lippincotts, 'Community Health Nursing', Lrppincotts Publications
6. Saunder, 'Essentials of Community based Nursing', Jones & Balet Publications
7. Lancaster, 'Community Health Nursing Process and Practice for Promoting Health', Morby Publications
8. www.mohfw.com Ministry of Health and Family Welfare Department.

MANAGEMENT OF NURSING SERVICES AND EDUCATION

Placement: Fourth year

**Theory: 60 hours
Practical: 30 hours**

COURSE DESCRIPTION

This course is designed to enable students to acquire understanding of Management of Clinical and Community Health Nursing Services, Nursing Educational Programmes. This is also designed to enable students to acquire understanding of the professional responsibilities, prospects and contribution to the growth of the profession.

OBJECTIVES

At the end of the course student will be able to

1. Understand the Principles and Functions of Management
2. Understand the Elements and Process of Management
3. Appreciate the Management of Nursing Services in the hospital and community.
4. Apply the concepts, theories and techniques of organizational behaviour and human relations.
5. Develop skills in planning and organizing in Service education
6. Understand the management of Nursing Educational Institutions.
7. Develop understanding planning organizing nursing services in Hospital
8. Develop skill in management of materials in Hospital, Finances and HR
9. Identify effective leadership styles and develop leadership competencies
10. Describe various regulatory bodies and professional organization related to Nursing
11. Understand the various opportunities for professional advantages
12. Apply the knowledge and utilize the various opportunities for professional advancements.

| Unit | Time (Hrs) | | Learning Objectives | Content | Teaching Learning Activities | Assessment method |
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| I | 5 | | Explain the principles and functions of management | Introduction to management in nursing <ul style="list-style-type: none"> • Definition, concept and theories • Functions of management • Principles of management • Role of nurse as a manager | Lecture discussion Explain using organization chart | Long Essay Short essay MCQ's |
| II | 8 | 5 | Describe the elements and process of management | Management Process <ul style="list-style-type: none"> • Planning; mission, philosophy, objectives, operational plan • Staffing; Philosophy, staffing study, norms, activities, patient, classification systems, scheduling • Human resource management; recruiting, selecting, | Lecture Discussion Simulated Exercises Case studies | Long Essay Short essay MCQ's |

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| | | | | <p>deployment, retaining, promoting, superannuation etc</p> <ul style="list-style-type: none"> • Budgeting; concept, principles, types, cost benefit analysis, audit • Material management; equipment and supplies • Directing process (Leading) • Controlling: Quality management • Program Evaluation Review Technique (PERT), Benchmarking, Activity Plan (Gantt Chart) | | |
| III | 12 | 20 | Describe the Management of nursing services in the hospital and community | <p>Management of nursing services in the hospital and Community</p> <ul style="list-style-type: none"> • Planning: • Hospital and patient care | <p>Lecture discussion</p> <p>Demo</p> <p>Simulated exercises</p> | <p>Long Essay</p> <p>Short essay</p> <p>MCQ's</p> |

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| | | | | <p>units including ward management</p> <ul style="list-style-type: none"> • Emergency and disaster management • Human resource management • Recruiting, selecting, deployment, retaining, promoting, superannuation etc • Categories of nursing personnel including job description of all levels • Patient/population classification systems • Patient/population assignment and Nursing care responsibilities • Staff development and welfare • Budgeting: | <p>Case studies</p> <p>Supervised practice in ward – ting indents, preparing duty roaster, ward supervision</p> <p>Assignment on duties and responsibilities of ward sister</p> <p>Writing report</p> <p>Assessment of assignment</p> <p>Performance evaluation by ward sister with rating scale</p> | |
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| | | | | <p>proposal, projecting requirements for staff, equipments and supplies for</p> <ul style="list-style-type: none"> • Hospital and patient care units • Emergency and disaster management • Material management procurement, inventory control , auditing and maintenance in • Hospital and patient care units • Emergency and disaster management • Directing and leading: delegation ,participatory management • Assignments, rotations, delegations • Supervision and guidance • Implement | | |
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| | | | | <p>standards, policies, procedures and practices</p> <ul style="list-style-type: none"> • Staff development and welfare, • Maintenance of discipline • Controlling / Evaluation: • Nursing rounds /visits, Nursing protocols, Manuals • Quality Assurance Model, documentation • Records and reports, performance appraisal | | |
| IV | 5 | | Describe the concepts, theories and techniques of Organizational behaviour and human relations | <p>Organizational behavior and human relations</p> <ul style="list-style-type: none"> • Concepts and theories of organizational behaviours • Review of Channels of communication • Leadership | <p>Lecture Discussion</p> <p>Role plays</p> <p>Group games</p> <p>Self-assessment</p> <p>Case discussion</p> <p>Practice session</p> | <p>Long Essay</p> <p>Short essay</p> <p>MCQ's</p> |

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| | | | | <ul style="list-style-type: none"> styles • Review of Motivation; concepts and theories • Group dynamics • Techniques of;- Communication and Interpersonal relationships Human relations • Public relations in context of nursing • Relation with professional associations and employee unions and Collective bargaining | Assessment of problem solving | |
| V | 5 | 5 | Participate in planning and organizing in service education program | In Service education <ul style="list-style-type: none"> • Nature and scope of Inservice education program • Organization of in- service education • Principles of adult learning • Planning for | Lecture discussion Plan and conduct an educational session for in service nursing personnel Assess the planning and conduct of the | Long Essay Short essay MCQ's |

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| | | | | <p>Inservice education program, techniques, methods and evaluation of staff education program</p> <ul style="list-style-type: none"> • Preparation of report | educational session | |
| VI | 10 | | Describe the Management of Nursing education institutions | <p>Management of Nursing education institutions</p> <ul style="list-style-type: none"> • Establishment of Nursing education institution-INC norms and guidelines • Co-Ordination with • Regulatory bodies • Accreditation • Affiliation <ul style="list-style-type: none"> -Philosophy / objectives -Organization • Structure • Committees <ul style="list-style-type: none"> -Physical facilities • College/ School • Hostel students <ul style="list-style-type: none"> -Selection | <p>Lecture Discussion</p> <p>Role plays</p> <p>Counselling session</p> <p>Group Exercises</p> | <p>Long Essay</p> <p>Short essay</p> <p>MCQ's</p> |

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| | | | | <ul style="list-style-type: none"> -Admission -Guidance and counselling -Maintaining discipline -Faculty and staff • Selection • Recruitment • Job description • Placement • Performance appraisal • Development and welfare • Budgeting • Equipments and supplies: audio visual equipments, laboratory equipment, books, journals etc • Curriculum; Planning, implementation and evaluation • Clinical facilities • Transport Facilities • Institutional Records and reports | | |
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| | | | | Administrative, faculty, staff and students. | | |
| VII | 10 | | Describe the ethical and legal responsibilities of a professional nurse. Explain the nursing practice standards | Nursing as a Profession <ul style="list-style-type: none"> Nursing as a Profession <ul style="list-style-type: none"> -Philosophy; nursing practice -Aims and objectives Characteristics of professional nurse Regulatory bodies; INC, SNC Acts;- Constitution, functions -Current trends and issues in Nursing Professional ethics <ul style="list-style-type: none"> -Code of ethics; INC, ICN -Code of professional conduct; INC, ICN Practice standards for nursing; INC | Lecture discussion Case discussion Panel discussion Role plays Critical incidents Visit to INC/ SNRCs Assessment of critical incidents | Long Essay Short essay MCQ's |

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| | | | | <ul style="list-style-type: none"> • Consumer protection Act • Legal aspects in nursing <ul style="list-style-type: none"> -Legal terms related to practice; registration and licensing -Laws related to nursing practice, Breach and Penalties -Malpractice and negligence | | |
| VIII | 5 | | Explain the various opportunities for Professional advancement | Professional advancement <ul style="list-style-type: none"> • Continuing education • Career opportunities • Collective bargaining • Membership with professional organization; National and International • Participation in research activities • Publications; Journals, newspapers etc | Lecture Discussion Review / Presentation of published articles Group work on maintenance of bulletin board | Essay Short essay MCQ's |

Internal Assessment:

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| Theory: Best out of two tests average | 15 Marks |
| Assignment | 10 Marks |
| Total | 25 Marks |

References:

1. Tomey, Ann Massiner, Guide to Nursing Management and Leadership, 8th Edition Elsevier Publication
2. Marquis, Bessie L, Huston, Carol J, Leadership roles and Management Functions in Nursing, 6th Edition, Wolters Kluwer Publications, Edition
3. Vati Jogindra, "Principles and Practice of Nursing Management and Administration, 1st Edition, JayPee Brothers Publication
4. Bhaskara Raj, Elakkuvana D., Etal, "Management of Nursing Services and Education, 3rd Edition," EMMES Medical Publication
5. Jean Barret, "Ward Management and Teaching" 1st Edition, Konark Publication
6. Goel, S. L. Kumar, R, "Nursing Services: Management and Administration, 1st Edition, Deep and Deep Publication.
7. Kumari Neelam, "Textbook of Management of Nursing Sciences and Education, Third Edition S. Vikas and Company Publication
8. Lucita Mary, "Nursing Practice and Public Health Administration Current Concepts and trends, 2nd Edition, Elsevier Publication



SDM College of Medical Sciences & Hospital



SDM College of Dental Sciences & Hospital



SDM College of Physiotherapy &
SDM Institute of Nursing Sciences



Shri Dharmasthala Manjunatheshwara University



SDM Research Institute for Biomedical Sciences



Panoramic View of Campus