

# ANATOMY AND PHYSIOLOGY

**Theory - Anatomy: 60**  
**Physiology: 60**

**Placement: First Year**

**Course Description** -The course is designed to assist students to acquire the knowledge of the normal Structure of human body & functions to ensure the students to understand the alternation in Anatomical structure and function in disease and practice of Nursing

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

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

## Anatomy

**Theory – 60 hours**

**(Class 40+ lab 20 hours)**

UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
<b>I Introduction</b>	<b>5 Hrs</b>	Describe the anatomical terms, organization of human body and structure of cell, tissues membranes and glands	<p><b>Introduction to Anatomical terms organization of human body</b></p> <ul style="list-style-type: none"> <li>• Cell &amp; Cell structure division</li> <li>Tissues definition, types, characteristics, classification, location, functions, and formations</li> <li>• Membrane glands</li> <li>- classification and structure, alteration in disease</li> <li>Application and implication in nursing</li> <li>• Regions, cavities</li> <li>Membranes</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>Explain using charts, microscopic slides skeleton and torso.</li> <li>• Demonstrate cell types of tissues membranes and glands.</li> <li>• Journal</li> </ul>	Short answer questions Objective type

<p align="center"><b>II Skeletal System</b></p>	<p><b>6 Hrs</b></p>	<ul style="list-style-type: none"> <li>• Classify the Principal types of bones on the basis of its shape</li> <li>• Describe anatomical position structure and functions of bones and joints</li> <li>• - List various abnormal conditions of bones and joints</li> </ul>	<p><b>The Skeletal System</b></p> <ul style="list-style-type: none"> <li>• Function of bones</li> <li>Types of bone</li> <li>• Bone- formation growth, healing</li> <li>• Skeleton Axial, Appendicular</li> <li>• Bones- Classification</li> <li>• Joints – Classification and structure</li> <li>• Alteration in Disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>Explain using charts, Skeleton loose bones and joints</li> <li>• Journal</li> </ul>	<p>Short answer Questions, Objective type and Short notes</p>
<p align="center"><b>III Muscular System</b></p>	<p><b>7 Hrs</b></p>	<ul style="list-style-type: none"> <li>• Explain the structure and functions of principal muscles of the body.</li> <li>• List the disorders of muscular system</li> </ul>	<p><b>The Muscular System</b></p> <ul style="list-style-type: none"> <li>• Muscular tissue review</li> <li>• Muscle groups</li> <li>Alteration in Disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>Explain using charts, models, and films</li> <li>Demonstrate muscular movements</li> <li>• Journal</li> </ul>	<p>Short answer questions, Objective type</p>
<p align="center"><b>IV Nervous System</b></p>	<p><b>6Hrs</b></p>	<ul style="list-style-type: none"> <li>• Describe the anatomical position, size, shape and structure of various organs of the nervous system.</li> <li>• Compare the functions of different parts of the brain.</li> <li>• List the abnormalities of nervous system.</li> </ul>	<p><b>The Nervous System</b></p> <ul style="list-style-type: none"> <li>• Structure of and neurons</li> <li>• Somatic nervous system</li> <li>□ Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves</li> <li>• Autonomic nervous system -sympathetic, parasympathetic.</li> <li>□ Structure, location alteration in disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>Explain using models torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	<p>Short answer Questions Objective type and Short notes</p>

<p><b>V</b> <b>Sensory organs</b></p>	<p><b>6 Hrs</b></p>	<ul style="list-style-type: none"> <li>• Describe the anatomical position, size, shape and structure of various sensory organs.</li> <li>• List the abnormalities related to the sense organs.</li> </ul>	<p><b>The sensory system</b></p> <ul style="list-style-type: none"> <li>• Eye</li> <li>• Ear {auditory apparatus}</li> <li>• Nose {olfactory apparatus}</li> <li>• Tongue</li> <li>• Skin structure</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using models torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	<p>Short answer Questions Objective type and Short notes</p>
<p><b>VI</b> <b>Circulatory and lymphatic System</b></p>	<p><b>7 Hrs</b></p>	<ul style="list-style-type: none"> <li>• Describe the anatomical position, size, shape and structure of organs</li> <li>• Explain arterial, venous and lymphatic circulation.</li> <li>• Enumerate the disorders of heart and circulatory system.</li> </ul>	<p><b>Circulatory and lymphatic system</b></p> <p><b><u>The Circulatory system</u></b></p> <p><b>Blood-</b></p> <ul style="list-style-type: none"> <li>□ Microscopic structure</li> <li>• Heart &amp; Pericardium</li> <li>• Arterial &amp; venous system(Systemic, Pulmonary, Hepatoportal Coronary)</li> <li>• Circulation-(Systemic, Pulmonary, Hepatoportal Coronary)</li> </ul> <p><b><u>Lymphatic System and Lymphoid tissue</u></b></p> <ul style="list-style-type: none"> <li>• Lymphatic vessels and lymph]</li> <li>• Lymphatic tissue</li> <li>-Thymus</li> <li>-Lymph node</li> <li>-Spleen</li> <li>-Lymph nodules</li> <li>• Alteration in disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using models, torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	<p>Long answer and Short answer questions Objective Type and Short notes</p>

<p><b>VII</b> <b>The respiratory system</b></p>	<p><b>5 hrs</b></p>	<ul style="list-style-type: none"> <li>Describe the anatomical position, size, shape and structure of various organs of respiratory system</li> </ul>	<p><b>The Respiratory System</b> -Structure of the organs respiration -Muscles of respiration: Intercostals and Diaphragm</p>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using models, torso, charts, slides , specimens</li> <li>Record book</li> </ul>	<p>Short answer questions Objective Type and Short notes</p>
<p><b>VIII</b> <b>The Digestive system</b></p>	<p><b>6 Hrs</b></p>	<p>System.</p> <ul style="list-style-type: none"> <li>Describe the anatomical position, size, shape and structure of organs of digestive system</li> <li>List the abnormalities of digestive system.</li> </ul>	<p><b>The digestive system</b></p> <ul style="list-style-type: none"> <li>Mouth- Tooth, mastication Salivary glands deglutition,</li> <li>Esophagus</li> <li>Stomach</li> <li>Intestines,</li> <li>Liver, Biliary Apparatus,</li> <li>Peritoneum</li> <li>Alteration in disease</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion Explain using models, torso, charts, slides and specimens</li> <li>Journal.</li> </ul>	<p>Long answer and Short answer questions Objective Type and Short notes</p>
<p><b>IX</b> <b>The excretory system</b></p>	<p><b>4 Hrs</b> T =3 P =2</p>	<ul style="list-style-type: none"> <li>Describe the anatomical position, size, shape and structure of organs of urinary system</li> <li>System</li> <li>Explain incontinence and list the abnormalities of urinary system.</li> </ul>	<p><b>The excretory system</b> Structure of the organs of urinary system: -Kidney -Ureter, -Urinary bladder -Urethra</p> <ul style="list-style-type: none"> <li>Skin</li> <li>Alteration in disease</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion Explain using models torso, charts, slides and specimens</li> <li>Journal.</li> </ul>	<p>Short answer Questions Objective type and Short notes</p>
<p><b>X</b> <b>Endocrine System</b></p>	<p><b>4 Hrs</b></p>	<ul style="list-style-type: none"> <li>Describe the anatomical position, size, shape and structure of various organs of the endocrine system.</li> <li>List the abnormalities of system.</li> </ul>	<p><b>The Endocrine system</b></p> <ul style="list-style-type: none"> <li>Pituitary</li> <li>Thyroid Parathyroid &amp;</li> <li>Pancreas</li> <li>Adrenal</li> <li>Thymus</li> <li>Alteration in disease</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion Explain using models torso, charts, slides and specimens</li> <li>Journal.</li> </ul>	<p>Short answer Questions Objective type and Short notes</p>

<b>XI Reproductive System</b>	<b>4 Hrs</b> T=2 P=1	<ul style="list-style-type: none"> <li>Describe the anatomical position, size, shape and structure of male and female reproductive organs</li> <li>List the abnormalities male and female reproductive system.</li> </ul>	<b>The Reproductive System including Breast</b> -Structure of female reproductive organs. -Structure of male Reproductive organs -Structure of breast -Alteration in disease -Application and implication in nursing	<ul style="list-style-type: none"> <li>Lecture Discussion Explain using models torso, charts, slides and specimens</li> <li>Journal.</li> </ul>	Short answer Questions Objective type and Short notes
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### BIBLIOGRAPHY

1. Waugh, Anne (2003), "Ross & Wilson's Anatomy & Physiology in health & illness" 10th ed., Churchill Livingstone.
2. Anthony & Thibodcon (2000), "Anatomy & Physiology for nurses" 11th ed., C.V. Mosby Co., London.
3. Greig, Rhind, "Riddle's Anatomy & Physiology", 7th ed., Churchill Livingstone.
4. Singh, I. B. (2005), "Anatomy & Physiology for nurses", 1st ed., Jaypee.
5. Tortora, (2003), "Principles of Anatomy & Physiology," 10th ed., Wiley inter.
6. Chaurasia, B.D. (2004), "Human Anatomy", 4th ed., CBS publishers.
7. Sembulingam, "Essentials of Medical Physiology," 3rd Edition 2004 J.P. Publications. 10.T Clenister and Jean Rosy (1974). "Anatomy and Physiology for Nurses" 2nd Edition, William Hernmarni Medical BK. Ltd.
8. Ganong. F. William, "Review of Medical Physiology", 15th Edition, Prentice Hall International Inc., Appleton and Lange.
9. Guyton and Hall, "Textbook of Medical Physiology," 9th Edition, A Prism2. Indian Edn. Pvt. Ltd.

### Evaluation Scheme

Subject Anatomy & Physiology	Assessment			
	Hours	Internal	External	Total
Theory	3	25	75	100

Details as follows:

#### Internal Assessment:

**Theory: 15 Marks**  
**Assignment (Writing Journal): 10 Marks**  
**Total: 25 Marks**  
 (Out of 25 Marks to be send to the University)

	Anatomy	Physiology	Total Marks	Average out of
Mid-Term	25	25	50	--
Prelim	37	38	75	--
Total	--	--	125	15
Assignment (Writing Journal)	25	25	50	10
<b>Total</b>	--	--	--	<b>25 Marks</b>

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks and 50 Marks from Assignment (Writing Journal) to be converted into 10 Marks)

<b>External Assessment:</b>	<b>75 Marks</b>
<b>(University Examination)</b>	
Section A: Anatomy:	37 Marks
Section B: Physiology:	38 Marks
Total:	75 Marks

**GUIDE LINE FOR JOURNAL  
ANATOMY**

	<b>Topics</b>
1	Abdominal Region
2	The Cell
3	The Tissues – Epithelial, muscular, nervous and connective
4	Bones of appendicular skeleton – Scapula, humerus, radius, ulna
5	Bones of the axial skeleton – Hip, Femur, ankle and foot
6	The Joints
7	Principal Muscles – Deltoid, Biceps, triceps, respiratory, abdominal and gluteal
8	Respiratory System – Tracheo-broncheal tree, lungs
9	Digestive System – Stomach, Biliary tract, Pancreas, Liver (microscopic) Large intestine.
10	Circulatory System – Structure of heart, aorta and its branches, venous branches, lymph node.
11	Urinary System – gross and microscopic structure of kidney, KUB
12	Reproductive Male – testes with spermatic cord Female – uterus and its support
13	Endocrine system – Pituitary gland
14	Nervous system – Brain, ventricles, areas of cerebrum
15	Sense organs – Skin, Eye, Ear.

**EVALUATION CRITERIA FOR JOURNAL: 25 marks**

<b>SN</b>	<b>Item</b>	<b>Maximum Mark</b>	<b>Marks allotted</b>
1	<b>Description</b> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Adequacy of content</li> <li>• Related</li> </ul>	 4 5 4	
2	<b>Illustration</b> <ul style="list-style-type: none"> <li>• Adequacy</li> <li>• Neatness</li> <li>• Presentation</li> </ul>	 4 4 5	

**GUIDE LINE FOR JOURNAL  
PHYSIOLOGY**

	<b>Topics</b>
1	Properties of cardiac and skeletal Muscles
2	Reflex arc
3	Blood – Bleeding time, clotting time, Hb estimation, Blood Group, RBC, WBC
4	Heart Sound
5	Cardiac Cycle
6	Action Potentials, ECG
7	Spirometry
8	BMR
9	Menstrual Cycle
10	Cranial Nerves

**EVALUATION CRITERIA FOR JOURNAL: 25 marks**

SN	Item	Maximum Mark	Marks allotted
1	<b>Description</b>		
	• Organization	4	
	• Adequacy of content	5	
	• Related	4	
2	<b>Illustration</b>		
	• Adequacy	4	
	• Neatness	4	
	• Presentation	4	



## Introduction to Computer

**Placement: First year**

**Theory – 45 Hours**

**(Class -15 + lab 30)**

**Course description:** This course is designed for students to development basic understanding of uses of computer and its applications in nursing.

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

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

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
I	3	<ul style="list-style-type: none"> <li>• Identify &amp; define various concepts used in computer</li> <li>• Identify application of computer in nursing</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Concepts of Computers</li> <li>• Hardware and software; trends and technology</li> <li>• Application of computers in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
II	26 Hrs T=6 P=20	<ul style="list-style-type: none"> <li>• Describe and Use the Disk Operating System</li> <li>• Demonstrate skill in the use of MS Office</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to disk operating system                             <ul style="list-style-type: none"> <li>o DOS</li> <li>o Windows (all version)</li> </ul> </li> <li>• Introduction                             <ul style="list-style-type: none"> <li>o MS-Word</li> <li>o MS-Excel with pictorial presentation</li> <li>o MS-Access</li> <li>o MS-Power point</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam.</li> </ul>

<b>III</b>	<b>5 Hrs</b> T=2 P=3	<ul style="list-style-type: none"> <li>• Demonstrate skill in using in using multimedia</li> <li>• Identify features of computer aided teaching and testing</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia; types &amp; uses</li> <li>• Computer aided teaching &amp; testing.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam and Viva Voce</li> </ul>
<b>IV</b>	<b>4 Hrs</b> T=1 P=3	<ul style="list-style-type: none"> <li>• Demonstrate use of internet and Email</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Internet and: email</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam and Viva Voce</li> </ul>
<b>V</b>	<b>4 Hrs</b> T=2 P=2	<ul style="list-style-type: none"> <li>• Describe and use the statistical packages</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical packages: types and their features</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam and Viva Voce</li> </ul>
<b>VI</b>	<b>3 Hrs</b> T=1 P=2	<ul style="list-style-type: none"> <li>• Describe the use of Hospital Management System</li> </ul>	<ul style="list-style-type: none"> <li>• Hospital Management System: Types and uses</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam and Viva Voce</li> </ul>

#### REFERENCES:

1. Jain and Saakshi (2004), COMPUTERS FOR NURSES
2. Kalicharan (2002), INTRODUCTION TO COMPUTER SCIENCE
3. Nicoll (2001), NURSES GUIDE TO INTERNET. Third edition.
4. Phatak M et al (2001), MULTIMEDIA TECHNIQUES. First edition, Nirali Prakashan.
5. Rajaraman (1999), FUNDAMENTALS OF COMPUTER . Tata Macrohill Publication, New Delhi.
6. Sanjeev kumar (2002), A TEXTBOOK OF COMPUTER APPLICATIONS. Educational and Technical Publishers, New Delhi.

#### Evaluation Scheme:

Subject	Internal Assessment	Total
#Introduction to Computer (Theory)	100 (College level qualifying exam, minimum passing Marks 40%.)	100

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

Details as follows:

**Internal Assessment: 100 Marks**  
(Out of 100 Marks to be send to the University)

**Mid-Term: 50 Marks**  
**Prelim: 50 Marks**  
**Total: 100 Marks**

## I<sup>st</sup> Year Basic B.Sc. Nursing

### ENGLISH

**Placement: First year**

**Theory - 60 Hours**

**Course description:** The course is designed to enable students to enhance ability to comprehend spoken and written English (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.

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

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

Unit	Time (Hrs)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
I	10	<ul style="list-style-type: none"><li>• Speak &amp; write grammatically correct English</li></ul>	<ul style="list-style-type: none"><li>• Review of Grammar</li><li>• Remedial study of grammar</li><li>• Building Vocabulary</li><li>• Lexical sets</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate use of grammar Dictionary</li><li>• Exercise on use of Grammar</li><li>• Practice in using appropriate expression</li></ul>	<ul style="list-style-type: none"><li>• Objective type</li><li>• Fill in the blanks</li><li>• Do as directed</li></ul>
II	4	<ul style="list-style-type: none"><li>• Developing listening skills</li></ul>	<b>Listening Comprehension</b> <ul style="list-style-type: none"><li>• Media, audio, video, speeches etc.</li><li>• Audio rendition of text.</li></ul>	Exercise on: <ul style="list-style-type: none"><li>• Listening to audio, video tapes and identify the key points</li></ul>	<ul style="list-style-type: none"><li>• Assessment of skills based on the check list</li></ul>
III	6	<ul style="list-style-type: none"><li>• Developing speaking skills</li></ul>	<ul style="list-style-type: none"><li>• Spoken English Phonetics, public speaking</li><li>• Oral report</li><li>• Group Discussion</li><li>• Debate</li><li>• Telephonic Conversion</li></ul>	Exercise on: <ul style="list-style-type: none"><li>• Debating</li><li>• Participating in Seminar, Panel, Symposium</li><li>• Telephonic Conversion</li><li>• Conversation in different situations, practice in public speaking</li></ul>	<ul style="list-style-type: none"><li>• Assessment of the skills based on the checklist.</li></ul>

<b>IV</b>	<b>30</b>	<ul style="list-style-type: none"> <li>Develop ability to read, understand and express meaningfully, the prescribed text.</li> </ul>	<ul style="list-style-type: none"> <li>Read and comprehend prescribed course books</li> </ul>	Exercise on: <ul style="list-style-type: none"> <li>Reading</li> <li>Summarizing</li> <li>Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Short Answers type questions.</li> <li>Essay type questions.</li> </ul>
<b>V</b>	<b>10</b>	<ul style="list-style-type: none"> <li>Develop writing skills</li> </ul>	<b>Various forms of composition</b> <ul style="list-style-type: none"> <li>Letter writing</li> <li>Note making &amp; Note takings</li> <li>Précis writings</li> <li>Nurses Notes</li> <li>Anecdotal records</li> <li>Diary writing</li> <li>Reports on health problem</li> <li>Resume /CV</li> </ul>	Exercise on: <ul style="list-style-type: none"> <li>Letter writing</li> <li>Note making &amp; Note takings</li> <li>Précis writings</li> <li>Nurses Notes</li> <li>Anecdotal records</li> <li>Diary writing</li> <li>Reports on health problem</li> <li>Resume /CV</li> <li>Notices, Agenda, minutes, telegram, essay</li> <li>Discussion on written reports / documents</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the skills based on the checklist.</li> </ul>

**Further suggested teaching learning activities:**

Unit I

- GRAMMER AND VOCABULARY
- Revising parts of speech
- Pairs of confused words, synonyms & Antonyms
- Lexical sets & collocations
- Using appropriate words and expressions

Unit II

- LISTENING SKILLS
- Audio rendition of British & American Dialects of English.
- Students listening to cassettes.
- Teachers reading the loudly.

Unit III

- SPEAKING SKILLS
- Pronunciation.
- Accentual & intonation pattern.
- Maxims of conversational skills.

Unit IV

- READING SKILLS
- Text:
  1. Developing your English by Gokhale & Robinson
  2. Discourse skills in English by Grace Jacob, Narkar & Halliday
  3. Eight short stories by K.N. Vasudeva Panikkar
- Skimming & Scanning, reading in sense group.
- Avoiding Clumsiness & ambiguities
  - Example: (Indian wives eat after eating their husbands)

## Unit V

### ➤ WRITING SKILLS

- Choice of words and structures for effective writing  
Example: Nurses make a lot of money.  
It is nurses who make a lot of money.
- Punctuation  
Example: Hang, not leave him.  
Hang not, leave him.
- Organization of material effectively.

### **Bibliography:**

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

### **Evaluation Scheme:**

<b>Subject</b>	<b>Hours</b>	<b>Internal Assessment</b>	<b>Total</b>
* English	--	100 (College level qualifying exam, minimum passing Marks 40%.)	100

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

Details as follows:

#### **Internal Assessment: 100 Marks**

(Out of 100 Marks from mid-term & prelim to be send to the University along with Internal Assessment Marks of other subjects for inclusion in the Mark Sheet.)

**Mid-Term: 50 Marks**  
**Prelim: 50 Marks**  
**Total: 100 Marks**

## MICROBIOLOGY

**Placement: First year**

**Theory -60 Hours (Theory 45+15 lab)**

**Course description:** This course is designed to enable students to acquire understanding of fundamentals of Microbiology and identification of various microorganisms. It also provides opportunities for practicing infection control measure in hospital and community setting.

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

1. Explain concepts and principles of microbiology and their importance in nursing.
2. Understand the commensal, opportunistic and pathogenic organisms of human body and describe host parasite relationship.
3. State the sources and modes of transmission of pathogenic and opportunistic organisms including vectors and their role in transmission of diseases.
4. Be conversant with proper methods of collection, storage and transport of clinical material for microbiological investigations.
5. Understand the principles of immunology and its application in the diagnosis and prevention of infectious diseases.

Unit	Time (Hrs)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
I	T=5	<ul style="list-style-type: none"> <li>• Explain concepts and principles of microbiology and their importance in nursing</li> </ul>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Importance and relevance to nursing</li> <li>• Historical perspective</li> <li>• Concepts and terminology</li> <li>• Principles of microbiology</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
II	15 Hrs T=10 P=5	<ul style="list-style-type: none"> <li>• Describe structure, classification morphology and growth of bacteria</li> <li>• Identify Microorganism</li> </ul>	<b>General characteristics of Microbes</b> <ul style="list-style-type: none"> <li>• Structure and classification of Microbes.</li> <li>• Morphological types</li> <li>• Size and form of bacteria</li> <li>• Motility</li> <li>• Colonization</li> <li>• Growth and nutrition of microbes                             <ul style="list-style-type: none"> <li>* Temperature</li> <li>* Moisture</li> <li>* Blood and body fluids</li> </ul> </li> <li>• Laboratory methods for Identification of Microorganisms</li> <li>• Staining techniques, Gram staining, Acid fast staining, Hanging drop Preparation</li> <li>• Culture; various medias</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

<p><b>III</b></p>	<p><b>12 Hrs</b> T=10 P=2</p>	<ul style="list-style-type: none"> <li>• Describe the methods of infection control</li> <li>• Identify the role of nurse in hospital infection control programme</li> </ul>	<p><b>Infection control</b></p> <ul style="list-style-type: none"> <li>• Infection : Sources, portals of entry and exit, transmission.</li> <li>• Asepsis</li> <li>• Disinfect ion; Types and methods</li> <li>• Sterilization; Types and Methods</li> <li>• Chemotherapy and antibiotics</li> <li>• Standard safety measures</li> <li>• Biomedical waste management</li> <li>• Role of Nurse</li> <li>• Hospital acquired infection</li> <li>• Hospital infection control programmes * Protocols, collection of samples, preparation of report and status of rate of infection in the unit / hospital, nurse's accountability, continuing education etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Visits to CSSD</li> <li>• Clinical practices</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
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IV	16 Hrs T=12 P=4	<ul style="list-style-type: none"> <li>Describe the different disease producing organisms</li> </ul>	<b>Pathogenic organisms</b> <ul style="list-style-type: none"> <li>Micro-organisms <ul style="list-style-type: none"> <li>Cocci – gram positive and gram negative</li> <li>bacilli-gram positive gram negative</li> <li>Spirochaete</li> <li>Mycoplasmas</li> <li>Rickettsiae</li> <li>Chlamydie</li> </ul> </li> <li>Viruses</li> <li>Fungi-Superficial and Deep mycoses</li> <li>Parasites</li> <li>Rodents &amp; vectors Characteristics, Source, portal of entry, transmission of infection</li> <li>Identification of disease producing micro-organisms</li> <li>Collection, handling and transportation of various specimens.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type.</li> </ul>
V	12 Hrs T=8 P=4	<ul style="list-style-type: none"> <li>Explain the concept of immunity, hypersensitivity and immunization</li> </ul>	<b>Immunity</b> <ul style="list-style-type: none"> <li>Immunity Types, classification</li> <li>Antigen and antibody reaction</li> <li>Hypersensitivity – skin test</li> <li>Serological tests</li> <li>Immunoprophylaxis <ul style="list-style-type: none"> <li>Vaccines &amp; sera Types &amp; Classification, storage and handling, cold chain</li> <li>Immunization for various diseases</li> </ul> </li> <li>Immunization Schedule</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> <li>Clinical practices</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type.</li> </ul>

**Bibliography:**

1. Alice Corrairie Smith, “ Microbiology and pathology” 9th ed., Mosby Co.
2. Bernard D. Davis, Rentap Dalbecco Herman N. Eisen & Harold S. Ginsberg, “Microbiology”, 3rd ed, A Harper International edition.
3. Hug L. L Moffet, (1981) “Clinical microbiology”, 2nd ed., J. B. Lippincott Co.
4. Macbie and Mecartney, (1980), “Medical microbiology” 13th ed., Printed.
5. P. Ananthanarayan and C. K. Jayarm Panikar, “Textbook of microbiology”, 8th ed., Orient Longman Company Ltd.
6. Chakravarti Text book of Microbiology.
7. T. Panjratan Text Book of Microbiology in nursing, New central Bool agency Culcutta 2002.



**Evaluation Scheme:**

<b>Subject</b>	<b>Assessment</b>			
	<b>Hours</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>
Microbiology	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>

Details as follows:

**Internal Assessment: 25 Marks**

(Out of 25 Marks to be send to the University)

Details as follows:

**Theory: 15 Marks**

Mid-Term: 50 Marks

Prelim: 75 Marks

Total: 125 Marks

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

**Assignment: 10 Marks**

**External Assessment: 75 Marks (University Examination)**

## NURSING FOUNDATIONS

Theory – 265 hours  
Practical- 650hrs  
(200 lab and 450 Clinical)

Placement : First Year

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

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

1. Knowledge on concept of health, health-illness continuum and health care delivery system.
2. Knowledge on scope of nursing practice.
3. Knowledge on concept, theories and models of nursing practice.
4. Desirable attitude to ethics and professional conduct.
5. Skill in communicating effectively with patients and families and team members to maintain effective human relations.
6. Skill in health assessment and monitoring of patients.
7. Skill in carrying out basic nursing care procedures.
8. Skill in caring for patients with alterations in body functions.
9. Skill in applying steps of nursing process in the care of clients in the hospital and community.
10. Skill in applying scientific principles while performing nursing care.
11. Skill in documentation.
12. Skill in meeting basic psychosocial needs of the clients.
13. Knowledge on principles and techniques of infection control.
14. Confidence and competence in caring of terminally ill patients.

## Theory Hours : 265

Unit	Hrs	Learning Objective	Contents	Teaching / Learning / Activities	Assessment Methods
<b>I</b>	<b>10</b>	<ul style="list-style-type: none"> <li>Describe the concept of health, illness and health care agencies</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Concept of Health :</li> <li>Health illness continuum</li> <li>Factors influencing health</li> <li>Causes and risk factors for Developing illness.</li> <li>Body defenses: Immunity and immunization</li> <li>Illness and illness Behavior</li> <li>Impact of illness on patient and family</li> <li>Health care services:</li> <li>Health Promotion and Prevention, Primary care, Diagnosis, Treatment, Rehabilitation and Continuing care</li> <li>Health care teams</li> <li>Types of health care agencies:</li> <li>Hospitals: Types, Organization and Functions</li> <li>Health Promotion and levels of disease Prevention</li> <li>Primary health care and its delivery:</li> <li>Role of Nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Visit to health care agencies</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
<b>II</b>	<b>16</b>	<ul style="list-style-type: none"> <li>Explain concept and scope of nursing</li> <li>Describe values, code of ethics and professional conduct for nurses in India</li> </ul>	<p><b>Nursing as a profession</b></p> <ul style="list-style-type: none"> <li>Definition and Characteristics of a profession</li> <li>Nursing: - <ul style="list-style-type: none"> <li>Definition , Concepts, Philosophy , objectives</li> <li>Characteristics, nature and scope of nursing practice</li> <li>Functions of nurse</li> <li>Qualities of a nurse</li> <li>Categories of nursing personnel</li> <li>Nursing as a profession</li> <li>History of Nursing in India</li> </ul> </li> <li>Values : Definition, Types, Values Clarification and values in professional Nursing: Caring and Advocacy</li> <li>Ethics : <ul style="list-style-type: none"> <li>Definition and Ethical Principal</li> <li>Code of ethics and professional conduct for nurses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case discussion</li> <li>Role plays</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

III	4	<ul style="list-style-type: none"> <li>• Explain the admission and discharge procedure</li> <li>• Performs admission and discharge procedure</li> </ul>	<p><b>Hospital admission and discharge</b></p> <ul style="list-style-type: none"> <li>• Admission to the hospital <ul style="list-style-type: none"> <li>o Unit and its preparation</li> <li>o Admission bed</li> <li>o Admission procedure</li> <li>o Special considerations</li> <li>o Medico-legal issues</li> <li>o Roles and Responsibilities of the nurse</li> </ul> </li> <li>• Discharge from the hospital <ul style="list-style-type: none"> <li>o Types: Planned discharge, LAMA and abscond, Referrals and transfers</li> <li>o Discharge Planning</li> <li>o Discharge planning</li> <li>o Special considerations</li> <li>o Medico-legal issues</li> <li>o Roles and Responsibilities of the nurse</li> <li>o Care of the unit after discharge</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Lab Practice</li> <li>• Supervise clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess skills with check list</li> <li>• Clinical practical examination.</li> </ul>
IV	10	<ul style="list-style-type: none"> <li>• Communicate effectively with patient, families and team members and maintain effective human relations (professional image)</li> <li>• Appreciate the importance of patient teaching in nursing</li> </ul>	<p><b>Communication and Nurse patient relationship</b></p> <ul style="list-style-type: none"> <li>• Communication: Levels, Elements, Types, Modes, Process, Factors influencing Communication <ul style="list-style-type: none"> <li>o Methods of effective Communication <ul style="list-style-type: none"> <li>- Attending skills</li> <li>- Rapport building skills</li> <li>o Empathy skills</li> <li>o Barriers to effective communication</li> </ul> </li> </ul> </li> <li>• Helping Relationships (NPR): Dimensions of? Helping Relationships, Phases of a helping relationship</li> <li>• Communication effectively with patient, families and team members and maintain effective human relations with special reference to communication with vulnerable group (children ,women physically and mentally challenged and elderly)</li> <li>• Patient Teaching : Importance, Purposes, Process, role of nurse and Integrating teaching in Nursing process</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Role play and video film on the nurses interacting with the patient</li> <li>• Practice session on patient teaching</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

V	15	<ul style="list-style-type: none"> <li>• Explain the concept, uses, format and steps of nursing process</li> <li>• Documents nursing process as per the format</li> </ul>	<p><b>The Nursing Process</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Nursing Judgment <ul style="list-style-type: none"> <li>o Critical Thinking: Thinking and Learning.</li> <li>o Competencies, Attitudes for critical Thinking , Levels of critical thinking in Nursing</li> </ul> </li> <li>• Nursing Process Overview: Application in Practice <ul style="list-style-type: none"> <li>o Nursing process format : INC current format</li> <li>o Assessment <ul style="list-style-type: none"> <li>- Collection of Data: Types, Sources, Methods</li> <li>- Formulating Nursing judgment : Data interpretation</li> </ul> </li> <li>o Nursing diagnosis <ul style="list-style-type: none"> <li>- Identification of client problems ‘</li> <li>- Nursing diagnosis statement</li> <li>- Difference between medical and nursing diagnosis</li> </ul> </li> <li>o Planning <ul style="list-style-type: none"> <li>- Establishing Priorities</li> <li>- Establishing Goals and Expected Outcomes,</li> <li>- Selection of interventions: Protocols and standing Orders</li> <li>- Writing the Nursing Care Plan</li> </ul> </li> <li>o Implementation <ul style="list-style-type: none"> <li>- Implementing the plan of care</li> </ul> </li> <li>o Evaluation <ul style="list-style-type: none"> <li>- Outcome of care</li> <li>- Review and Modify</li> </ul> </li> <li>o Documentation and Reporting</li> </ul> </li> </ul>		
VI	4	<ul style="list-style-type: none"> <li>• Describe the purposes, types and techniques of recording and reporting</li> </ul>	<p><b>Documentation and Reporting</b></p> <ul style="list-style-type: none"> <li>• Documentation : Purpose of Recording and reporting</li> <li>• Communication within the Health Care Team,</li> <li>• Types of records; ward records, medical/ nursing records,</li> <li>• Common Recordkeeping forms,</li> <li>• Computerized documentation</li> <li>• Guidelines for Reporting: Factual basis, Accuracy, completeness, Organization, confidentiality</li> <li>• Methods of recording</li> <li>• Reporting: Change –of shift reports, Transfer reports , Incident reports</li> <li>• Minimizing legal Liability through effective record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice Session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

VII	15	<ul style="list-style-type: none"> <li>Describe principles and techniques of monitoring and maintaining vital signs</li> <li>Monitor and maintain vital signs</li> </ul>	<p><b>Vital signs</b></p> <ul style="list-style-type: none"> <li>Guidelines for taking vital signs:</li> <li>Body temperature:</li> <li>Physiology, Regulation Factors affecting body temperature,</li> <li>Assessment of body temperature: sites, equipments and techniques, special considerations</li> <li>Temperature alterations: Hyperthermia, Heatstroke, Hypothermia</li> <li>Hot and cold applications</li> <li>Pulse: <ul style="list-style-type: none"> <li>Physiology and regulation, Characteristics of the pulse, Factors affecting pulse</li> <li>Assessment of pulse : Sites, location, equipments and technique, special considerations</li> <li>Alterations in pulse:</li> </ul> </li> <li>Respiration: <ul style="list-style-type: none"> <li>Physiology and Regulation, Mechanics of breathing Characteristics of the respiration, factors affecting respiration</li> <li>Assessment of respirations: technique, special considerations</li> <li>Alterations in respiration</li> </ul> </li> <li>Blood pressure: <ul style="list-style-type: none"> <li>Physiology and Regulation, Characteristics of the blood pressure, Factors affecting blood pressure.</li> <li>Assessment of blood pressure: sites, equipments and technique, special considerations</li> <li>Alterations in blood pressure</li> </ul> </li> <li>Recording of vital signs</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice Session</li> <li>Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assess with check list</li> <li>Clinical practical examination</li> </ul>
VIII	30	<ul style="list-style-type: none"> <li>Describe purpose and process of health assessment</li> <li>Describe the health assessment of each body system</li> <li>Perform health assessment of each body system</li> </ul>	<p><b>Health assessment</b></p> <ul style="list-style-type: none"> <li>Purposes</li> <li>Process of Health assessment <ul style="list-style-type: none"> <li>Health history</li> <li>Physical examination: <ul style="list-style-type: none"> <li>Methods-Inspection, palpation, Percussion, Auscultation,Olfaction</li> <li>Preparation for examination : Patient and unit</li> <li>General assessment</li> <li>Assessment of each body system</li> <li>Recording of health assessment</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice Simulators</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

IX	5	<ul style="list-style-type: none"> <li>Identifies the various machinery equipment and linen and their care</li> </ul>	<p><b>Machinery ,Equipment and linen</b></p> <ul style="list-style-type: none"> <li>Types: Disposables and Reusables-Linen, rubber goods, glass ware, metal, plastics, furniture, machinery</li> <li>Introduction: <ul style="list-style-type: none"> <li>o Indent</li> <li>o Maintenance</li> <li>o Inventory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
X	60	<ul style="list-style-type: none"> <li>Describe the basic, physiological and psychosocial needs of patient</li> <li>Describe the principles and techniques for meeting basic, Psychosocial and Psychosocial needs of patient</li> <li>Perform nursing assessment, plan, implement and evaluate the care for meeting basic, physiological and psychosocial needs of patient</li> </ul>	<p><b>Meeting needs of patient</b></p> <ul style="list-style-type: none"> <li>Basic needs (Activities of daily living) <ul style="list-style-type: none"> <li>- Maslow's hierarchy of Needs</li> <li>o Providing safe and clean Environment: <ul style="list-style-type: none"> <li>- Physical environment: Temperature, Humidity, Noise, Ventilation, light, Odor, pests control</li> <li>- Reduction of Physical hazards: fire, accidents</li> <li>- Safety devices: Restraints, side rails, airways, trapez etc.</li> <li>- Role of nurse in providing safe and clean environment</li> </ul> </li> <li>o Hygiene: <ul style="list-style-type: none"> <li>- Factors Influencing Hygienic Practice</li> <li>- Hygienic care : Care of the Skin- Bath and pressure points, feet and nail, Oral cavity, Hair care , Eyes, Ears and Nose</li> </ul> </li> <li>□ Assessment, Principles Types, Equipments, Procedure, Special Considerations</li> <li>- Patient environment: Room Equipment and lines, making patient beds</li> <li>□ Types of beds and bed making</li> <li>o Comfort: <ul style="list-style-type: none"> <li>- Factors Influencing Comfort</li> <li>- Comfort devices</li> <li>• Physiological needs: <ul style="list-style-type: none"> <li>o Sleep and Rest: <ul style="list-style-type: none"> <li>- Physiology of sleep</li> <li>- Factors affecting sleep</li> <li>- Promoting Rest and sleep</li> <li>- Sleep Disorders</li> </ul> </li> <li>o Nutrition: <ul style="list-style-type: none"> <li>- Importance</li> <li>- Factors affecting nutritional needs</li> <li>- Assessment of nutritional needs: Variables</li> <li>- Meeting Nutritional needs: Principals, equipment procedure and special considerations</li> </ul> </li> </ul> </li> <li>□ Oral</li> <li>□ Enteral: Naso/ Orogastric,</li> </ul> </li> </ul> </li></ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice sessions</li> <li>Supervise</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assess with check list and clinical practical examination</li> </ul>

			<ul style="list-style-type: none"> <li>gastrostomy</li> <li><input type="checkbox"/> Parenteral</li> <li>o Urinary Elimination <ul style="list-style-type: none"> <li>- Review of Physiology of Urine Elimination, Composition and characteristics of urine</li> <li>- Factors Influencing Urination</li> <li>- Alteration in Urinary Elimination</li> <li>- Types and Collection of urine specimen: Observation, urine testing</li> <li>- Facilitation urine elimination: assessment, types, equipments, procedures and special considerations</li> </ul> </li> <li><input type="checkbox"/> Providing urinal/bed pan</li> <li><input type="checkbox"/> Condom drainage <ul style="list-style-type: none"> <li><input type="checkbox"/> Perineal care</li> <li><input type="checkbox"/> catheterization</li> <li><input type="checkbox"/> care of urinary drainage</li> <li><input type="checkbox"/> care of urinary diversion</li> </ul> </li> <li>• Bowel Elimination <ul style="list-style-type: none"> <li>- Review of Physiology of Bowel elimination, composition and characteristics of faces</li> <li>- Factors affecting Bowel elimination</li> <li>- Alteration in Bowel elimination</li> <li>- Type and Collection of specimen of faces: Observation</li> <li>- Facilitation bowel elimination: assessment, equipments procedures and special considerations</li> </ul> </li> <li><input type="checkbox"/> Passing of Flatus tube</li> <li><input type="checkbox"/> Enemas</li> <li><input type="checkbox"/> Suppository</li> <li><input type="checkbox"/> Sitz bath</li> <li><input type="checkbox"/> Bowel wash</li> <li><input type="checkbox"/> care of ostomies</li> <li>• Mobility and Immobility <ul style="list-style-type: none"> <li>- Principles of Body Mechanics</li> <li>- Maintenance of normal body Alignment and mobility</li> <li>- Factors affecting body Alignment and mobility</li> <li>- Hazards associated with immobility</li> <li>- Alteration in body Alignment and Mobility</li> <li>- Nursing interventions for impaired Body Alignment and Mobility: Assessment, types, devices used method and special considerations. Rehabilitation aspects</li> </ul> </li> <li><input type="checkbox"/> Range of motion exercises</li> <li><input type="checkbox"/> Maintaining body alignment: Positions</li> <li><input type="checkbox"/> Moving</li> </ul>	
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			<ul style="list-style-type: none"> <li><input type="checkbox"/> Lifting</li> <li><input type="checkbox"/> Transferring</li> <li><input type="checkbox"/> Walking</li> <li><input type="checkbox"/> Restraints</li> <li>• Oxygenation <ul style="list-style-type: none"> <li>- Review of Cardiovascular and respiratory Physiology</li> <li>- Factors Affecting Oxygenation</li> <li>- Alteration in oxygenation</li> <li>- Nursing Intervention in oxygenation: assessment, types, equipment used, procedure and special considerations</li> </ul> </li> <li><input type="checkbox"/> Maintenance of patent airway</li> <li><input type="checkbox"/> Oxygen administration</li> <li><input type="checkbox"/> Suction</li> <li><input type="checkbox"/> Inhalations : Dry and moist</li> <li><input type="checkbox"/> Chest Physiotherapy and postural drainage</li> <li><input type="checkbox"/> Pulse oximetry</li> <li><input type="checkbox"/> CPR-Basic life support</li> <li>• Fluid, Electrolyte, and Acid Base Balances <ul style="list-style-type: none"> <li>- Review of Physiological Regulation of Fluid, electrolyte, and Acid Base Balance</li> <li>- Factors Affecting Fluid Electrolyte, and Acid Base Balance</li> <li>- Alteration in fluid-electrolyte and acid-base balance</li> <li>- Nursing intervention in Fluid, Electrolyte and Acid</li> <li>- Base Imbalances : assessment,types,equipment, procedure and special considerations</li> </ul> </li> <li><input type="checkbox"/> Measuring fluid intake and output</li> <li><input type="checkbox"/> Correcting Fluid Electrolyte imbalance :</li> <li>• Psychosocial Needs <ul style="list-style-type: none"> <li>o Concepts of Cultural Diversity, Stress and adaptation, Self-concept, sexuality, spiritual health, Coping with loss, death &amp; grieving</li> <li>o Assessment of psychosocial needs</li> <li>o Nursing intervention for Psychosocial needs <ul style="list-style-type: none"> <li>- Assist with coping and adaptation</li> <li>- Creating therapeutic environment</li> </ul> </li> <li>o Recreational and diversional therapies</li> </ul> </li> </ul>		
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<p><b>XI</b></p>	<p><b>20</b></p>	<p>Describe principles and techniques for infection control and biomedical waste management in supervised Clinical setting</p>	<p><b>Infection control in Clinical setting</b></p> <ul style="list-style-type: none"> <li>• Infection control <ul style="list-style-type: none"> <li>o Nature of infection</li> <li>o Chain of infection transmission</li> <li>o Defenses against infection : natural and acquired</li> <li>o Hospital acquired infection (Nosocomial infection)</li> </ul> </li> <li>• Concept of asepsis: medical asepsis and surgical asepsis</li> <li>• Isolation precautions (Barrier nursing) <ul style="list-style-type: none"> <li>o Hand washing: simple, hand antisepsis and surgical antisepsis (scrub)</li> <li>o Isolation: source and protective</li> <li>o Personal protecting equipments: types, uses and technique of wearing and removing</li> <li>o Decontamination of equipment and unit</li> <li>o Transportation of infected patients</li> <li>o Standard safety precautions(Universal precautions)</li> <li>o Transmission based precautions</li> </ul> </li> <li>•Biomedical waste management <ul style="list-style-type: none"> <li>o Importance</li> <li>o Types of hospital waste</li> <li>o Hazards associated with hospital waste</li> <li>o Decontaminati-on of hospital waste</li> <li>o Segregation and transportation and disposal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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XII	40	<ul style="list-style-type: none"> <li>• Explain the principles, routes, effects of administration of medications</li> <li>• Calculate conversions of drugs and dosages within and between systems of measurements</li> <li>• Administer drugs by the following routes : oral intradermal, subcutaneous,</li> <li>• intramuscular inhalation, topical</li> </ul>	<p><b>Administration of Medications</b></p> <ul style="list-style-type: none"> <li>• General Principles/ Consideration- <ul style="list-style-type: none"> <li>o Purposes of Medication</li> <li>o Principles: 5 rights, Special considerations, Prescription Safety in administering Medications and Medication errors</li> <li>o Drug forms</li> <li>o Routes of administration</li> <li>o Storage and maintenance of drugs and Nurses responsibility</li> <li>o Broad classification of drugs</li> <li>o Therapeutic Effect, Side Effects, Toxic effects</li> <li>Idiosyncratic Reactions, allergic reaction, Drug Tolerance, Drug Interactions,</li> <li>o Factors Influencing drug Actions,</li> <li>o Systems of Drug Measurement: Metric system, Apothecary system, Household Measurements, Solutions.</li> <li>o Converting Measurements Units: conversion within one system, conversion between systems, Dosage Calculation.</li> <li>o Terminologies and abbreviations used in prescriptions of medication</li> </ul> </li> <li>• Oral Drugs Administration: Oral, sublingual and Buccal: Equipment, procedure</li> <li>• Parenteral: <ul style="list-style-type: none"> <li><input type="checkbox"/> General principles</li> <li><input type="checkbox"/> Decontamination and disposal of syringes and needles</li> <li><input type="checkbox"/> Types of parenteral therapies</li> <li><input type="checkbox"/> Types of syringes, needles, canula and infusion sets</li> <li><input type="checkbox"/> Protection from needle stick injuries: Giving medication with safety syringes</li> <li><input type="checkbox"/> Routes of parenteral therapies</li> </ul> </li> <li>- Intradermal: Purpose, site, equipments, procedure, special consideration</li> <li>- Intramuscular: Purpose, site, equipments, procedure, special consideration</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess with check list and clinical practical examination</li> </ul>
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			<ul style="list-style-type: none"> <li>- Intravenous: Purpose, site, equipments, procedure, special consideration</li> <li>- Advance techniques <ul style="list-style-type: none"> <li>Epidural intrathecal</li> <li>Intraosseous</li> <li>Intraperitoneal</li> <li>Intrapleural</li> <li>Intraarterial</li> </ul> </li> </ul> <p style="text-align: center;">Role of nurse</p> <ul style="list-style-type: none"> <li>• Topical Administration: Purposes, site equipment procedure special considerations for <ul style="list-style-type: none"> <li>○ Application to Skin</li> <li>○ Application to mucous membrane</li> </ul> </li> </ul> <p>-Direct application of liquids – Gargle and swabbing the throat</p> <p>-Insertion of Drug into body cavity: Suppository / medicated packing in rectum / vagina</p> <p>-Instillation: Ear, Eye, Nasal, Bladder and Rectal</p> <p>-Irrigation: Ear, Eye, Nasal, Bladder and Rectal Vaginal</p> <p>- Spraying: Nose and Throat</p> <p>-Inhalation: Nasal, oral, endotracheal / tracheal (steam oxygen and medications) purposes, types, equipment procedure, special considerations <ul style="list-style-type: none"> <li>○ Recording and reporting of medications administered</li> </ul> </p>		
<b>XIII</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Describe the pre and post operative care of patient</li> <li>• Explain the process of wound healing</li> <li>• Explain the principles and techniques of wound care</li> <li>• Perform care of wounds</li> <li>• Apply bandages, Binders, Splints and slings.</li> </ul>	<p><b>Meeting Needs of Preoperative Patient</b></p> <ul style="list-style-type: none"> <li>○ Definition, and concepts of peri operative nursing <ul style="list-style-type: none"> <li>• Pre operative phase <ul style="list-style-type: none"> <li>□ Preparation of patient for surgery</li> </ul> </li> <li>• Intra operative phase <ul style="list-style-type: none"> <li>□ Operation theater setup and environment</li> </ul> </li> </ul> </li> <li><b>Role of nurse</b> <ul style="list-style-type: none"> <li>• Post operative Phase <ul style="list-style-type: none"> <li>□ Recovery unit</li> <li>□ Post operative unit</li> <li>□ Post operative care</li> </ul> </li> <li>• Wounds: Types <ul style="list-style-type: none"> <li>Classification, Wound healing Process, Factor affecting wound complication of wound healing</li> </ul> </li> <li>• Surgical asepsis</li> <li>• Care of the wound: Application of Bandages, Binders, Splints, Slings <ul style="list-style-type: none"> <li>• Heat and cold Therapy</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

XIV	15	<ul style="list-style-type: none"> <li>Explain care of patients having alterations in body functioning</li> </ul>	<p><b>Meeting special needs of the patient</b></p> <ul style="list-style-type: none"> <li>Care of patients having alteration in <ul style="list-style-type: none"> <li>Temperature (hyper and hypothermia) : Types, Assessment, Management</li> <li>Sensorium (Unconsciousness) : assessment, Management</li> <li>Urinary Elimination (retention and unconsciousness) Assessment, Management</li> <li>Functioning of sensory organs: (visual &amp; hearing impairment)</li> <li>assessment of self- Care ability</li> <li>communication Methods and special considerations</li> <li>Mobility ( physical challenged, cast) assessment of self-care ability: Communication Methods and special considerations</li> <li>Mental state mentally challenged), assessment of Self-Care ability;</li> <li>Communication Methods and special considerations</li> <li>Respiration (distress);Types, Assessment, Management</li> <li>Comfort-(pain)-Nature, Types, Factors influencing pain, coping Assessment; Management</li> <li>Treatments related to gastro-intestinal system: Nasogastric suction, gastric irrigation, gastric analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
XV	5	<ul style="list-style-type: none"> <li>Explain care of terminally ill patient</li> </ul>	<p><b>Care of Terminally ill patient</b></p> <ul style="list-style-type: none"> <li>Concepts of Loss, Grief grieving process</li> <li>Signs of clinical death</li> <li>Care of dying patient;</li> <li>special considerations</li> <li>-Advance directives:</li> <li>euthanasia will dying declaration , organ donation etc</li> <li>Medico-legal issues</li> <li>Care of dead body:</li> <li>Equipment, procedure and care of unit</li> <li>Autopsy <ul style="list-style-type: none"> <li>Embalming</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstrations</li> <li>Case discussion/ Role Play</li> <li>Practice session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

XVI	6	<ul style="list-style-type: none"> <li>• Explain the basic concepts of conceptual and theoretical models of nursing</li> </ul>	<p><b>Professional Nursing concepts and practices</b></p> <ul style="list-style-type: none"> <li>• Conceptual and theoretical models of nursing practice: Introduction to models- holistic model, health belief model, health promotion model etc</li> <li>• Introduction to Theories in Nursing ; Peplau's, Henderson's Orem's, Neumann's Roger's and Roy's</li> <li>• Linking theories with nursing process</li> <li>• Complimentary and alternate healing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short Answers</li> </ul>
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## NURSING FOUNDATIONS

**Practical- 650hrs  
(200 lab and 450 Clinical)**

### Placement : First Year

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

Areas	Objective	Skills	Assignment	Assessment Methods
<b>Demonstration Lab</b> General Medical and Surgery ward	<ul style="list-style-type: none"> <li>Performs admission and discharge procedure</li> </ul>	Hospital admission and discharge (III) <ul style="list-style-type: none"> <li>Admission</li> <li>Prepare Unit for new patient</li> <li>Performs admission procedure</li> <li>New patient</li> <li>Transfer in</li> <li>Prepare patient records</li> </ul> <b>Discharge/ Transfer out</b> <ul style="list-style-type: none"> <li>Gives discharge counseling</li> <li>Perform discharge procedure (Planned discharge, LAMA and abscond, Referrals and transfers)</li> <li>Prepare records of discharge/ transfer</li> <li>Dismantle, and disinfect unit and equipment after discharge / transfer</li> </ul> <b>Perform assessment:</b> <ul style="list-style-type: none"> <li>History taking, Nursing diagnosis, problem list, Prioritization, goals &amp; Expected Outcomes, selection of interventions</li> <li>Write Nursing care plan</li> <li>Gives care as per the plan</li> </ul>	<ul style="list-style-type: none"> <li>Practice in Unit/ hospital</li> <li>Write nursing Process records of patient</li> <li>Simulated -1</li> <li>Actual-1</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate with check list</li> <li>Assessment of clinical performance with rating scale</li> <li>Completion of Practical record</li> <li>Assessment of nursing process records with checklist</li> <li>Assessment of actual care given with rating scale</li> </ul>
	<ul style="list-style-type: none"> <li>Communicate effectively with patient, families and team members and</li> <li>Maintain effective human relations</li> <li>Prepare patient reports</li> <li>Presents Reports</li> <li>Monitor vital signs</li> <li>Perform health assessment of each body system</li> </ul>	<b>Communication</b> <ul style="list-style-type: none"> <li>Use verbal and non verbal communication techniques</li> </ul> <b>Prepare a plan for patient teaching session</b> <b>Write patient report</b> <ul style="list-style-type: none"> <li>Change of shift reports Transfer reports, Incident reports etc.</li> <li>Presents patient Report</li> </ul> <b>Vital signs</b> <ul style="list-style-type: none"> <li>Measure, Records and interpret alterations in body temperature, pulse respiration and blood pressure</li> </ul>	<ul style="list-style-type: none"> <li>Role – plays in simulated situations on communication</li> <li>Write nurses notes and present the patient report of 2-3 assigned patient.</li> <li>Lab practice</li> <li>Measure vital signs of assigned patient</li> </ul>	<ul style="list-style-type: none"> <li>Asses role plays with the checklist on communication techniques</li> <li>Assessment of communication techniques by rating scale</li> <li>Assessment of performance with rating scale</li> <li>Assessment of each skill with checklist</li> <li>Completion of activity record</li> </ul>

		<p><b>Health assessment</b></p> <ul style="list-style-type: none"> <li>• Health history taking</li> <li>• Perform assessment:</li> <li>• General</li> <li>• Body systems</li> <li>• Use various methods of physical examination</li> <li>• Inspection, Palpation, Percussion, Auscultation, Olfaction</li> <li>• Identification of system wise deviations</li> </ul>		
	<ul style="list-style-type: none"> <li>• Provide basic nursing care to patients</li> </ul>	<p><b>Prepare Patient's unit:</b></p> <ul style="list-style-type: none"> <li>• Prepare beds: <ul style="list-style-type: none"> <li>o Open , closed, Occupied, operation, amputation,</li> <li>o Cardiac, fracture, burn, Divided, &amp; Fowlers bed</li> </ul> </li> <li>• Pain assessment and provision for comfort</li> </ul> <p><b>Use comfort devices</b></p> <p><b>Hygienic care:</b></p> <ul style="list-style-type: none"> <li>• Oral hygiene:</li> <li>• Baths and care of pressure points</li> <li>• Hairwash, Pediculosis Treatment</li> </ul> <p><b>Feeding :</b></p> <ul style="list-style-type: none"> <li>• Oral, Enteral, Naso Orogastirc.</li> <li>• Naso-gastric insertion, suction, and irrigation</li> </ul> <p><b>Assisting patient in urinary elimination</b></p> <ul style="list-style-type: none"> <li>• Provides urinal/ bed pan</li> <li>• Condom drainage</li> <li>• Perineal care</li> <li>• Catheterization</li> <li>• Care of urinary drainage</li> </ul> <p><b>Assisting bowel Elimination:</b></p> <ul style="list-style-type: none"> <li>• Insertion of flatus tube</li> <li>• Enemas</li> <li>• Insertion of Suppository</li> <li>• Bowel wash</li> </ul> <p><b>Body Alignment and Mobility:</b></p> <ul style="list-style-type: none"> <li>o Range of motion exercises</li> <li>o Positioning: Recumbent, Lateral (rt/lt) , Fowlers, Sims, Lithotomy, Prone, Trendelenburg, position</li> </ul>	<ul style="list-style-type: none"> <li>• Practice in lab &amp; hospital</li> <li>• Simulated exercise on CPR manikin</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of each skill with rating scale</li> <li>• Completion of activity record</li> </ul>



Field visit		<ul style="list-style-type: none"> <li>o Assist patient in Moving, lifting transferring, walking</li> <li>o Restraints</li> </ul>	•	•
Field visit		<p><b>Oxygen administration</b>  <b>Oropharyngeal, nasopharyngeal</b>  <b>Chest physiotherapy and postural drainage</b>  <b>Care of chest drainage</b>  <b>CPR- Basic life support</b>  <b>Intravenous therapy</b>  <b>Blood and blood-component therapy</b></p> <p><b>Collect/ assist for collection of specimens for investigations</b>  Urine, sputum, faces, vomitus blood and other body fluids  <b>Perform lab tests:</b></p> <ul style="list-style-type: none"> <li>• Urine: Sugar, albumin, acetone</li> <li>• Blood: sugar (with strip/ gluco meter)</li> </ul> <p><b>Hot and cold applications:</b>  Local and general sitz bath  Communicating and assisting with self care of visually &amp; hearing impaired patients</p> <p>Communicating and assisting with self care of mentally challenged/ disturbed patients</p> <p><b>Recreational and diversional therapies</b></p> <p><b>Caring of patient with alteration in sensorium</b></p>		

	<ul style="list-style-type: none"> <li>• Perform infection control procedures</li> </ul>	<p><b>Infection control</b></p> <ul style="list-style-type: none"> <li>• Perform following procedures: <ul style="list-style-type: none"> <li>o Hand washing techniques</li> <li>o (Simple, hand antisepsis and surgical antisepsis (scrub)</li> <li>o Prepare isolation unit in lab/ ward</li> <li>o Practice technique of wearing and removing personal protective equipment ( PPE)</li> <li>o Practice standard safety precautions (Universal precautions)</li> </ul> </li> </ul> <p><b>Decontamination of equipment and unit:</b></p> <ul style="list-style-type: none"> <li>• Surgical asepsis; <ul style="list-style-type: none"> <li>o Sterilization</li> <li>o Handling sterilized equipment</li> <li>o Calculate strengths of lotions,</li> <li>o Prepare lotions</li> </ul> </li> <li>• Care of articles</li> <li>• <b>Application of Bandages, Binders, splints &amp; slings.</b></li> <li>• Bandaging of various body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Observation study-2</li> <li>• Department of infection control &amp; CSSD</li> <li>• Visits CSSD write observation report 1</li> <li>• Collection of samples for culture</li> <li>• Do clinical posting in infection control department and write report Practice in lab/ward</li> </ul>	<ul style="list-style-type: none"> <li>• Assess observation study with checklist</li> <li>• Evaluate procedures with checklist</li> </ul>
	<ul style="list-style-type: none"> <li>• Administer drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Administration of medications</li> <li>• Administer Medications in different forms and routes</li> <li>• Oral, Sublingual and Buccal</li> <li>• Parenteral: Intradermal , Subcutaneous, Intramuscular</li> <li>• Drug measurements and dose calculations</li> <li>• Preparation of lotions and solutions</li> <li>• Administers topical Applications</li> <li>• Insertion of drug into body cavity: Suppository &amp; medicated packing etc.</li> <li>• Inhalations: dry and moist</li> </ul>		
	<ul style="list-style-type: none"> <li>• Provide care to dying and dead</li> <li>• Counsel and support relatives</li> </ul>	<p><b>Care of dying patient</b></p> <ul style="list-style-type: none"> <li>• Caring and packing of dead body</li> <li>• Counseling and supporting grieving relatives</li> </ul> <p>Terminal care of the unit</p>		



**EVALUATION CRITERIA:**

**PRACTICAL EXAMINATION UNIVERSITY**

**Total marks 100**

**INTERNAL EXAMINER : 50**

- Procedure evaluation : 30
- Viva voce : 20

**EXTERNAL EXAMINER : 50**

- Nursing Process : 30
- Viva voce : 20

**GUIDELINES FOR CLINICAL / PRACTICAL EXPERIENCE**  
**(FOUNDATIONS OF NURSING)**

**1] CONTENTS OF NURSING PROCEDURE BOOK**

1 <sup>st</sup> year	Date		Signature
	Class room	Ward	
<b>FUNDAMENTALS OF NURSING</b>			
<b>A. Comfort Measures :</b>			
<b>1. Bed making</b>			
a. Open bed			
b. Occupied bed			
c. Post-operative bed			
<b>2. Nursing Positions:</b>			
a. Lateral			
b. fowler's			
c. Sims, Recumbent			
<b>3. Changing the position of a helpless patient</b>			
<b>4. Use of comfort devices</b>			
a. Use of cardiac table			
b. Use of bed cradle			
<b>B. Hygienic Needs:</b>			
<b>1. Hand Washing</b>			
<b>2. Bed bath</b>			
<b>3. Care of nails and feet</b>			
<b>4. Care of Pressure points</b>			
<b>5. Oral Hygiene</b>			
a. Helpless patient			
b. Unconscious patient			
<b>6. Care of hair</b>			
a. Pediculosis treatment			
b. Bed shampoo			
<b>C. Nutritional Needs:</b>			
<b>1. Preparation and serving of Diet</b>			
a. Fluid			
b. Soft solid			
2. Maintenance of intake and output record			
3. Feeding a helpless patient			
4. Feeding by different methods			
a. Nasogastric feeding			



<b>H. Medication and Therapeutic Measures:</b>			
1. Oral medication			
2. Steam Inhalation			
3. Oxygen inhalation			
<b>I. General procedures:</b>			
1. Admission of a patient			
2. Discharge of a patient			
3. Transfer of a patient			
4. Lifting and transporting patients			
a. By stretcher			
b. By Wheelchair			
5. Active & Passive exercise			
6. Deep Breathing exercise			
<b>J. Nursing Process:</b>			
1. Simple history taking			
2. General physical examination			
3. Planning of care			
4. Writing Nursing care plans			
<b>K. Bandages:</b>			
1. Circular turn			
2. Spiral turn			
3. Spiral reverse			
4. Figure of eight			
5. Spica			
a. Shoulder, Hip, Ankle, Thumb, Finger, Caplin , Stump			
b. Bandaging of eye, Ear ,Jaw, Arm sling, Cuff and collar			
c. Triangular Bandage			
<b>L. Binders</b>			
1. Abdominal Binder			
2. Breast Binder			
<b>M. Death care</b>			
<p><b>Signature of Supervisor</b> _____ <b>Date:</b> _____</p> <p><b>Signature of Principal</b> _____ <b>Date:</b> _____</p>			





### 3] ADULT ASSESSMENT FORMAT

**General information:**

Name : \_\_\_\_\_

Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Occupation \_\_\_\_\_ IP No. \_\_\_\_\_

Admission date \_\_\_\_\_ Time \_\_\_\_\_

Designation \_\_\_\_\_

History of other illness/operation/ Allergy \_\_\_\_\_

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

Posture : \_\_\_\_\_ grooming : \_\_\_\_\_

Habits : smoking/ alcohol/drug abuse/other

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

Level of Consciousness : Conscious/Confused/Semiconscious/Unconscious

Assessment of Daily Activities.

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

<p>N U T R I T I O N</p>	<p>Usual diet Eating (Likes &amp; dislikes) Drinking Anorexia Nausea/vomiting  Swallowing</p>	<p>Weight height / BMI  Recent changes  Vomitus I.V. infusion NGT  Gag reflex : present / absent</p>	
<p>E L I M I N A T I O N</p>	<p>Usual bowel pattern Bleeding/constipation Diarrhea Uses laxatives Urine Frequency Difficulty  Menstruation(Female)</p>	<p>Bowel sounds/abdominal girth Feces Urine-amount/ color Drainage On CBD/condom I&amp;O chart  Bleeding Dysmenorrhoea LMP</p>	
<p>R E S P I R A T I O N</p>	<p>Cough  Sputum      Smoking</p>	<p>Dry / productive Respiratory rate Dyspnoea Cyanosis Sputum (color, consistency, amount) On Auscultation Breath sounds (Rales / Rhonchi / wheezes / pleural friction rub) Chest expansion (Equal / unequal) Oxygen saturation (optional) ABG (optional) use of Anesthetics</p>	
<p>C I R C U L A T I O N</p>	<p>Chest pain, numbness Tingling   Extremities</p>	<p>Heart rate Edema Bleeding Wound BP..... HB..... Peripheral pulse... Color-temperature Nail beds Capillary refill Lesion Lymph nodes</p>	
<p>H Y G I E N E</p>	<p>Skin-wound  Mouth/teeth Dirty/odor/Teeth  Hair, scalp</p>	<p>Clean / unclean / body odour Drainage / odour  Dentures / Swallowing Halitosis / dental caries / any other  Lice / dandruff / lesions / other</p>	
<p>EGO integrity</p>	<p>Clam. Anxious Sighs deeply</p>	<p>Calm / tensed / Anxious / relaxed Excited / dull / restless Fearful / nervous</p>	

Remarks : Interpretation of above data  
- Proposed nursing care plan.  
-Discharge plan :

Signature of Nurse:  
Date :

**3] FORMAT FOR NURSING CARE PLAN**

Name of the Patient: \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_

Reg. No. \_\_\_\_\_

Bed No. \_\_\_\_\_

Date & Time of Admission \_\_\_\_\_

Dr's Unit \_\_\_\_\_

Ward No. \_\_\_\_\_

Surgery & Date of surgery \_\_\_\_\_

**Marks : 50**

Assessment (12)		Nursing Diagnosis (03)	Goal (02)	Outcome Criteria (02)	Nursing Intervention (15)	Rationale (03)	Evaluation (03)
Subjective	Objective						

**Nurses notes / Progress report of the patient – (10)**

Signature of Nurse.

Date:

**GUIDELINE FOR CLINICAL ASSESSMENT OF STUDENT**  
**(FOUNDATIONS OF NURSING)**

**CLINICAL ASSESSMENT FORM**

Students Name:- \_\_\_\_\_ Hospital:- \_\_\_\_\_

Group/Year :- \_\_\_\_\_ Unit/Ward:- \_\_\_\_\_

Students Number:- \_\_\_\_\_ From \_\_\_\_\_ to \_\_\_\_\_

Maximum 100 Marks

S.N.	PERFORMANCE CRITERIA	(5) Excellent	(4) Very Good	(3) Good	(2) Satisfactory	(1) Poor	Remarks
	<b>Nursing Process (75)</b>						
<b>I</b>	<b>Assessment and Nursing Diagnosis (15)</b>						
1.1	Collects data accurately						
1.2	Identifies & Categorizes basic Needs of Patients						
1.3	Formulates Nursing Diagnosis						
<b>II</b>	<b>Planning (15)</b>						
2.1	Prioritizes patients needs						
2.2	Plans nursing action for each of need						
2.3	States rationale for nursing action						
<b>III</b>	<b>Implementation (20)</b>						
3.1	Implements nursing care Accurately and safely with in given time						
3.2	Applies scientific Principles						
3.3	Maintains safe and comfortable environment						
3.4	Gives health teaching as per plan to the patients / family						
<b>IV</b>	<b>Evaluation (10)</b>						
4.1	Evaluate patient's response to nursing care						
4.2	Reexamines & Modifies care plan						
<b>V</b>	<b>Documentation (15)</b>						
5.1	Records patient information accurately						
5.2	Report patient information accurately						
5.3	Maintains self up to date						
	<b>Professional Conduct – (25)</b>						
<b>VI</b>	<b>Uniform and Punctuality</b>						
6.1	Always well groomed, neat & conscious about professional appearance						

6.2	Is always punctual in Clinical & completing assignments						
6.3	Readily accepts responsibility for own behavior & has initiative						
<b>VII</b>	<b>Communication skills</b>						
7.1	Establishes & Maintains effective working / communication relationship with patients and family						
7.2	Establishes good inter personal relationship with members of health team / supervisors / Teachers						
	Total Marks						

**Comment / Remarks by Teacher / Supervisor:**

_____	_____
_____	_____
_____	_____
_____	_____

Total marks 100

Total marks obtained

Signature of Teacher

Date:

Evaluation is seen and discus by the student

Signature of student

Date of Sign

(FOUNDATIONS OF NURSING)

GUIDELINES FOR UNIVERSITY PRACTICAL AND ORAL EXAMINATION

INTERNAL EXAMINER

Maximum 50 marks

S.N.	NURSING PROCEDURE	Total Marks	Marks Allotted	Remarks
<b>I</b>	<b><i>Planning and Organizing</i></b>	<b>10</b>		
	1. Preparation – day	06		
	2. Environment	02		
	3. Preparation of patient	02		
<b>II</b>	<b><i>Execution of Procedure</i></b>	<b>14</b>		
	1. Applies scientific principles	06		
	2. Proficiency in skill	06		
	3. Ensures sequential order	02		
<b>III</b>	<b><i>Termination of procedure</i></b>	<b>06</b>		
	1. Makes patient comfortable	02		
	2. Reports & Records	02		
	3. After care of articles	02		
	<b>TOTAL</b>	<b>30</b>		
	<b>VIVA</b>			
	1. Knowledge related to Principles	06		
	2. Equipment & Articles	06		
	3. Medical & Surgical asepsis	04		
	4. Bandaging	04		
	<b>TOTAL</b>	<b>20</b>		

Date :-

Signature of the Internal Examiner

(Refer to examination section)

**(FOUNDATIONS OF NURSING)**

**GUIDELINES FOR UNIVERSITY PRACTICAL AND ORAL EXAMINATION**

**EXTERNAL EXAMINER**

Maximum 50 marks

<b>S.N.</b>	<b>NURSING PROCEDURE</b>	<b>Total Marks</b>	<b>Marks Allotted</b>	<b>Remarks</b>
1	Assessment	06		
2	Nursing Diagnosis	04		
3	Goal	02		
4	Outcome criteria	02		
5	Nursing intervention	06		
6	Rationale	04		
7	Evaluation	02		
8	Nurses notes	04		
	<b>TOTAL</b>	<b>30</b>		
	<b>VIVA</b>			
1	Knowledge of Drugs and Solutions	04		
2	Assessment data	06		
3	Dietary management	04		
4	Health education	06		
	<b>TOTAL</b>	<b>20</b>		

**Date :-**

**Signature of the External Examiner**

(Refer to examination section)



**(FOUNDATIONS OF NURSING)**  
**PRACTICAL / ORAL MARK LIST**

NAME OF THE EXAMINATION :

MONTH :-

YEAR :-

FIRST YEAR B.SC. NURSING:-

MARKS :-

SUBJECT :- NURSING FOUNDATION

PAPER :-

CENTRE :-

Seat

No.

Internal examiner External examiner Grand

Total

Seat No.	Internal examiner		External examiner		Grand Total
	Procedure	Viva voce	Nursing process	Viva voce	
	30	20	30	20	100

Signature of the Internal Examiner

Signature of the External Examiner

## NUTRITION & BIOCHEMISTRY

### Nutrition

Placement: First Year

Theory – 265 hours  
(Class 45 + lab 15)

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

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

1. To understand the concept of nutrition & health.
2. Understand different types of nutrients, their importance, sources, functions and problems due to deficiency.
3. To plan balanced diet for individuals and groups.
4. Plan menu efficiently.
5. Explain methods of effective cooking and food preservation.
6. Apply the principles of food preparation in the practical field effectively.

Unit	Time (Hrs)	Learning Objective	Contents	Teaching Learning Activities	Evaluation
I	T=4	<ul style="list-style-type: none"><li>• Describe the relationship between nutrition &amp; Health.</li></ul>	<b>Introduction</b> <ul style="list-style-type: none"><li>• Nutrition:<ul style="list-style-type: none"><li>□ History</li><li>□ Concepts</li></ul></li><li>• Role of nutrition in maintaining health</li><li>• Nutritional problems in India</li><li>• National nutritional policy</li><li>• Factors affecting food &amp; nutrition: socio-economic, cultural, tradition, production, system of distribution, life style &amp; food habits etc</li><li>• Role of food &amp; its medicinal value</li><li>• Classification of foods</li><li>• Food standards</li><li>• Elements of nutrition: macro and micro</li><li>• Calorie, BMR</li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li><li>• Explaining using charts</li><li>• Panel Discussion</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>

<b>II</b>	<b>T=4</b>	<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates</li> </ul>	<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Caloric value</li> <li>Recommended daily allowances</li> <li>Dietary sources.</li> <li>Functions</li> <li>Digestion, absorption and storage, metabolism of carbohydrates</li> <li>Malnutrition: Deficiencies and Over consumption</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
<b>III</b>	<b>T=4</b>	<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of Fats.</li> </ul>	<b>FATS</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Caloric value</li> <li>Recommended daily allowances</li> <li>Dietary sources.</li> <li>Functions</li> <li>Digestion, absorption and storage, metabolism</li> <li>* Malnutrition: Deficiencies and Over consumption</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
<b>IV</b>	<b>T=3</b>	<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of Proteins.</li> </ul>	<b>Proteins</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Caloric value</li> <li>Recommended daily allowances</li> <li>Dietary sources.</li> <li>Functions</li> <li>Digestion, absorption and storage, metabolism of carbohydrates</li> <li>* Malnutrition: Deficiencies and Over consumption</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
<b>V</b>	<b>T=3</b>	<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of Energy.</li> </ul>	<b>Energy</b> <ul style="list-style-type: none"> <li>Unit of Energy - Kcal</li> <li>Energy requirements of different categories of people.</li> <li>Measurements of energy</li> <li>Body Mass Index (BMI) and basic metabolism</li> <li>Basal Metabolic Rate (BMR) – determination and factors affecting</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining using charts</li> <li>Exercise Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

<b>VI</b>	<b>T=4</b>	<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins.</li> </ul>	<b>Vitamins</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Recommended daily allowances</li> <li>Dietary sources.</li> <li>Functions</li> <li>Absorption, synthesis, metabolism storage &amp; excretion</li> <li>Deficiencies</li> <li>Hypervitaminosis</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
<b>VII</b>	<b>T=4</b>	<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of Minerals.</li> </ul>	<b>Minerals</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Recommended daily allowances</li> <li>Dietary sources.</li> <li>Functions</li> <li>Absorption, synthesis, metabolism storage &amp; excretion</li> <li>Deficiencies</li> <li>Over consumption and toxicity</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
<b>VIII</b>	<b>T=3</b>	<ul style="list-style-type: none"> <li>Describe the sources, functions and requirements of water &amp; electrolytes</li> </ul>	<b>Water &amp; electrolytes</b> <ul style="list-style-type: none"> <li>Water: Daily requirements, regulation of water metabolism, distribution of body water,</li> <li>Electrolytes: Types, sources, composition of body fluids.</li> <li>Maintenance of fluid &amp; electrolyte balance</li> <li>Over hydration, dehydration and water intoxication</li> <li>Electrolyte imbalances</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

IX	15 Hrs T=5 P=10	<ul style="list-style-type: none"> <li>Describe the Cookery rules and preservation of nutrients</li> <li>Prepare &amp; serve simple beverages &amp; different types of foods</li> </ul>	<b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>Principles, methods of cooking and serving</li> <li><input type="checkbox"/> <b>Preservation of nutrients</b> <ul style="list-style-type: none"> <li>Safe food handling toxicity</li> <li>Storage of food</li> <li>Food preservation, food additives and its principles</li> <li>Prevention of food adulteration Act (PFA)</li> <li>Food standards</li> <li>Prevention of simple beverages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> <li>Practice session</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment practice sessions</li> </ul>
X	12 Hrs T=07 P=05	<ul style="list-style-type: none"> <li>Describe and plan balanced diet for different categories of people</li> </ul>	<b>Balance diet</b> <ul style="list-style-type: none"> <li>Elements</li> <li>Food groups</li> <li>Recommended Daily Allowance</li> <li>Nutritive value of foods</li> <li>Calculation of balanced diet for different categories of people</li> <li>Factors influencing food selection, marketing and budgeting for various cultural and socioeconomic group</li> <li>Planning menu</li> <li>Introduction to therapeutic diets: Naturopathy-Diet</li> <li>Demonstration: Fluid diet, Egg flip, Soup, barley water, whey water Soft diet: custard, Caramel custard, kanji, jelly Semisolid diet: Khichadi, mashed potatoes, kheer</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining using charts</li> <li>Practice session</li> <li>Meal Planning</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Exercise on menu planning</li> </ul>

XI	T=4	<ul style="list-style-type: none"> <li>• Describe various national programs related to nutrition</li> <li>• Describe the role of nurse in assessment of nutritional status &amp; nutrition education</li> </ul>	<p><b>Role of nurse in nutritional Programmes</b></p> <ul style="list-style-type: none"> <li>• National programmes related to nutrition</li> <li>• Vitamin A deficiency programme</li> <li>• National iodine deficiency disorders (IDD) programme</li> <li>• Mid-Day meal programme</li> <li>• Integrated child development scheme (ICDS)</li> <li>• National and International agencies working towards food/nutrition</li> <li>• NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology &amp; research institute) etc.</li> <li>• Assessment of nutritional status</li> <li>• Nutrition education and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explaining with</li> <li>• Slide/film shows</li> <li>• Demonstration of Assessment of nutritional status</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
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## BIBLIOGRAPHY

1. Shubhangi Joshi, Nutrition and Dietetics 2nd edition, Tata McGraw – Hill publishing company Limited, New Delhi, 2002.
2. Dr. M. Swaminathan, Handbook of Food and Nutrition, The Bangalore printing and publishing Co. Ltd. (Banglore press) 2004.
3. C. Gopalan, B. V. Ramasastri and S.C. Balasubramanian Nutritive value of Indian Foods, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad 1999.
4. Joshi V.D. Handbook of Nutrition and Dietetics vora medical publications, 1999.
5. Kusum Gupta (L. C.Guple, Abhishek Gupta) Food and Nutrition Facts and Figures, 5<sup>th</sup> edition Jaypee brothers Medical publications (P) Ltd., New Delhi, India 2003.
6. T. K. Indrani, Nursing Manual of Nutrition and Therapeutic Diet, 1st edition Jaypee Brothers medical publishers (P) Ltd., 2003.
7. Antia – Clinical Dietetics and Nutrition, ed., 4<sup>th</sup>.

## Biochemistry

Placement: First Year

Theory – 30 hours

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

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

1. To understand normal biochemistry of human body
2. To understand biochemical changes occurring in illness
3. To assist with simple biochemical test, interpret the results and draw inference.

Unit	Time (Hrs)	Objective	Contents	Teaching Learning Activities	Assessment methods
I	3	<ul style="list-style-type: none"><li>• Describe the structure Composition and functions of cell</li><li>• Differentiate between Prokaryote and Eukaryote cell</li><li>• Identify techniques of Microscopy</li></ul>	<b>Introduction</b> <ul style="list-style-type: none"><li>• Definition and significance in nursing.</li><li>• Review of structure, Composition and functions of cell.</li><li>• Prokaryote and Eukaryote cell organization</li><li>• Microscopy</li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion using charts, slides</li><li>• Demonstrate use of microscope</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>
II	6	<ul style="list-style-type: none"><li>• Describe the Structure and functions of Cell membrane</li></ul>	Structure and functions of Cell membrane <ul style="list-style-type: none"><li>• Fluid mosaic model tight junction, Cytoskeleton</li><li>• Transport mechanism: diffusion, osmosis, filtration, active channel, and sodium pump.</li><li>• Acid base balance maintenance &amp; diagnostic tests.<ul style="list-style-type: none"><li>o PH buffers</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Lecture Discussion</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>

III	6	<ul style="list-style-type: none"> <li>• Explain the metabolism of carbohydrates</li> </ul>	<p><b>Composition and metabolism of carbohydrates</b></p> <ul style="list-style-type: none"> <li>• Types, structures, composition and uses. <ul style="list-style-type: none"> <li>o Monosaccharides, Disaccharides, Polysaccharides, Oligosaccharides</li> </ul> </li> <li>• Metabolism <ul style="list-style-type: none"> <li>o Pathways of glucose : <ul style="list-style-type: none"> <li>- Glycolysis</li> <li>- Gluconeogenesis : Cori's cycle, Tricarboxylic acid (TCA) cycle</li> <li>- Glycogenolysis</li> <li>- Pentose phosphate pathways (Hexose mono phosphate)</li> </ul> </li> <li>o Regulation of blood glucose level</li> </ul> </li> </ul> <p>Investigations and their interpretations.</p>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration of blood glucose monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
IV	4	<ul style="list-style-type: none"> <li>• Explain the metabolism of Lipids</li> </ul>	<p><b>Composition and metabolism of Lipids</b></p> <ul style="list-style-type: none"> <li>• Types, structure, composition and uses of fatty acids <ul style="list-style-type: none"> <li>o Nomenclature, Roles and Prostaglandins</li> </ul> </li> <li>• Metabolism of fatty acid <ul style="list-style-type: none"> <li>o Breakdown</li> <li>o Synthesis</li> </ul> </li> <li>• Metabolism of triacylglycerols</li> <li>• Cholesterol metabolism <ul style="list-style-type: none"> <li>o Biosynthesis and its</li> </ul> </li> <li>• Regulation <ul style="list-style-type: none"> <li>- Bile salts and bilirubin</li> <li>- Vitamin D</li> <li>- Steroid hormones</li> </ul> </li> <li>• Lipoproteins and their functions : <ul style="list-style-type: none"> <li>o VLDLs- IDLs, LDLs and HDLs</li> <li>o Transport of lipids</li> <li>o Atherosclerosis</li> </ul> </li> </ul> <p>Investigations and their interpretations.</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion using charts</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>



V	6	<ul style="list-style-type: none"> <li>• Explain the metabolism of Lipids</li> </ul>	<p><b>Composition and metabolism of Amino acids and Proteins</b></p> <ul style="list-style-type: none"> <li>• Types, structure, composition and uses of Amino acids and Proteins</li> <li>• Metabolism of Amino acids and Proteins <ul style="list-style-type: none"> <li>o Protein synthesis, targeting and glycosylation</li> <li>o Chromatography</li> <li>o Electrophoresis</li> <li>o Sequencing</li> </ul> </li> <li>• Metabolism of Nitrogen <ul style="list-style-type: none"> <li>o Fixation and Assimilation</li> <li>o Urea Cycle</li> <li>o Hemes and chlorophylls</li> </ul> </li> <li>• Enzymes and co-enzymes <ul style="list-style-type: none"> <li>o Classification</li> <li>o Properties</li> <li>o Kinetics and inhibition</li> <li>o Control</li> </ul> </li> </ul> <p>Investigations and their interpretations.</p>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration of blood glucose monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
VI	2	<ul style="list-style-type: none"> <li>• Describe types, composition and utilization of Vitamins &amp; minerals</li> </ul>	<p><b>Composition of Vitamins and minerals</b></p> <ul style="list-style-type: none"> <li>• Vitamins and minerals: <ul style="list-style-type: none"> <li>o Structure</li> <li>o Classification</li> <li>o Properties</li> <li>o Absorption</li> <li>o Storage &amp; transportation</li> <li>o Normal concentration</li> </ul> </li> </ul> <p>Investigations and their interpretations</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion using charts</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

<b>VII</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Describe Immunochemistry</li> </ul>	<b>Immunochemistry</b> <ul style="list-style-type: none"> <li>Immune response,</li> <li>Structure and classification of immunoglobins</li> <li>Mechanism of antibody production.</li> <li>Antigens: HLA typing.</li> <li>Free radical and Antioxidants.</li> <li>Specialised Protein : Collagen, Elastin, Keratin, Myosin, Lens Protein.</li> <li>Electrophoretic and Quantitative determination of immunoglobins - ELISA etc.</li> </ul> Investigation and their interpretations.	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
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### BIBLIOGRAPHY

- U. Satyanarayan, Essentials of biochemistry, Books & allied (P) Ltd., Kolkata publisher, 2004.
- Deb A.C.: Concepts of biochemistry (Theory & Practical) 1st edition, books & allied (P) Ltd. Publisher, Kolkata, 1999.
- Deb. A.C. Fundamentals of biochemistry of biochemistry: 1st edition New central book Ag (P) Ltd., 2004.
- Jacob Anthikad, Biochemistry for nurses; 2nd edition, Jaypee; 2001..
- Gupta. R.C., Multiple choice questions in Biochemistry, 2nd edition, Jaypee, 2004.

### Evaluation Scheme

Subject	Assessment			
	Hours	Internal	External	Total
Nutrition and Biochemistry	3	25	75	100
Theory				

Details as follows:

**Internal Assessment:**

<b>Theory:</b>	<b>15 Marks</b>
<b>Practicum:</b>	<b>10 Marks</b>

(Out of 25 Marks to be send to the University)

Details as follows:

**Internal Assessment:**

<b>Theory:</b>	<b>25 Marks</b>
Mid-Term:	50 Marks
Prelim:	75 Marks
<b>Total:</b>	<b>125 Marks</b>

(125 Marks from mid-term & prelim (Theory) to be converted into 25 Marks)

### Theory Examination: 15 Marks

	<b>Nutrition</b>	<b>Biochemistry</b>	<b>Total Marks</b>	<b>Average out of</b>
<b>Mid-Term</b>	35	15	50	--
<b>Prelim</b>	45	30	75	--
		<b>Total</b>	<b>125</b>	<b>15</b>

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

### Laboratory (Practicum): 10 Marks

<b>Subject</b>	<b>Internal Exam Out of</b>	<b>Average out of</b>
Nutrition	25	05
Biochemistry	25	05
<b>Total</b>	<b>50</b>	<b>10</b>

Details as follows:

#### Evaluation Criteria for Nutrition (Practicum): 05 Marks

<b>Sr. No.</b>	<b>Items</b>	<b>Marks</b>
1	Selection of menu for specific group	05
2	Calculation of relative requirement	10
3	Presentation and recording	10
<b>Total</b>		<b>25</b>

(25 Marks from Nutrition Practicum to be converted into 05 Marks)

#### Evaluation Criteria for Biochemistry (Journal): 05 Marks

<b>Sr. No.</b>	<b>Items</b>	<b>Marks</b>
1	Investigations related to altered CHO metabolism	05
2	Investigations related to altered protein metabolism	05
3	Investigations related to altered lipid metabolism	05
4	Investigations related to altered vitamins and minerals	05
5	Investigations related to altered immunochemistry	05
<b>Total</b>		<b>25</b>

(25 Marks from Biochemistry Practicum to be converted into 05 Marks)

**External Assessment:** 75 Marks  
**(University examination)**

Section A: Nutrition: 45 Marks  
Section B: Biochemistry: 30 Marks  
**Total:** 75 Marks

## PSYCHOLOGY

**Placement: First Year**

**Theory – 60 hours  
(Class 50 + lab 10)**

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

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

1. Understand the importance of psychology in personal and professional life.
2. Understands the biology of human behavior.
3. Understands cognitive and affective processes of human mind.
4. Develops an understanding of self and others.
5. Understand the influence of personality of human behavior.
6. Appreciates developmental psychology.
7. Understands the significance of mental hygiene and mental health.
8. Assist with psychological assessments and tests.

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Objective</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>	<b>Evaluation</b>
<b>I</b>	<b>2</b>	<ul style="list-style-type: none"><li>• Describe the history, scope and methods of psychology</li></ul>	<b>Introduction:</b> <ul style="list-style-type: none"><li>• History, development and origin of science of psychology</li><li>• Definitions, scope, branches of psychology and relations with other subjects.</li><li>• Relevance to nursing</li><li>• Methods of psychology</li></ul>	<ul style="list-style-type: none"><li>• Lecture Discussion</li></ul>	<ul style="list-style-type: none"><li>• Essay type</li><li>• Short answers</li></ul>

II	4	<ul style="list-style-type: none"> <li>• Explain the biology of Human behavior</li> </ul>	<p><b>Biology of behavior</b> <b>Dynamics of human behavior</b></p> <ul style="list-style-type: none"> <li>• Body mind relationship modulation process in health and illness</li> <li>• Genetics and behavior: Heredity and environment</li> <li>• Brain and behavior: Nervous System. Neurons and synapse,</li> <li>• Association Cortex, Rt and Lt Hemispheres</li> <li>• Psychology of Sensations</li> <li>• Muscular and glandular controls of behavior</li> <li>• Nature of behavior of an organism/Integrated Responses</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
III	20	<ul style="list-style-type: none"> <li>• Describe various cognitive processes and their applications</li> </ul>	<p><b>Cognitive process</b></p> <ul style="list-style-type: none"> <li>• Maiming of cognition</li> <li>• Attention: Types, determinants, Duration &amp; degree, alterations</li> <li>• Perception: Meaning, Principles, factors affecting,</li> <li>• Perception of objects, depth, distance and motion.</li> <li>• Errors in perception.</li> <li>• Learning: Nature, types, learner and learning, factors influencing, laws and theories, process, transfer, study habits</li> <li>• Memory: Meaning, Types, Nature factors influencing, Development Theories and methods of memorizing and Forgetting</li> <li>• Thinking: Types and levels, stages of development, Relationship with language and communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Psychometric assessment</li> <li>• Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

			<ul style="list-style-type: none"> <li>• Intelligence: Meaning, classification, uses, theories</li> <li>• Aptitude: Concept, types, Individual differences and variability</li> <li>• Psychometric assessments of cognitive processes</li> <li>• Alterations in cognitive process</li> </ul> <p>Applications</p>		
<b>IV</b>	<b>8</b>	<ul style="list-style-type: none"> <li>• Describe motivation, emotions, stress, attitudes and their influence on behavior</li> </ul>	<p><b>Motivation and Emotional Processes:</b></p> <ul style="list-style-type: none"> <li>• Motivation: Meaning, Concepts, Types, Theories,</li> <li>• Motives and behavior,</li> <li>• Maslow's theory</li> <li>• Formation of self concept,</li> <li>• Conflicts and frustration, conflict resolution</li> <li>• Emotions &amp; stress</li> <li>• <input type="checkbox"/> Emotion: Definition, components, Changes in emotions, theories, emotional adjustments, emotions in health and illness, Development of emotions</li> </ul> <p>Characteristic of emotions</p> <p>Handling emotions in self and others</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stress: stressors, cycle, effect, adaptation &amp; coping</li> </ul> <ul style="list-style-type: none"> <li>• Attitude: Meaning, nature, development, factors affecting,</li> <li><input type="checkbox"/> Behaviour and attitudes</li> <li><input type="checkbox"/> Attitudinal change</li> <li><input type="checkbox"/> Will and character</li> <li><input type="checkbox"/> Attitude and Nurse.</li> </ul> <ul style="list-style-type: none"> <li>• Psychometric assessment of emotions and attitudes</li> <li>• Alterations in emotions</li> <li>• Applications</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Role plays</li> <li>• Case Discussion</li> <li>• Demonstration</li> <li>• Project work</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

V	7	<ul style="list-style-type: none"> <li>• Explain the concept of personality and its influence on behaviour</li> </ul>	<p><b>Personality</b></p> <ul style="list-style-type: none"> <li>• Definitions, topography, types, Theories</li> <li>• Self actualization</li> <li>• Psychometric assessments of personality</li> <li>• Development &amp; Alterations in personality <ul style="list-style-type: none"> <li>o Adjustment and Maladjustment</li> <li>o Personality disorders</li> <li>o Factors affecting development of personality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
VI	7	<ul style="list-style-type: none"> <li>• Describe psychology of people during the life cycle</li> </ul>	<p><b>Developmental Psychology</b></p> <ul style="list-style-type: none"> <li>• Psychology of people at different ages from infancy to old age.</li> <li>• Psychology of vulnerable individuals- challenged, women, sick, etc.</li> <li>• Psychology of groups</li> <li>• Psychology of people at different ages from infancy to old age: <b><i>In health and illness.</i></b></li> <li>• Psychology of vulnerable individuals: Can be specified as: for example <ul style="list-style-type: none"> <li>o Daughter of alcoholic parents or wife or alcoholic husband.</li> <li>o Physically/sexually abused</li> <li>o Rape,</li> <li>o Prostitute</li> <li>o Alcoholic</li> <li>o Physically or mentally challenged</li> <li>o Constant exposure to stress etc.</li> </ul> </li> <li>• Psychology of Groups: for example <ul style="list-style-type: none"> <li>o Family, social and Professional groups</li> <li>o Interpersonal relationship among group members.</li> <li>o Inter group relationship.</li> <li>o Group morale.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Case Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

VII	8	<ul style="list-style-type: none"> <li>Describe the characteristics of</li> <li>Mentally health person</li> <li>Explain ego defense mechanisms</li> </ul>	<p><b>Mental hygiene and mental Health</b></p> <ul style="list-style-type: none"> <li>Concepts of mental hygiene and mental health</li> <li>Characteristics of mentally healthy person</li> <li>Warning signs of poor mental health.</li> <li>Promotive and preventive mental health strategies and services.</li> <li>Ego defense mechanisms and implications</li> <li>Guidance and counseling</li> <li>Role of nurse</li> <li>Personal and social adjustments: <ul style="list-style-type: none"> <li>- Personal Maladjustments</li> <li>- Regression</li> <li>- Withdrawal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Case Discussion</li> <li>Role play</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>
VIII	14 Hrs T=4 P=10	<ul style="list-style-type: none"> <li>Explain the psychological assessments and role of nurse</li> </ul>	<p><b>Psychological assessment &amp; tests</b></p> <ul style="list-style-type: none"> <li>Types, development, Characteristics, Principles, Uses, Interpretations and Role of nurse in psychological assessment</li> </ul> <p><b>Practicals</b></p> <ul style="list-style-type: none"> <li>Identifying intelligence and coping skills: <ul style="list-style-type: none"> <li>- Wechsler's Adult Intelligence scale</li> <li>- W I S C</li> <li>- Basic skill of Guidance and counseling</li> <li>- Role play.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> <li>Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of practice</li> </ul>



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

## Evaluation Scheme

Subject Psychology	Assessment			
	Hours	Internal	External	Total
Theory	3	25	75	100

Details as follows:

**Internal Assessment: 25 Marks**  
(Out of 25 Marks to be send to the University)

Details as follows:

**Theory: 15 Marks**  
Mid-Term: 50 Marks  
Prelim: 75 Marks  
**Total: 125 Marks**  
(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)  
**Assignment: 10 Marks**

**External Assessment: (University examination) 75 Marks**

## COMMUNICATION & EDUCATION TECHNOLOGY

**Placement : Second Year**

**Theory – 90 hours**  
(Class 60 + lab 30)

**Course Description** - This course is designed to help the students acquire an understanding of the principles and methods of communication and teaching. It helps to develop skill in communicating effectively, maintaining effective interpersonal and human relations, develop basic skills in guidance and counseling, principles of education, teaching individuals and groups in clinical, community and health educational settings.

**Specific objectives** – On completion of this course, the graduate nurse will be able to:

1. Understand the effective communication process using various communication techniques with individuals groups and health team members.
2. Establishes effective interpersonal and human relations with patients, families and health team members.
3. Acquires knowledge on concepts, principles on guidance and counseling and develop basic skills for counseling patients, nursing students and nursing personnel.
4. Understand the philosophy, principles of education and teaching learning process.
5. Demonstrate teaching skills using various teaching methods in classroom, clinical and community setup using different methods and media.
6. Demonstrate skill in preparing different types of assessment tools for knowledge attitude and skill.

Unit	Time (Hrs)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
<b>I</b>	T=5 P=1	<ul style="list-style-type: none"> <li>• Describe the communication process</li> <li>• Identify Techniques of effective communication</li> </ul>	<p><b>Review of communication process</b></p> <ul style="list-style-type: none"> <li>• Process, elements and channels</li> </ul> <p><b>Facilitators</b></p> <ul style="list-style-type: none"> <li>• Barriers and methods of overcoming Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussions</li> <li>• Role Plays</li> <li>• Exercise with audio video tapes</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to critical incidents</li> <li>• Long/ Short answer</li> <li>• Objective type</li> <li>• Anecdotal records</li> </ul>
<b>II</b>	T=5 P=0	<ul style="list-style-type: none"> <li>• Establish Effective Interpersonal relations with patients, families and co-workers</li> </ul>	<p><b>Interpersonal relations</b></p> <ul style="list-style-type: none"> <li>• Purpose and types                             <ul style="list-style-type: none"> <li>□ Phases</li> </ul> </li> <li>• Barriers to interpersonal relations</li> <li>• Methods of overcoming barriers</li> <li>• Johari Window</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture /discussions</li> <li>• Sociometry</li> <li>• Group Games</li> <li>• Psychometric exercises followed by discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Long/ Short answers</li> <li>• Objective type</li> </ul>

III	T=5 P=1	<ul style="list-style-type: none"> <li>• Develop effective Human relations In context of nursing</li> </ul>	<b>Human Relations</b> <ul style="list-style-type: none"> <li>• Understanding self</li> <li>• social behavior Social attitudes</li> <li>• Individual and Group &amp; Groups and individual</li> <li>• Human relations in context of nursing</li> <li>• Group Dynamics</li> <li>• Team Work</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture /discussions</li> <li>• Group Games</li> <li>• Psychometric exercises followed by discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Long/ short answers</li> <li>• Objective type</li> <li>• Respond to test based on critical incidents</li> <li>• Anecdotal records</li> </ul>
IV	T=10 P=5	<ul style="list-style-type: none"> <li>• Develop basic skills of counseling and guidance</li> </ul>	<b>Guidance and counseling</b> <ul style="list-style-type: none"> <li>• Definition, meaning, purpose, scope &amp; need.</li> <li>• Basic Principles</li> <li>• Areas of counseling</li> <li>• Organization of counseling services</li> <li>• Approaches to counseling</li> <li>• Attributes and skills of counselor</li> <li>• Issues for counseling in nursing students and nursing personnel</li> <li>• Counseling process steps &amp; techniques</li> <li>• Tools for collecting information</li> <li>• Problem solving approaches</li> <li>• Management of crisis and referral</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture /discussions</li> <li>• Role play on counseling in different situations followed by discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Long/ short answers</li> <li>• Objective type</li> <li>• Assess performance in role play situations</li> </ul>
V	T=10 P=8	<ul style="list-style-type: none"> <li>• Describe the Philosophy and principles of education</li> <li>• Explain teaching learning process</li> </ul>	<b>Principles of Education &amp; Teaching Learning Process</b> <ul style="list-style-type: none"> <li>• Education: meaning philosophy aims, functions, &amp; principles</li> <li>• Nature &amp; Characteristics of learning</li> <li>• Principles and maxims of teaching</li> <li>• Domains of objectives &amp; formulation of general and specific objective</li> <li>• Lesson planning</li> <li>□ Classroom management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture /discussion</li> <li>• Exercise on writing objectives</li> <li>• Prepare lessons plan</li> <li>• Micro teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Long/Short answers</li> <li>• Objective type</li> <li>• Assess lesson plans</li> <li>• Assess teaching sessions</li> </ul>

VI	T=10 P=5	<ul style="list-style-type: none"> <li>Demonstrate teaching skills in various teaching methods in clinical, classroom &amp; community settings.</li> </ul>	<p><b>Methods Of Teaching:</b></p> <ul style="list-style-type: none"> <li>Lecture, demonstration</li> <li>Group discussions, Seminar, Symposium, panel discussion, role-play.</li> <li>Project method field trip, workshop, exhibition</li> <li>Computer assisted learning programmed instructions</li> <li>Micro- teaching, Evidence based learning</li> <li>Self-instructional module, simulation etc.</li> </ul> <p><b>Clinical Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>Bedside Clinics, Case Method, Nursing rounds, morning &amp; afternoon reports,</li> </ul> <p><b>Conference</b> Individual &amp; group, □ Field visits, process recording</p>	<ul style="list-style-type: none"> <li>Lecture discussions</li> <li>Conduct 5 teaching sessions using different methods and media</li> </ul>	<ul style="list-style-type: none"> <li>Long /Short answers</li> <li>Objective type</li> <li>Assess teaching Sessions.</li> </ul>
VII	T=5 P=5	<ul style="list-style-type: none"> <li>Prepare and use different types of educational media effectively</li> </ul>	<p><b>Educational Media</b></p> <ul style="list-style-type: none"> <li>Purpose and types of Audiovisual and principles and sources etc.</li> </ul> <p><b>Graphic Aids:</b></p> <ul style="list-style-type: none"> <li>Chalk board, Charts graph poster</li> <li>Flash cards, flannel Graph, Bulletin Board, Cartoon</li> </ul> <p><b>Three Dimensional Aids:</b></p> <ul style="list-style-type: none"> <li>Objects, specimens, models, &amp; puppets.</li> </ul> <p><b>Printed Aids:</b></p> <ul style="list-style-type: none"> <li>Pamphlets &amp; leaflets.</li> </ul> <p><b>Projected Aids:</b></p> <ul style="list-style-type: none"> <li>Slides overhead projector transparency preparation</li> <li>Films, T.V. VCR / VCD</li> <li>Camera, Microscope, LCD, DVD</li> </ul> <p><b>Audio Aids:</b></p> <ul style="list-style-type: none"> <li>Tape recorder, public address system</li> <li>Computer</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Prepare different teaching aids projected and non-projected</li> <li>Prepare a programme for the given topic</li> <li>Visit to dept of communication, &amp; educational technology</li> </ul>	<ul style="list-style-type: none"> <li>Long/Short answer</li> <li>Objective type</li> <li>Assess the teaching aids prepared</li> </ul>

<b>VIII</b>	T=5 P=5	<ul style="list-style-type: none"> <li>Prepare different types of questions for assessment of knowledge, skills, and attitude</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Purpose &amp; scope of evaluation &amp; assessment</li> <li>Criteria for selection of assessment technique and methods.</li> </ul> <p><b>Assessment of knowledge:</b></p> <ul style="list-style-type: none"> <li>Essay Type Questions, Short answer questions (SAQ), Multiple choice questions (MCQ)</li> </ul> <p><b>Assessment Of Skills</b></p> <ul style="list-style-type: none"> <li>Observation checklist, Practical exam, Viva, Objective Structured, Clinical examination (OSCE)</li> </ul> <p><b>Assessment of Attitudes:</b></p> <ul style="list-style-type: none"> <li>Attitude Scales</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Exercise on writing different types of assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Long /Short answer</li> <li>Objective type</li> <li>Assess the strategies used in practice teaching</li> <li>Assess the different tools, prepared during exercise sessions.</li> </ul>
<b>IX</b>	T=5 P=0	<ul style="list-style-type: none"> <li>Teaching individuals groups and communities about health with their active participation</li> </ul>	<p><b>Information, Education &amp; Communication for Health (ICE)</b></p> <ul style="list-style-type: none"> <li>Health behavior and health education</li> <li>Planning for health education</li> <li>Principles of health education</li> <li>Health education with individuals, groups and communities</li> <li>Methods and media for communicating health messages.</li> <li>Using mass media</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Plan and conduct Health education sessions for individual group and communities</li> </ul>	<ul style="list-style-type: none"> <li>Long /Short answer</li> <li>Objective type</li> <li>Assess the planning &amp; conduction of the educational session</li> </ul>

**Practical / Lab:**

**30 hrs**

I Observation of critical incidents:	2 hours
II Role play on guidance and counseling	5 hours
III Lesson plan preparation and conduction	8 hours
IV Conducting teaching with using various methods	5 hours
V Preparation of visual aids	5 hours
VI Preparation of Assessment tools (Question paper, Check list and attitude skills)	5 hours

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4. Bhatia, Hans Raj Elements of Educational Psychology, Bombay, Qnent Conpman, Sthed, 1973.

## Evaluation Scheme

### Internal Assessment:

**25 Marks**

A) Theory:

15 Marks

i) Mid-term Examination:

50 Marks

ii) Pre-final Examination:

75 Marks

Total:

125 Marks

(125 Marks to be converted in to 15 Marks for Internal Assessment (Theory))

B) Assignment/Practical:

10 Marks

Sr. No.	Unit		Marks
1	I	Response to Critical Incidents using Anecdotal Record	10
2	III	Response to Critical Incidents using Anecdotal Record	10
3	IV	Response to Critical Incidents using Anecdotal Record	10
4	V	Lesson Plan Preparation and Conduction of 4 Teachings	100
5	VII	Visual Aid Preparation	50
6	VIII	Assessments of Tools-3 (Preparation of Question Paper, Check List, Attitude Scale.	45
<b>Total</b>			<b>225</b>
(225 Marks to be converted in to 10 Marks for Internal Assessment (Practical))			

### External Assessment: (Theory)

University examination

75 Marks

**1) Format for Anecdotal Record**

Name of the College: -

Name of Student observed: -

Class: -

Date: -

Subject: -

Place: -

Marks: -

Objective description of the incident as occurred.

Interpretation / comments of the observer.

Sign. of the observer

Date:

Note: 03 Incidents, 10 Marks each.

## 2) Evaluation Guideline for Teaching

Name of the College: -

Name of Student observed: -

Class: -

Date: -

Subject: -

Place: -

Topic of lesson: -

Marks: - 25

S.N.	Particulars	Marks Allotted	Marks Obtained
I	<b>Lesson Plan.</b> <ul style="list-style-type: none"><li>• Objective lesson plan</li><li>• Adequacy of content / Sequencing</li><li>• Bibliography</li></ul>	2 2 2	
II	<b>Presentations</b> <ul style="list-style-type: none"><li>• Introduction</li><li>• Speech Clarity/Voice/language</li><li>• Relevance</li><li>• Knowledge regarding topic</li><li>• Co-relation with other subject.</li><li>• Questioning technique</li><li>• Group control</li></ul>	2 2 2 2 2 2 2	
III	<b>AV AIDS</b> <ul style="list-style-type: none"><li>• Appropriate</li><li>• Skills in use(including black board)</li><li>• Principles observed</li></ul>	1 1 1	
IV	Time Coverage & Summary & Assignments	2	
<b>Total</b>		<b>25 Marks</b>	

Strengths:

Weakness:

Sign of the student's

Sign of Evaluators

Date:

Date:

Note: Four Teachings, 25 Marks each.



### 3) Evaluation Guideline for Visual Aid Preparation

Name of the College: -

Name of Student observed: -

Class: -

Date: -

Subject: -

Place: -

Name of Evaluator: -

Marks: - 50

S.N.	Particulars	1	2	3	4	5
1	Applicability to the topic.					
2	Appropriateness.					
3	Self prepared/ ready made.					
4	Materials used: economical/costly					
5	Attractive ness.					
6	Principles of visual aid preparation					
7	Display / visibility					
8	Message conveyed					
9	Relevance					
10	Effectiveness					
	<b>Total</b>					

Strengths:

Weakness:

Suggestions for improvement.

Sign. of evaluator

Date:

#### 4) Evaluation Guideline for Assessment of Tool

(Preparation of Question Paper / Check List / Attitude Scale)

Name of the College: -

Name of Student observed: -

Class: -

Date :-

Subject: -

Place :-

Name of the Evaluator: -

S.N.	Particulars	Marks Allotted	Marks Obtained
1	Preparation of blue print	3	
2	Content coverage	2	
3	Construction of item	2	
4	Principles followed for constructing items	2	
5	Objectivity	2	
6	Organizing & sequencing	2	
7	Marking scheme	2	
<b>Total</b>		<b>15 Marks</b>	

Note: Same format to be used for Preparation of Question Paper / Check List / Attitude Scale.

Strengths:

Weakness:

Sign of the student

Sign of Evaluators

Date:

Date:

## COMMUNITY HEALTH NURSING- I

**Placement: Second Year**

**Theory : 90 hours**

**Practical: 135 hours**

**Course Description** - This Course is designed for Students to understand the principles of promotion and maintenance of health

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

1. Understand the concepts of community health and community health nursing
2. Understand the various factors influencing health in the community
3. Understand the concept, scope, uses and methods of epidemiology
4. Understand the epidemiology and nursing management of common communicable diseases.
5. Understand the concept and scope of demography
6. Understand the impact of population explosion and population control

Unit	Time (Hrs)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>• Describe Concept and dimensions of health</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Community health nursing</li> <li>• Definition, concept and · dimensions of health</li> <li>• Determinants of health</li> <li>• Promotion of health</li> <li>• Indicators of health</li> <li>• Maintenance of health</li> </ul>	<b>Method</b> <ul style="list-style-type: none"> <li>• Lecture, Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>
II	18	<ul style="list-style-type: none"> <li>• Describe determinants of health &amp; Environment</li> </ul>	<b>Determinants of health</b> <ul style="list-style-type: none"> <li>• Eugenics</li> <li>• <b>Physical:</b> Air, light</li> <li>• Environmental factors contributing Health Ventilation, water, Housing Sanitation; disposal of waste, disposal of dead bodies, Forestation, Noise, Climate,</li> <li>• Bacterial &amp; Viral: Agents, host carriers and immunity Arthropods and Rodents</li> <li>• Communication; Infrastructure facilities and Linkage</li> <li>• Insect, Rodent &amp; Parasite Control Noise Control</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Explain using Charts, Graphs, Models, films slides</li> <li>• Visits to water supply, sewage disposal, milk plants, slaughter house etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Disposal of refuse/Sewage</li> <li>• Disposal of human excreta</li> <li>• Disposal of the dead</li> <li>• Involvement of governmental and non-governmental organizations in environmental health</li> <li>• Act Regulation the environment :National Pollution Control board</li> <li>• Public health Laws related to environment health</li> <li>• Food hygiene: Production, Preservation, Purchase, Preparation and consumption</li> <li>• Acts Regulating Food Hygiene</li> <li>• Prevention of food adulteration acts,</li> <li>• Drugs and cosmetic act</li> <li>• Socio cultural aspects of nutrition in food hygiene</li> </ul> <p><b>Socio-Cultural</b></p> <ul style="list-style-type: none"> <li>• Customs, taboos</li> <li>• Marriage System</li> <li>• Family Structure</li> <li>• Status of special Group; Females, Children Elderly,</li> <li>• Challenged Groups and Sick persons</li> <li>• Life Style</li> <li>• Hygiene <ul style="list-style-type: none"> <li>▪ Physical Activity</li> <li>▪ Recreation and Sleep</li> <li>▪ Sexual life</li> <li>▪ Spiritual life</li> <li>▪ philosophy</li> <li>▪ Self Reliance</li> <li>▪ Dietary pattern</li> <li>▪ Education</li> <li>▪ Occupation</li> </ul> </li> <li>• Financial Management <ul style="list-style-type: none"> <li>▪ Income</li> <li>▪ Budget</li> <li>▪ Purchasing power</li> </ul> </li> </ul>		
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			<ul style="list-style-type: none"> <li>▪ Security</li> </ul>		
<b>III</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Describe concept aims, scope, uses Methods and approach of epidemiology</li> </ul>	<b>Epidemiology</b> <ul style="list-style-type: none"> <li>• Definition ,concept, Aims, scope uses and Terminology used in epidemiology</li> <li>• Dynamics of Disease Epidemiological triad</li> <li>• Morbidity and mortality: Measurements</li> <li>• Levels of Prevention</li> <li>• Methods of epidemiology of <ul style="list-style-type: none"> <li>▪ Descriptive</li> <li>▪ Analytical: Epidemic investigations</li> <li>▪ Experimental</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecturer Discussion</li> <li>• Explain using Charts, graphs,</li> <li>• Models, films, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
<b>IV</b>	<b>18</b>	<ul style="list-style-type: none"> <li>• Describe Epidemiology and nursing management of common Communicable diseases</li> </ul>	<b>Epidemiology and nursing management of common Communicable Diseases</b> <ul style="list-style-type: none"> <li>• <b>Respiratory infections</b> <ul style="list-style-type: none"> <li>▪ Small Pox</li> <li>▪ Chicken Pox</li> <li>▪ Measles</li> <li>▪ Influenza</li> <li>▪ Rubella</li> <li>▪ ARI's &amp; Pneumonia</li> <li>▪ Mumps</li> <li>▪ Diphtheria</li> <li>▪ Whooping cough</li> <li>▪ Meningococcal meningitis</li> <li>▪ Tuberculosis</li> <li>▪ SARS</li> </ul> </li> <li>• <b>Intestinal Infections</b> <ul style="list-style-type: none"> <li>▪ Poliomyelitis</li> <li>▪ Viral Hepatitis</li> <li>▪ Cholera</li> <li>▪ Diarrhoeal diseases</li> <li>▪ Typhoid Fever</li> <li>▪ Food poisoning</li> <li>▪ Amoebiasis</li> <li>▪ Hookworm Infection</li> <li>▪ Ascariasis</li> <li>▪ Dracunculiasis</li> </ul> </li> <li>• <b>Arthropod infections</b> <ul style="list-style-type: none"> <li>▪ Dengue</li> <li>▪ Malaria</li> <li>▪ Filariasis</li> </ul> </li> <li>• <b>Zoonoses</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lecturer Discussion</li> <li>• Explain using Charts, Graphs</li> <li>• Models, films, slides</li> <li>• Seminar Supervised field Practice-health centers, clinics and homes Group projects/ Health education</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

			<p><b>Viral</b></p> <ul style="list-style-type: none"> <li>▪ Rabies</li> <li>▪ Yellow fever</li> <li>▪ Japanese encephalitis</li> <li>▪ Kyasnur Forest Diseases</li> </ul> <p>• <b>Bacterial</b></p> <ul style="list-style-type: none"> <li>▪ Brucellosis</li> <li>▪ Plague</li> <li>▪ Human Salmonellosis</li> <li>▪ Anthrax</li> <li>▪ Leptospirosis</li> </ul> <p>• <b>Rickettsial diseases</b></p> <ul style="list-style-type: none"> <li>▪ Rickettsial Zoonoses</li> <li>▪ Scrub typhus</li> <li>▪ Murine typhus</li> <li>▪ Tick typhus</li> <li>▪ Q fever</li> </ul> <p>• <b>Parasitic zoonoses</b></p> <ul style="list-style-type: none"> <li>▪ Taeniasis</li> <li>▪ Hydatid disease</li> <li>▪ Leishmaniasis</li> </ul> <p>• <b>Surface infection</b></p> <ul style="list-style-type: none"> <li>▪ Trachoma</li> <li>▪ Tetanus</li> <li>▪ Leprosy</li> <li>▪ STD &amp; RTI</li> <li>▪ Yaws</li> <li>▪ HIV</li> </ul> <p><b>Any other</b></p>		
V	8	<ul style="list-style-type: none"> <li>• Describe Epidemiology and nursing management of common Non-Communicable diseases</li> </ul>	<p><b>Epidemiology and nursing management of Non-communicable diseases</b></p> <ul style="list-style-type: none"> <li>• Malnutrition: under nutrition, over nutrition, nutritional deficiencies</li> <li>• Anemia</li> <li>• Hypertension</li> <li>• Stroke</li> <li>• Rheumatic Heart Diseases</li> <li>• Coronary Heart Diseases</li> <li>• Cancer</li> <li>• Diabetes mellitus</li> <li>• Blindness</li> <li>• Accidents</li> <li>• Mental illness</li> <li>• Obesity</li> <li>• Iodine Deficiency</li> <li>• Fluorosis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Explain using Charts, graphs,</li> <li>• Models, films, slides, Seminar</li> <li>Supervised field Practice-health centers, clinics and homes group projects/ Health education</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Epilepsy</li> <li>• Asthma</li> <li>• Arthritis</li> </ul>		
<b>VI</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• Describe the concepts And scope of demography Describe methods of data collection, analysis and interpretation of demographic data</li> </ul>	<b>Demography</b> <ul style="list-style-type: none"> <li>• Definition, concept and scope</li> <li>• Demography cycle</li> <li>• Methods of data collection, analysis and interpretation of demographic data</li> <li>• Demographic rates and ratios</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of survey report</li> </ul>
<b>VII</b>	<b>17</b>	<ul style="list-style-type: none"> <li>• Identify the impact of population explosion in India</li> <li>• Describe methods of population control</li> </ul>	<b>Population and its control</b> <ul style="list-style-type: none"> <li>• Population explosion, its impact on social, economic development of individual, society and country</li> <li>• Population control:</li> <li>• Overall development: women empowerment, social, economic and educational development</li> <li>• <b>Limiting family size:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promotion of small family norms</li> <li><input type="checkbox"/> Methods: spacing (natural, biological, chemical, mechanical, etc)</li> <li><input type="checkbox"/> Terminal: surgical methods</li> <li><input type="checkbox"/> Emergency contraception</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Population survey</li> <li>• Counseling</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of Survey report</li> </ul>
<b>VIII</b>	<b>9</b>	<ul style="list-style-type: none"> <li>• Describes concepts &amp; scope of community health service</li> <li>• Understand the health assessment of individual &amp; family while providing family oriented care</li> <li>• Understand the</li> </ul>	<b>Introduction to community Health</b> <ul style="list-style-type: none"> <li>• Concepts, Definition &amp; scope of community health nursing services</li> <li>• Introduction to family oriented health care (assessment of individual &amp; family)</li> <li>• Home visit : concepts, steps, principles, advantages</li> <li>• Functions of urban &amp; rural health centre</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Population survey</li> <li>• Counseling</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

		functions of urban & rural health centers including health Team Members <ul style="list-style-type: none"><li>• Understands ethics in community health nursing practice</li></ul>	including health Team Member <ul style="list-style-type: none"><li>• Ethics in community health nursing practice</li><li>• Consumers Protection Act</li></ul>		
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# COMMUNITY HEALTH NURSING- I

## PRACTICAL

**Placement : Second Year**

**135 hours**

### **Objective of Practical Experience: (CHN – Practical I)**

At the end of the Practical Experience:

1. Student will develop skills in assessment of an individual and develop rapport with family and community at large.
2. Students will be able to find out health needs of the clients & family to provide family oriented health care in Urban and Rural Community.
3. Students will attend different health clinics to know various laboratory investigations (simple investigations enlisted in the curriculum)
4. To be able to conduct immunization clinics.
5. To practice health education at different settings in the Urban and Rural community.
6. To write family health care study based on nursing process approach.

### **Distribution of practical HRS:**

<b>I) Urban Public Health Experience:</b>	<b>70 Hrs.</b>
1) Community Health NSG. Laboratory / Classroom Practice:	15 Hrs
a) Demonstration of Home visiting	
b) Demonstration of Home Nursing procedures.	
c) Preparation of family folder	
2) Family oriented care:	35 Hrs
a) Assessment of individuals	
b) Home visiting writing family care study.	
c) Simple family / community health survey	
d) Reporting & Recording	
3) Visits to community Health agency / NGOS:	10 Hrs
4) Health Education:	10 Hrs
<b>II) Rural Public Health Experience:</b>	<b>65Hrs (2 wks)</b>
1) Visit to primary health centre & Rural Hospital:	25 Hrs
2) Attending immunization & ANC Clinics:	20 Hrs
3) Home visits for assessment & planning home care:	10 Hrs
4) Health Education in clinics / school / Anganwadi etc.:	10 Hrs

Areas	Duration (in week)	Objective	Skills	Assignment	Assessment methods
Community health nursing	2 wks Urban & 2 wks rural	<ul style="list-style-type: none"> <li>• Build &amp; Maintain rapport</li> <li>• Identify demographic Characteristics, health determinants &amp; community health resources</li> <li>• Diagnose health needs of individual &amp; families</li> <li>• Provide primary care in health centre</li> <li>• Counsel &amp; educate individual family &amp; community</li> </ul>	<ul style="list-style-type: none"> <li>• Use Techniques of interpersonal relationship</li> <li>• Identification of health determinants of community</li> <li>• History taking</li> <li>• Physical examination</li> <li>• Collect specimens sputum malarial smear</li> <li>• Perform simple lab tests at centre-blood for Hemoglobin and sugar, urine for albumin and Sugar</li> <li>• Administer vaccines and medications to adults</li> <li>• Counsel and teach               <ul style="list-style-type: none"> <li>• individual, family and community</li> <li><input type="checkbox"/> Nutrition</li> <li><input type="checkbox"/> Hygiene</li> <li><input type="checkbox"/> Self health monitoring</li> <li><input type="checkbox"/> Seeking health Services</li> <li><input type="checkbox"/> Healthy life style</li> <li><input type="checkbox"/> Family welfare methods</li> <li><input type="checkbox"/> Health promotions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To work with 2 assigned families each in urban &amp; rural</li> <li>• Family study-I</li> <li>• Observation report of community-1</li> <li>• Health talks-2 (1 in urban and in rural)</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of family study observation report health talk</li> <li>• Completion of activity record.</li> </ul>

## **BIBLIOGRAPHY**

1. K.Park, Textbook of Preventive & Social Medicine- current edition
2. K.Park, Essentials of Community Health Nursing
3. Rao kasturi, An Introduction to Community Health Nursing, I publications.
4. Freeman Ruth, Community Health Nursing Practice.
5. Stanthope Lancaster, Community Health Nursing Process & Practice, Popular publication.
6. Basavantappa B.T.,Community Health Nursing
7. Sathe , Epidemiology & management of Heath Care , Popular publication
8. Mahajan Gupta, Textbook of Preventive & Social Medicine, Jaypee Publications
9. Lancaster, Community Health Nursing Process and Practice for Promoting Health , Mosby
10. Publications.

## **EVALUATION SCHEME**

### **Internal Assessment: Maximum Marks 25**

<b>A) Theory:</b>	<b>15 Marks</b>
i) Mid-term Examination:	50 Marks
ii) Pre-final Examination:	75 Marks
Total:	125 Marks
(125 Marks to be converted in to 15 Marks for I. A. (Theory))	

<b>B) Practical:</b>	<b>10 Marks</b>
i) Clinical Evaluation	
Community health Nursing Practice:	100 Marks
ii) Family Care Study:	50 Marks
iii) Health Teaching (2 X 25 Marks):	50 Marks
iv) Community Visit Observation report:	25 Marks
Total:	225 Marks
(225 Marks to be converted in to 10 Marks for I. A. (Practical))	

### **External Assessment:**

<b>University examination (Theory)</b>	<b>75 Marks</b>
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**II YEAR BASIC B.Sc. NURSING**  
**SUBJECT: - COMMUNITY HEALTH NURSING**  
**CRITERIA FOR CLINICAL EXPERIENCE**

**1) CLINICAL EVALUATION PROFORMA**

Name of Student:

Year:

Area of Community Health Nursing Evaluator:

Period Under Evaluation: From:            to:

- Rating: 1 – In many respects fails to meet recruitment satisfactorily  
 2 – Meets many requirements but deficient in important aspect  
 3 – Average, clearly meets basic requirements satisfactorily.  
 4 – Clearly exceeds basic requirements, respecting superior  
 5 – Outstanding in all respects.

*Instruction:*

- 1) Application of theory to practice is considered through out the experiences.
- 2) Written explanation must be over extreme grades.

S.N.	Particulars	1	2	3	4	5
<b>I</b>	<b>Knowledge and understanding about family</b>					
	1. Studies family health record and collects significant data					
	2. Interprets significant data based on knowledge of community Health / Community Health Nursing.					
<b>II</b>	<b>Home Visit</b>					
	3. Preplans are written based on the health needs of the family and identified goals					
	4. Planning and organization of home visit					
	5. Establishers report with the family and able to communicate effectively and tactfully with different individual / groups					
<b>III</b>	<b>Health Assessment and Observation</b>					
	6. <b>Does Physical health assessment</b>					
	7. Identifies deviation from normal and set priorities in home care activities					
	8. Plans and implements home care based on preset goals and health needs					
	9. Carry out simple home procedures					
<b>IV</b>	<b>Nursing Activities carried out:</b>					
	10. Application of scientific principles					
	11. Technical skills with necessary modification and completeness of the procedure					
	12. Involvement and participating of the family members					
	13. Interpretation, reporting, recording of results					
	14. Takes, corrective action, follow standing orders & selects appropriate referral agencies.					
<b>V</b>	<b>Health information health teaching</b>					

	15	Uses every opportunity for incidental / planned teaching for individual and group					
	16	Uses appropriate teaching learning principles					
<b>VI</b>	<b>Post Visit</b>						
	17	Reports significant information					
	18	Completes records, promptly, precisely and accurately.					
<b>VII</b>	<b>Professional qualities</b>						
	19	Professional appearance					
	20	Interest, initiative, resourcefulness, responsible, leadership and attitude, response to constructive criticism and suggestions.					
<b>Total Marks :</b>			<b>Percentage :</b>			<b>Grade :</b>	

Remarks / comments by the Supervisor:  
(In terms of strengths and weaknesses)

Date of evaluation discussed

Signature of the student that  
She/he has seen the evaluation

Signature of Supervisor

## 2) Format for Anecdotal Record

1. Introduction & objectives
2. Assessment of data – subjective & objective
  - i. Data related to
    - Environment & Sanitation
    - Immunization status of <5 children
    - Family planning practices
    - Nutritional status
    - Chronic health problems in the family
  - ii. Assessment of family members and writing health summary specifically vulnerable groups and high risk individuals (including physical, mental and social health aspects.)
3. Health needs identification on priority basis considering family as unit of Service
4. Planning for Family Oriented Care (FOC)
  - i. Objective of FOC
  - ii. Short term Home nursing care plan
  - iii. Long term Home nursing care plan
5. Implementation of FOC, with scientific rationale; adaptation in home situation.
6. Technique & skill in home nursing procedures with rationale
7. Planning & implementing health teaching
  - i. Individual or group
  - ii. Use of simple AV aids
8. Specific dietary plan & nutrition rehabilitation
9. Drug study and home care if necessary
10. Evaluation of home nursing care
  - i. Review short & long term plan
  - ii. Re-planning and future plans
11. Use of table and groups where ever necessary.

## EVALUATION CRITERIA FOR FAMILY HEALTH CARE STUDY

Name of the Student :-

Field Placement :- Year :-

Period :-

S.N.	Particulars	Marks Allotted	Marks Obtained	Total
1	Introduction & Objective	02		
2	Data Subjective	03		
3	Data objective	05		
4	Assessment of Family members (physical mental & social)	03		
5	Health needs identified	03		
6	Planning for family health nursing care (including short term & long term plan)	06		
7	Implementation of home nursing care plan with scientific rationale	06		
8	Health education planning & implementation	04		
9	Planning for diet	03		
10	Drugs study & home care	03		
11	Evaluation : - Out come of family health care - Self learning as a Nurse	02 02		
12	Future plan	03		
13	Conclusion & suggestion	02		
14	Use of table / graphs etc.	03		
<b>Total</b>		<b>50</b>		

Remarks

Evaluation discussed Sing. Of Supervisor

Remarks

Evaluation discussed Sing. Of Student

### 3) PERFORMA & GUIDELINE FOR HEALTH TEACHING

1. Name of the College:
2. Name of the supervisor :
3. Venue :
4. Date :
5. Time :
6. Group :
7. Previous knowledge of the group:
8. AV aids used :
9. General objectives :
10. Specific objectives :

#### Lesson plan for health talk

S.N.	Time	Specific objectives	Content	Teaching Learning Activities	AV Aids	Evaluation

S.N.	Criteria	Marks Allotted	Marks Obtained	Total
1	Lesson Plan.	08		
2	Presentation.	05		
3	Communication skill.	05		
4	Preparation & effective use of A V. Aids.	04		
5	Group participation.	03		
<b>Total</b>		<b>25</b>		

Note: Two Teaching of 25 Marks each.

Remarks

Evaluation discussed  
& Students Signature  
Date:

Sing. of Supervisor  
Date:



**COURSE OF INSTRUCTION SECOND YEAR B.SC. NURSING**

S.N.	Subject	Theory		Clinical	In Hrs
		Classroom	Lab		
1	Sociology	60			
2	Pharmacology	45			
3	A) Pathology &	30			
4	B) Genetics	15			
5	Medical – Surgical Nursing – I	170	40	720	
6	Community Health Nursing – I	90		135	
7	Communication and Educational Technology	60	30		
8	Library Work / Self Study				50
9	Co-curricular Activities				35
	<b>Total</b>	<b>470</b>	<b>70</b>	<b>855</b>	<b>85</b>
<b>Total Hours 1480</b>					

**SCHEME OF EXAMINATION**

S.N.	Subject	Hours	Internal Assessment	External Exam	Total
1	Sociology	3	25	75	100
2	Medical – Surgical Nursing-I	3	25	75	100
3	Pharmacology Pathology & Genetic	3	25	75	100
4	Community Health Nursing-I	3	25	75	100
5	Communication and Educational Technology	3	25	75	100
6	<b>Practical and viva voce</b> Medical – Surgical Nursing-I	--	100	100	200
	<b>Grand Total</b>				<b>700</b>

**SCHEME OF INTERNAL ASSESSMENT**

**THEORY:**

S.N.	Subject	Type of Test & Assignment	Marks	Total Marks	Marks Calculated and send to University out of Internal Assessment
1	Sociology	Mid-term	50	125	25
		Pre-final	75		
2	Medical – Surgical Nursing-I	Mid-term	50	125	25
		Pre-final	75		
3	Pharmacology Pathology & Genetic	<b>Pharmacology:</b> Mid-term	30	125	15
		Pre-final	40		
		<b>Pathology and Genetics:</b> Mid-term	20		
		Pre-final	35		
		<b>Assignments:</b> Pharmacology- Drug Study	25	50	10
		Pathology – Preparation of patients for various investigations	25		
4	Community Health Nursing-I	Mid-term	50	125	15
		Pre-final	75		
		<b>Assignments:</b> Family Health Care Study-1	50	225	10
		Observation Report of Community-1	25		
		Health talks-2 (2 X 25 Marks)	50		
		Clinical Evaluation-1	100		
5	Communication and Educational Technology	Mid-term	50	125	15
		Pre-final	75		
		<b>Assignments:</b> Response to Critical Incidents using Anecdotal Record (3 X 10 Marks)	30	225	10
		Lesson Plan Preparation & Conduction of four Teaching (4 X 25 Marks)	100		
		Visual Aid Preparation	50		
		Assessment Tools (3 X 15 Marks) 1. Preparation of question paper, 2. Check list, 3. Attitude Scale	45		

**PRACTICAL:**

<b>S.N.</b>	<b>Subject</b>	<b>Type of Test &amp; Assignment</b>	<b>Marks</b>	<b>Total Marks</b>	<b>Marks Calculated and send to University out of Internal Assessment</b>
6	<b>Practical:</b> Medical – Surgical Nursing-I	Mid-term Exam.	50	725	100
		Pre-final Exam.	100		
		Nursing Care Plan-03 (3 X 25 Marks) 1. Medical Ward-01, 2. Surgical Ward-01, 3. Ortho / Any Other-01	75		
		Case Presentation-01	50		
		Case Study-02 (2 X 50 Marks) 1. Medical Ward-01, 2. Surgical Ward-01	100		
		Health Education-01	25		
		Therapeutic Diet-01	25		
		Clinical Evaluation-03 (3 X 100 Marks) 1. Medical Ward-01, 2. Surgical Ward-01, 3. OT / Any Other-01	300		

## MEDICAL SURGICAL NURSING (ADULT INCLUDING GERIATRICS) – I

**Placement : Second Year**

**Theory: 210 hours  
Practical: 720 hours**

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

**Specific objectives** – At completion of the course the student is able to:

- a. Describe the causes, signs and symptoms, treatment and prevention of medical surgical conditions.
- b. Demonstrate skill in carrying out nursing techniques and procedures in keeping with scientific principles.
- c. Discuss nursing process and provide nursing care to patients with various medical surgical conditions.

Unit	Time Hrs	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
<b>I</b>	<b>15</b>	<ul style="list-style-type: none"> <li>• Understand the trends in medical &amp; surgical nursing</li> <li>• Describe the role of a Nurse in caring for adult patients in hospital &amp; Community</li> <li>• Describe the concept of Medical Surgical asepsis</li> </ul>	<p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>• Introduction to Medical Surgical Nursing</li> <li>• Evaluation &amp; trends of medical &amp; surgical nursing</li> <li>• Review of concepts of health &amp; illness, diseases concepts, its causes- Classification of diseases, International classification of Diseases (ICD-10 or later version) Acute, chronic, &amp; terminal stages of illness</li> <li>• Review of concept of compressive Nursing care in medical Surgical Condition based on Nursing Process.</li> <li>• Role of nurse, patients &amp; family in care of adult patients.</li> <li>• Role &amp; responsibility of nurse in medical surgical settings:               <ul style="list-style-type: none"> <li>- Outpatient department</li> <li>- In patient department</li> <li>- Intensive care units</li> <li>- Home &amp; community settings</li> </ul> </li> <li>• Introduction to medical surgical sepsis</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Demonstrations</li> <li>• Practice sessions</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Skill assessment with check list</li> </ul>

			<ul style="list-style-type: none"> <li>- Inflammation and Infection</li> <li>- Immunity</li> <li>- Wound healing</li> <li>• Care of surgical patients. <ul style="list-style-type: none"> <li>□ Preoperative</li> <li>□ Intraoperative</li> <li>□ Postoperative</li> </ul> </li> <li>• <b>Demonstrations</b></li> <li>- Surgical asepsis</li> <li>- Dressings</li> <li>- Care of wound drainage</li> <li>- Preoperative preparation of patients.</li> </ul>		
<b>II</b>	<b>15</b>	<ul style="list-style-type: none"> <li>• Describe the common sign and symptoms of problems and their specific nursing management</li> </ul>	<p><b>Common sign and symptoms and management</b></p> <ul style="list-style-type: none"> <li>- Fluid &amp; electrolyte imbalance</li> <li>- Vomiting</li> <li>- Dyspnea and cough, respiratory difficulty and obstructions</li> <li>- Fever</li> <li>- Shock</li> <li>- Unconsciousness, syncope</li> <li>- Pain</li> <li>- Incontinence</li> <li>- Edema</li> <li>- Age related problems- Geriatric problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Case discussions/ seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
<b>III</b>	<b>20</b>	Describe the Etiology pathophysiology clinical manifestation & diagnostic measures & management of patients (adult including elderly) with disorder of respiratory system	<p><b>Nursing management of patients (adults including elderly) with respiratory problems</b></p> <ul style="list-style-type: none"> <li>• Review of Anatomy &amp; Physiology of respiratory system.</li> <li>• Nursing Assessment – History &amp; Physical assessment</li> <li>• Etiology, Pathophysiology, Clinical manifestations, diagnosis, treatment modalities &amp; Medical, surgical, Nutritional &amp; nursing including elderly with: <ul style="list-style-type: none"> <li>□ Upper Respiratory tract infections</li> <li>□ Bronchitis</li> <li>□ Asthma</li> <li>□ Emphysema</li> <li>□ Empyema</li> <li>□ Atelectasis</li> <li>□ Chronic obstructive Pulmonary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion charts, graphs models, films and slides</li> <li>• Demonstrations</li> <li>• Practice sessions</li> <li>• Case discussions/ Seminar</li> <li>• Clinical Practice</li> <li>• Drug book</li> <li>• Exposure to procedure- X ray MRI Endoscopy</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type of questions</li> <li>• Assessment of skills with assessment of patients with Clinical work</li> <li>• Management problem</li> </ul>

			<p>Diseases (COPD)</p> <ul style="list-style-type: none"> <li>❑ Bronchiectasis</li> <li>❑ Pneumonia</li> <li>❑ Pulmonary tuberculosis</li> <li>❑ Lung abscess</li> <li>❑ Pleural effusion</li> <li>❑ Cysts &amp; Tumors</li> <li>❑ Chest injuries</li> <li>❑ Respiratory arrest insufficiency</li> <li>❑ Pulmonary embolism</li> </ul> <p>Special therapies, alternative therapies Nursing Procedures Drugs used in treatment of respiratory disorders.</p> <ul style="list-style-type: none"> <li>● <b>Demonstrations</b></li> <li>- Respiratory assessment assisting in procedures of X ray chest, MRI, lung Biopsy, bronchoscopy</li> <li>- Thoracentesis, - care of patients with chest drainage &amp; change of chest drainage Care of patients on ventilators &amp; weaning nebulisation</li> </ul>		
IV	30	Describe the etiology, Pathophysiology, clinical manifestation, diagnostic measures and management of patients (Adults including elderly) with disorders of Digestive system	<p><b>Nursing management of patient (Adults including elderly) with disorders of Digestive system</b></p> <ul style="list-style-type: none"> <li>● Review of Anatomy &amp; Physiology of digestive system</li> <li>● Nursing Assessment –history &amp; physical assessment</li> <li>● Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, Nutritional &amp; nursing management</li> </ul> <p><b>Disorders of oral cavity</b></p> <ul style="list-style-type: none"> <li>● <b>Oral cavity</b></li> <li>- Lips, gums, tongue, salivary and teeth</li> <li>-esophagus inflammation, stricture, obstruction,</li> <li>- bleeding &amp; esophageal tumour</li> <li>● Stomach &amp; Duodenum hiatus hernia, gastritis, peptic &amp; duodenal ulcer, bleeding, tumour pyloric stenosis</li> </ul>	<ul style="list-style-type: none"> <li>● Lectures &amp; Discussion</li> <li>● Charts, graphs models, films and slides</li> <li>● Demonstrations</li> <li>● Practice sessions</li> <li>● Case discussions</li> <li>● Seminars</li> <li>● Clinical practice</li> <li>● Drug book</li> <li>● Exposure to related procedures Health Education Supervised clinical practice Drug Book / Presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Essay type</li> <li>● Short answers</li> <li>● Objective type</li> <li>● Skill assessment with check list</li> <li>● Clinical work assessment of patient management</li> </ul>

			<p><b>-Food allergy &amp; poisoning</b></p> <ul style="list-style-type: none"> <li>• <b>Small intestinal inflammation and infection</b> <ul style="list-style-type: none"> <li>- Ulcerative colitis, enteritis, malabsorption syndrome, Obstruction, tumors perforation,</li> </ul> </li> <li>• <b>Large Intestinal disorders</b> <ul style="list-style-type: none"> <li>Colitis inflammations &amp; infection, obstruction, Tumors, lump Hernias</li> </ul> </li> <li>• <b>Appendix</b> <ul style="list-style-type: none"> <li>Inflammation, mass, abscess, rupture</li> </ul> </li> <li>• <b>Anal &amp; Rectum</b> <ul style="list-style-type: none"> <li>Fistulas, fissures, Hemorrhoids</li> </ul> </li> <li>• <b>Peritonitis/ acute abdominal</b></li> <li>• <b>Pancreas; inflammation, cyst, abscess, tumours</b></li> <li>• <b>Liver- Inflammation, cyst, cirrhosis, abscess, portal hypertension, hepatic failure and tumors</b></li> <li>• <b>Biliary tract &amp; gall bladder</b> <ul style="list-style-type: none"> <li>Inflammation obstruction, stones, tumors</li> </ul> </li> <li>• <b>Demonstrations</b> <ul style="list-style-type: none"> <li>- Preparing assessing &amp; witnessing</li> <li>- Barium meal, enema,</li> <li>- Abdominal paracentesis,</li> <li>- Liver biopsy,</li> <li>- Endoscopies, ERCP, OGD,</li> <li>- Colonoscopy, Proctoscopy, Sigmoidoscopy</li> <li>- Liver function test Gastric analysis, stomach wash</li> <li>- Gastrostomy feeding</li> <li>- Jejunostomy feeding</li> <li>- Bowel wash</li> <li>- Colostomy care</li> </ul> </li> <li>• Liver inflammation cyst, abscess, cirrhosis, portal hypertension, hepatic failure, tumours,</li> <li>• Gall Bladder, inflammation, Obstruction, Stones, &amp; tumours</li> <li>• Special Therapies, alternative therapies nursing procedures, drug used in the treatment of disorders &amp; diseases of digestive system</li> </ul>	
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V	30	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures and management of patients (adults including elderly) with disorders of blood and cardiovascular problems.</li> <li>• Describe the vascular conditions and its nursing management</li> </ul>	<p><b>Nursing management of patient(adults including elderly) with blood and cardiovascular problems</b></p> <ul style="list-style-type: none"> <li>• Review of Anatomy &amp; Physiology of blood and cardiovascular system</li> <li>• Nursing Assessment –history &amp; physical assessment.</li> <li>• Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities: medical, surgical, Nutritional &amp; nursing management of: <ul style="list-style-type: none"> <li>• Vascular systems <ul style="list-style-type: none"> <li>Hypertension, hypotension</li> <li>Raynaud’s disease</li> <li>Aneurism and Peripheral vascular disorders</li> </ul> </li> <li>• <b>Heart-</b> <ul style="list-style-type: none"> <li>Coronary artery disease</li> <li>Ischemic heart disease</li> <li>Coronary atherosclerosis</li> <li>Angina pectoris</li> <li>Myocardial infarction</li> <li>Congestive cardiac failure</li> <li>Corpulmonale</li> <li>Pulmonary Oedema</li> <li>Cardiogenic shock</li> <li>Cardiac tamponade</li> <li>Endocarditis</li> <li>Myocarditis, Pericarditis</li> <li>Cardiomyopathies</li> </ul> </li> <li>• <b>Valvular heart disease-</b> <ul style="list-style-type: none"> <li>Congenital &amp; acquired</li> <li>Rheumatic heart disease</li> </ul> </li> <li>• <b>Conduction system</b> <ul style="list-style-type: none"> <li>Cardiac dysarthmias &amp; heart blocks</li> </ul> </li> <li>• <b>Cardiac arrest-</b> Cardio pulmonary resursitation(CPR)</li> <li>• <b>Blood</b> <ul style="list-style-type: none"> <li>Anaemia</li> <li>Polycythemia</li> <li>Bleeding &amp; cloatings disorders, platelet defect</li> <li>Hemophilia</li> <li>Thalassemia</li> <li>Leukemia</li> <li>Leukopenia</li> <li>Agranulocytosis</li> <li>Lymphomas &amp; Myelomas</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Explain charts, graphs models, films and slides</li> <li>• Demonstrations</li> <li>• Practice sessions</li> <li>• Case discussions/ Seminars</li> <li>• Clinical practice</li> <li>• Drug book</li> <li>• Exposure to procedure visit to blood bank participation in blood bank counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Skill assessment with check list</li> <li>• Clinical work</li> </ul>
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			<ul style="list-style-type: none"> <li>• <b>Special Therapies</b></li> <li>□ Blood transfusion, safety check, procedure, &amp; requirement, management of adverse transfusion reaction, records for blood transfusion</li> <li>□ Management and counseling of blood donors phlebotomy procedures, &amp; post donation management. Blood bank functioning and hospital transfusion committee.</li> <li>□ Management related to blood transfusion <ul style="list-style-type: none"> <li>- Role of nurse in organ donation, transplant, retrieval &amp; banking</li> <li>Drugs used in cardiovascular system.</li> <li>Alternative therapies</li> <li>- Nursing procedures</li> </ul> </li> <li>• <b>Demonstration-ECG</b></li> </ul>		
VI	10	Describe the etiology, Pathophysiology, clinical manifestation, diagnostic measures and management of patients (adults including elderly) with disorders of genitourinary system	<p><b>Nursing management of patient (Adults including elderly) with genitourinary problems</b></p> <ul style="list-style-type: none"> <li>• Review of Anatomy &amp; Physiology of genito-urinary systems</li> <li>• Nursing Assessment –history &amp; physical assessment.</li> <li>• Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of <ul style="list-style-type: none"> <li>- Nephritis</li> <li>- Nephrotic syndrome</li> <li>- Nephrosis</li> <li>- Renal calculus</li> <li>- Tumours</li> <li>- Acute renal failure</li> <li>- Chronic renal failure</li> <li>- End stage renal disease</li> <li>- Dialysis, renal transplant</li> <li>- Congenital disorders, urinary infections</li> <li>- Benign prostate hypertrophy</li> </ul> </li> <li>• <b>Kidney</b> <ul style="list-style-type: none"> <li>- Polycystic kidney</li> </ul> </li> <li>• <b>Disorders of ureter, urinary bladder and urethra-</b> inflammation infections, calculus stricture, obstructions, tumors,</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Explain using charts, graphs models, films and slides</li> <li>• Demonstrations</li> <li>• Practice sessions</li> <li>• Case discussions/ Seminars</li> <li>• Supervised Clinical practice</li> <li>• Drug book/ presentation</li> <li>• Exposure to procedure</li> <li>Health Education</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Skill assessment with check list</li> <li>• Clinical work</li> <li>Assessment of patient management problem</li> </ul>

			prostrate <ul style="list-style-type: none"> <li>• <b>Special therapies, alternative therapies, nursing procedures.</b></li> <li>• Drug used in treatment of Genito urinary disorders</li> <li>• <b>Demonstrations</b> Bladder wash / Irrigation Demonstration care of Indwelling catheterization male / female Condom catheters (external)</li> </ul>		
<b>VII</b>	<b>5</b>	Describe the etiology, Pathophysiology, Clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of male reproductive system.	<b>Nursing management of disorders of male (adults including elderly) reproductive system</b> <ul style="list-style-type: none"> <li>• Review of anatomy and Physiology of male reproductive system</li> <li>• Nursing assessment- history and physical assessment</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical dietetics and nursing management of disorders of male reproductive system</li> <li>• Congenital malformations; cryptorchidism</li> <li>• Infections</li> <li>• Hypospadiasis, Epispadiasis</li> <li>• Infection Testis and adjacent structure</li> <li>• Penis</li> <li>• Prostate: inflammation, infection hypertrophy, tumor</li> <li>• Sexual Dysfunction</li> <li>• Infertility</li> <li>• Contraception</li> <li>• Breast, gynecomastia, tumors</li> <li>• Climacteric changes special therapies, alternative therapies.</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of disorders of male reproductive system</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patients management problem</li> </ul>
<b>VIII</b>	<b>10</b>	Describe the etiology, Pathophysiology, clinical manifestation, diagnostic	<b>Nursing management of patient ( adults including elderly) with disorders of</b>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

		measures and management of patients (adults including elderly) with disorders of endocrine system	<p><b>endocrine system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of endocrine system</li> <li>• Nursing assessment-history and physical assessment</li> <li>• Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of</li> <li>• Disorders of pituitary</li> <li>• Disorders of thyroid and parathyroid</li> <li>• Adrenal tumour</li> <li>• Diabetes mellitus</li> <li>• Diabetes insipidus</li> <li>• special therapies, alternative therapies</li> <li>• Nursing procedures</li> <li>• drugs used in treatment of disorders of endocrine system</li> </ul>	<ul style="list-style-type: none"> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of skills with check list</li> <li>• Assessment of patients management problem</li> </ul>
<b>IX</b>	<b>10</b>	Describe the etiology, Pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of skin	<p><b>Nursing management of patients (adults including elderly) with disorders of Integumentary system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of skin and its appendages</li> <li>• Nursing assessment- history and physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of disorders of skin and its appendages</li> <li>• Lesions and abrasions</li> <li>• Infection and infestations: Dermatitis</li> <li>• Dermatitis; infectious and non infectious “inflammatory dermatosis</li> <li>• Acne vulgaris</li> <li>• Allergies and Eczema</li> <li>• Psoriasis</li> <li>• Malignant melanoma</li> <li>• Alopecia</li> <li>• Care of patient with Skin surgery Special therapies,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book / presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patients management problem</li> </ul>

			alternative therapies <ul style="list-style-type: none"> <li>• Nursing procedures,</li> <li>• Drugs used in treatment of disorders of Integumentary system</li> </ul>		
X	15	Describe the etiology, Pathology, Physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of musculoskeletal system	<b>Nursing management of patients (adults including elderly) with musculoskeletal problems</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of musculoskeletal system,</li> <li>• Nursing assessment-history and physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of</li> <li>• <b>Disorders of:</b> <ul style="list-style-type: none"> <li>□ Muscles, ligaments and joints- inflammation, infection , trauma</li> <li>□ Bones-inflammation, infection, dislocation, sprain, fracture, tumour &amp; trauma</li> <li>□ Osteomalacia and osteoporosis</li> <li>□ Arthritis</li> <li>□ Congenital deformities</li> <li>□ Spinal column – defects and deformities, tumor, Prolapsed inter vertebral disc. Pott’s spine</li> <li>□ Paget’s disease</li> </ul> </li> <li>· Amputation</li> <li>· Prosthesis</li> <li>· Transplant and replacement surgeries</li> <li>· Rehabilitation special therapies, alternative therapies</li> <li>· Nursing procedures, drug used in treatment of disorders of musculoskeletal system</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Chart, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion / seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book / presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skill with check list</li> <li>• check list</li> <li>• Assessment of patients management problem</li> </ul>

<p><b>XI</b></p>	<p><b>10</b></p>	<p>Describe the etiology, pathophysiology, clinical manifestations diagnostic Measures and Management of Patients (adults Including elderly) with disorders of Immunological systems</p>	<p><b>Nursing management of Patient (adults Including elderly) with Immunological problems</b></p> <ul style="list-style-type: none"> <li>· Review of Immune system.</li> <li>· Nursing Assessment-History and physical assessment</li> <li>· Etiology, Pathophysiology, clinical manifestations, diagnosis treatment modalities and medical, surgical, dietetics and nursing management of-</li> <li>· Immunodeficiency disorder</li> <li>· Primary immuno deficiency</li> <li>· Phagocytic dysfunction</li> <li>· B-cell and T-cell deficiencies</li> <li>· Secondary immuno-deficiencies</li> <li>· Acquired Immuno Deficiency Syndrome (AIDS)</li> <li>● <b>Incidence of HIV &amp; AIDS</b></li> <li>· Epidemiology</li> <li>· Transmission-prevention of Transmission</li> <li>· Standard safety precautions</li> <li>· Role of nurse, counseling</li> <li>· Health education and home care consideration,</li> <li>· National AIDS control program NACO various National and international agencies.</li> <li>● Infection control program</li> <li>· Rehabilitation, Special therapies, alternative therapies</li> </ul> <p>Nursing procedures Drugs used in treatment of disorders of immunological systems</p>	<ul style="list-style-type: none"> <li>● Lecture Discussion</li> <li>● Explain using Charts, Graphs</li> <li>● Models, films slides</li> <li>● Demonstration</li> <li>● Practice session</li> <li>● Case discussion/ Seminar</li> <li>● Health education</li> <li>● Supervised clinical practice</li> <li>● Drug book/ presentation</li> <li>● Orientation visit to Hospital control system</li> </ul>	<ul style="list-style-type: none"> <li>● Essay type</li> <li>● Short answer</li> <li>● Objective type</li> <li>● Assessment of skills with check list</li> <li>● Assessment of patient management problem</li> </ul>
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XII	20	Describe the etiology, Pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with Communicable Diseases	<p><b>Nursing management of patient (adults including elderly) with Communicable Diseases</b></p> <ul style="list-style-type: none"> <li>• Overview of infectious disease, the infectious process</li> <li>• Nursing Assessment-History and physical assessment</li> <li>• Epidemiology, infectious process, clinical manifestations, diagnosis, treatment, prevention and dietetics. Control and eradication of common communicable diseases <ul style="list-style-type: none"> <li>□ Tuberculosis</li> <li>□ Diarrhoeal diseases</li> <li>□ Hepatitis A-E</li> <li>□ Herpes</li> <li>□ Chickenpox</li> <li>□ Smallpox</li> <li>□ Typhoid</li> <li>□ Meningitis</li> <li>□ Gas gangrene</li> <li>□ Leprosy</li> <li>□ Dengue</li> <li>□ Plague</li> <li>□ Malaria</li> <li>□ Diphtheria</li> <li>□ Pertusis</li> <li>□ Poliomyelitis</li> <li>□ Measles</li> <li>□ Mumps</li> <li>□ Influenza</li> <li>□ Tetanus</li> <li>□ Yellow fever</li> <li>□ Filariasis</li> <li>□ HIV, AIDS</li> </ul> </li> <li>• Reproductive Tract Infections</li> <li>• Special infection control measures; Notification, Isolation, Quarantine, Immunization, Infectious Disease, Hospitals, Special therapies, Alternative therapies</li> <li>· Nursing procedures</li> <li>· Drugs used in treatment of communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion / seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book / presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patients management problem</li> </ul>
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XIII	20	<ul style="list-style-type: none"> <li>• Describe the organization and physical set up of Operation theatre</li> <li>• Identify the various instruments and equipments used for common surgical procedures</li> <li>• Describe the infection control measures in the operation theatre</li> <li>• Describe the role of the nurse in the Peri operative nursing care</li> </ul>	<p><b>Peri Operative nursing:</b></p> <ul style="list-style-type: none"> <li>• Organization and physical set up of the operation theatre (OT): <ul style="list-style-type: none"> <li>❑ Classification</li> <li>❑ O.T.DESIGN</li> <li>❑ Staffing</li> <li>❑ Members of the OT team.</li> <li>❑ Duties and responsibility of nurse in OT</li> <li>❑ Principles of health and operating room attire.</li> <li>❑ Instruments</li> <li>❑ Sutures and suture materials</li> <li>❑ Equipments</li> <li>❑ O.T. tables and sets for common surgical procedure</li> <li>❑ Scrubbing procedures</li> <li>❑ Gowning and gloving</li> <li>❑ Preparation of O.T. sets</li> <li>❑ Monitoring the patients during surgical procedures</li> </ul> </li> <li>• Maintenance of therapeutics environment in O.T.</li> <li>• Standard safely measures <ul style="list-style-type: none"> <li>❑ Infection control: fumigation, disinfections and sterilization</li> <li>❑ Biomedical waste management</li> <li>❑ Prevention of accidents and hazards in O.T.</li> </ul> </li> <li>• Anesthesia <ul style="list-style-type: none"> <li>Types <ul style="list-style-type: none"> <li>❑ Methods of administration</li> <li>❑ Effects and stages</li> <li>❑ Equipment</li> <li>❑ Drugs</li> </ul> </li> </ul> </li> <li>• Cardio pulmonary Resuscitation (CPR)</li> <li>• Pain management techniques</li> <li>• Legal Aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice Drug book / presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>
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**MEDICAL SURGICAL NURSING**  
**(Adult including Geriatrics)-I**  
**Practical**

**Placement: Second Year**

**Time: 720 Hours**

Areas	Hrs	Objective	Skills	Assignment	Assessment Methods
<b>General Medical Ward</b> (Respiratory, GI, Endocrine, Renal, Hematology)	06	<ul style="list-style-type: none"> <li>• Provide nursing care to adult patients with medical disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the patient               <ul style="list-style-type: none"> <li>❑ Taking history</li> <li>❑ Perform general and specific physical examination</li> </ul> </li> <li>- Respiratory</li> <li>- GI</li> <li>- Endocrine</li> <li>- Renal</li> <li>- Hematology               <ul style="list-style-type: none"> <li>❑ Identify alterations and deviations.</li> </ul> </li> <li>• Practice medical surgical asepsis, Standard safety measures.</li> <li>• Administer medications               <ul style="list-style-type: none"> <li>❑ Oral, IV, IM, ID, Subcutaneous, Airlock and Z-Track method</li> </ul> </li> <li>• Blood and Component Therapy</li> <li>• IV therapy               <ul style="list-style-type: none"> <li>❑ IV canulation</li> <li>❑ Maintenance and monitoring</li> <li>❑ IV additives</li> <li>❑ IV Bottle change</li> </ul> </li> <li>• Oxygen therapy by different methods               <ul style="list-style-type: none"> <li>❑ Ambu bag</li> <li>❑ Ventury mask</li> </ul> </li> <li>• Nebulization</li> <li>• Chest physiotherapy</li> <li>• Postural drainage Naso gastric feeding</li> <li>• Gastric lavage</li> <li>• Perform/Assist in therapeutic procedures               <ul style="list-style-type: none"> <li>❑ Thoracentesis</li> <li>❑ Abdominal Paracentesis</li> <li>❑ Barium meal</li> <li>❑ USG</li> <li>❑ Endoscopy</li> </ul> </li> <li>- ERCP</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 3-4 assigned patients</li> <li>• Nursing care plan- 02</li> <li>• Nursing case presentaion-1</li> <li>• Drug presentation-1</li> <li>• Maintain drug book</li> <li>• Maintain Practical record book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of case study/ presentation</li> <li>• Completion of practical record.</li> </ul>



			<ul style="list-style-type: none"> <li>- OGD scopy</li> <li>- Colonoscopy</li> <li>- Proctoscopy</li> <li>- Sigmoidoscopy</li> <li>• Blood and component Transfusion <ul style="list-style-type: none"> <li>□ Plasma</li> <li>□ RBC</li> <li>□ Whole blood</li> <li>□ Platelet</li> <li>□ Cryoprecipitate</li> </ul> </li> <li>• Throat suctioning <ul style="list-style-type: none"> <li>□ Collect specimens for common investigations</li> <li>□ Blood</li> <li>□ Urine</li> <li>□ Stool</li> <li>□ Sputum</li> </ul> </li> <li>• Maintain elimination <ul style="list-style-type: none"> <li>□ Catheterization</li> <li>□ Catheter care</li> <li>□ Bowel wash</li> <li>□ Enema</li> <li>□ Urinary drainage</li> <li>□ Bladder wash</li> </ul> </li> <li>• Maintain Intake, output and documentation</li> <li>• Counsel and teach related to specific disease conditions.</li> </ul>		
<b>General Surgical Ward (GI, urinary, CTVS)</b>	<b>06</b>	<ul style="list-style-type: none"> <li>• Provide pre and post operative nursing care to adult patients with surgical disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<p>Similar to skills of General medical Ward + Practice medical surgical asepsis, standard safety measures</p> <ul style="list-style-type: none"> <li>• Pre operative preparation of patients. <ul style="list-style-type: none"> <li>□ Preparation of skin</li> <li>□ Informed Consent</li> <li>□ Assist in various investigations in various surgeries</li> </ul> </li> <li>• Post operative care</li> <li>• Receiving patient, assessment, monitoring, care</li> <li>• Care of wounds and drainage</li> <li>• Suture removal</li> <li>• Ambulation and exercise</li> <li>• Naso gastric aspiration</li> <li>• Care of chest drainage</li> <li>• Ostomy care <ul style="list-style-type: none"> <li>□ Gastrostomy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 3-4 assigned patients</li> <li>• Nursing care plan- 02</li> <li>• Nursing case study - 01</li> <li>• Maintain drug book</li> <li>• Maintain practical record book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of case study/ presentation</li> <li>• Completion of practical record.</li> <li>• Evaluation of care &amp; case plan</li> </ul>

			<ul style="list-style-type: none"> <li>❑ Colostomy</li> <li>❑ Enterostomy</li> <li>• Practice universal precaution</li> <li>• Rehabilitation</li> </ul>		
<b>Cardiology ward / CCU/ ICU</b>	<b>02</b>	<ul style="list-style-type: none"> <li>• Provide nursing care to patients with cardiac disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Physical examination of the cardio vascular system</li> <li>• Recording and interpreting ECG</li> <li>• Monitoring of patients</li> <li>• Preparation and assisting in noninvasive and invasive diagnostic procedures. <ul style="list-style-type: none"> <li>❑ 2D Echo</li> <li>❑ Colour Doppler</li> <li>❑ Holter</li> <li>❑ 12 Lead ECG</li> <li>❑ Stress test</li> </ul> </li> <li>• Care of patients undergoing Angiography</li> <li>• Administer cardiac drugs</li> <li>• Cardio pulmonary Resuscitation</li> <li>• Pre operative and postoperative care of patients undergoing cardiac surgeries.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 3-4 assigned patients</li> <li>• Nursing care plan - 01</li> <li>• Nursing case presentation- 01</li> <li>• Maintain drug book</li> <li>• Maintain practical record book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of case study</li> <li>• Evaluation of Nursing care plan</li> <li>• Compilation of activity record</li> </ul>
<b>Operation Theatre</b>	<b>06</b>	<ul style="list-style-type: none"> <li>• Identify instruments used in common operations</li> <li>• Participate in Infection control practices in the Operation Theatre</li> <li>• Set up the table / trolleys for common operative procedures</li> <li>• Assist in giving anesthesia</li> <li>• Assist in the operative procedures</li> <li>• Provide preoperative nursing care</li> </ul>	<ul style="list-style-type: none"> <li>• Scrubbing, gowning, gloving</li> <li>• Identify instruments, suturing materials for common operations.</li> <li>• Disinfection, carbolization, fumigation</li> <li>• Preparation of instrument sets for common operations</li> <li>• Sterilization of sharps and other instruments</li> <li>• Prepare the OT table depending upon the operation</li> <li>• Positioning and monitoring of patients</li> <li>• Endotracheal intubation</li> <li>• Assisting in minor and major operations.</li> <li>• Handling specimens</li> <li>• Disposal of waste as per the guidelines.</li> <li>• Care of instruments after surgery</li> <li>• Packing of trays</li> </ul>	<ul style="list-style-type: none"> <li>• Assist as a circulatory nurse in <ul style="list-style-type: none"> <li>- Major cases- 10</li> <li>- Minor cases-5</li> </ul> </li> <li>• Assist as a scrub nurse in <ul style="list-style-type: none"> <li>- Major cases- 10</li> <li>- Minor cases-05</li> </ul> </li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Completion of practical record</li> </ul>

<b>Orthopedic Ward</b>	<b>02</b>	<ul style="list-style-type: none"> <li>• Provide nursing care to adult patients with orthopedic problem</li> <li>• Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the orthopedic patient <ul style="list-style-type: none"> <li>❑ Taking history</li> <li>❑ Physical examination of musculo skeletal system.</li> <li>❑ Apply skin traction buck's extension traction splints &amp; patient care</li> </ul> </li> <li>• Practice medical surgical asepsis Standard safety measures</li> <li>• Pre and postoperative care of patients with orthopedic surgery.</li> <li>• Preparing, assisting and witnessing in non invasive and invasive diagnostic procedure</li> <li>• Physiotherapy-Range of Motion exercises (ROM), muscle strengthening exercises</li> <li>• Crutch maneuvering technique</li> <li>• Activity of daily living</li> <li>• Ambulation</li> <li>• Teach &amp; counsel patient &amp; family</li> <li>• Assist in application &amp; removal of prosthesis</li> <li>• POP application and removal</li> <li>• Rehabilitation.</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing care plan-01</li> <li>• Nursing case study 01</li> <li>• Nursing case presentation 01</li> <li>• Maintain drug book</li> <li>• Maintain practical record book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of Nursing care plan &amp; Nursing case study/ presentation</li> <li>• Maintain practical record book</li> </ul>
<b>Skin &amp; Communicable diseases Ward</b>	<b>02</b>	<ul style="list-style-type: none"> <li>• Identify skin problems</li> <li>• Provide nursing care to patients with Skin disorders and Communicable diseases</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of patients with skin disorders</li> <li>• Assist in diagnostic and therapeutic procedures</li> <li>• Administer topical medication</li> <li>• Practice medical surgical asepsis Standard safety measures</li> <li>• Use of personal protective equipment (PPE)</li> <li>• Give Medicated baths</li> <li>• Teach prevention of infectious diseases.</li> <li>• Counseling HIV Positive patient</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 3 assigned patients</li> <li>• Health talk to patients and families- 01</li> <li>• Maintain drug book</li> <li>• Maintain practical record book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation health talk</li> <li>• Completion of practical record</li> </ul>

## **EDUCATIONAL VISITS:**

### **Medical Surgical Nursing:**

1. Artificial Kidney Unit
2. C.S.S.D.
3. Waste Disposal Unit
4. Hospital Kitchen
5. Blood Bank
6. Radiology Department
7. Artificial Limb Center
8. Rehabilitation Center
  - Physical
  - Vocational

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## **Evaluation Scheme**

<b>Internal Assessment:</b>	<b>Theory:</b>	<b>Marks</b>
Marks	Mid-Term:	50
Marks	Prelim:	75
<b>Marks</b>	<b>Total:</b>	<b>125</b>

(125 Marks to be converted in to 25 Marks for Internal Assessment (Theory))

<b><u>Practical</u></b>	<b>Total marks 100</b>
a) Nursing Care Plan – 03 X 25 Marks (Medical ward – 01, Surgical ward – 01, Ortho / any other – 01)	75 Marks
b) Case Presentation – 01	50 Marks
c) Case study – 02 X 50 Marks (Medical Ward – 01, Surgical Ward – 01)	100 Marks
d) Health Education – 01	25 Marks
e) e) Therapeutic Diet – 01	25 Marks
f) f) Clinical Evaluation – 03 X 100 Marks (Medical Ward – 01, Surgical Ward – 01, Operation Theatre – 01)	300 Marks
g) g) Practical Examinations Mid-term Examination – 50 Marks Pre-final Examination – 100 Marks	150 Marks

**Total 725**

(725 Marks to be converted in to 100 Marks for Internal Assessment (Practical))

### External Assessment

#### University Examination

<b>Theory:</b>	<b>75 Marks</b>
<b>Practical:</b>	<b>100 Marks</b>



	<b>Objective Data</b>						
<b>Marks</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>2</b>	

### 13. Guide line for writing Nurses Note

<b>Date</b>	<b>Diet</b>	<b>Medication</b>	<b>Observation &amp; Nursing Intervention</b>	<b>Remark</b>

Note: Same format to be used for 1) Medical, 2) Surgical & 3) Ortho or any other, having 25 Marks each)

### Evaluation Criteria for Nursing Care Plan

<b>S.N.</b>	<b>Contents</b>	<b>Marks</b>
1	History to Physical examination with date time	05
2	Disease condition: (Definition Anatomy Physiology, incidence, Etiology & risk factor, Pathophysiology, clinical manifestation)	08
3	Investigations	02
4	Medical Surgical management complications & prognosis	06
5	Drug study	04
6	Nursing care plan	20
7	Nurses note	05
	<b>Total</b>	<b>50</b>

**b) FORMAT FOR CASE PRESENTATION**

**Marks – 50**

**1. Patients Biodata:**

Name, Address, Age, sex, religion, marital status, occupation, source of health care, date of admission, provisional diagnosis, date of surgery if any

**2. Presenting complaints:**

Describe the complaint with which the patient has come to hospital

**3. History of illness:**

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

History of past illness- illnesses, surgeries, allergies, immunizations, medications congenital problems, psychological problems.

**4. Economic status:**

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

**5. Psychological status:**

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

**6. Habits:**

Consumption of alcohol, smoking, tobacco chewing, sleep, exercise, work elimination, nutrition.

**7. Physical examination with date and time**

**8. Investigation**

Date	Investigation done	Normal value	Patient value	Inference

**9. Treatment**

S.N.	Drug: trade name	Pharmacological name	Route	Dose & frequency	Action	Side effect & Drug interaction	Nursing responsibility

**10. Description of disease**

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

**12. Clinical features of the disease condition**

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

**13. Nursing care plan**

**Marks-15**

**Patient name:**

**Date:**

**Ward:**



Date	Assessment Subjective & Objective	Nursing diagnosis	Objective	Plan of care Implementation	Rationale	Evaluation	Remarks
	4	3	2	7	2	2	

**14. Discharge planning: It should include health education and discharge planning given to patient. Marks-15**

**15. Evaluation of care: Overall evaluation, problem faced while providing care prognosis of the patient and conclusion.**

**Evaluation Criteria for Nursing Care Plan**

S.N.	Contents	Marks
1	Assessment / Introduction	05
2	Knowledge and understanding of disease	10
3	Nursing care plan	15
4	Presentation skill	10
5	A.V. aids	04
6	Time	02
7	Summary & conclusion	02
8	Bibliography	02
	<b>Total</b>	<b>50</b>

**c) Guide line for Nursing Case Study (2 X 50 Marks)**

**FORMAT FOR NURSING CASE STUDY**

(Medical Ward / Surgical Ward)

**Marks 25**

**1. Patients Biodata:**

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

**2. Presenting complaints:**

Describe the complaints with which the patient has come to hospital

**3. History of illness:**

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

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

Family history – family tree, history if illness in family members, risk factors, Congenital problems, psychological Problems.

**4. Economic status:**

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

**5. Psychological status:**

Ethnic background, (geographical information, cultural information) support system available.

**6. Habits:**

Consumption of alcohol, smoking, tobacco chewing, sleep, exercise, work elimination, nutrition.

**7. History to Physical examination with date and time**

**8. Disease condition:**

Definition, Anatomy Physiology, incidence, Etiology & risk factor,

Pathophysiology, clinical manifestation

**9. Investigation**

Date	Investigation done	Normal value	Patient value	Inference

**10. Medical Surgical management complications & prognosis**

**11. Drug Study**

S.N.	Drug: trade name	Pharmacological name	Route	Dose & frequency	Action	Side effect & Drug interaction	Nursing responsibility

**12. Nursing Care Plan**

**Marks – 20**

**Patient name:**

**Date:**

**Ward:**

Date	Assessment	Nursing	Objective	Plan of care	Rationale	Evaluation	Remarks
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	<b>Subjective &amp; Objective</b>	<b>diagnosis</b>		<b>Implementation</b>			
	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	

**13. Nurse's Notes:**

**14. Self Evaluation:**

**15. Bibliography:**

Note: Note: Same format to be used for Medical Ward / Surgical Ward having 50 Marks each.

**Evaluation Criteria for Nursing Care Plan**

S.N.	Contents	Marks
1	Patient history, Physical examination	5
2	Anatomy, Physiology, Pathophysiology & Clinical manifestations	8
3	Investigations	2
4	Medical surgical management, complication & prognosis	8
5	Drugs study	4
6	Nursing care plan	15
7	Nursing note	4
8	Self evaluation / conclusion	2
9	Bibliography	2
	<b>Total</b>	<b>50</b>

**d) Evaluation format for Health Education**

**1. Name of the student teacher:**

**2. Name of the supervisor:**

**3. Venue:**

**4. Date:**

**5. Time:**

**6. Group:**

**7. Previous knowledge of the group**

**8. AV aids used**

**9. General objectives**

**10. Specific objectives**

**Lesson plan for health talk**

S.N.	Time	Specific Objectives	Content	Teaching, Learning Activities	A V Aids	Evaluation

**(Maximum Marks: 25)**

S.N.	Contents	Marks Allotted	Marks Obtained
1	Lesson Plan	08	
2	Presentation	05	
3	Communication skill	05	

4	Preparation and effective use of A V. Aids	04	
5	Group participation	03	
	<b>Total</b>	<b>50</b>	

**Remarks:**

**Evaluation discussed  
& Students Signature  
Date :**

**Sing. Of Supervisor  
Date :**

**e) Guideline for Therapeutic Diet**

**Introduction:** Name of the patient, age, sex, religion of the patient, education, language, socioeconomic status, regular meal pattern, food like and dislikes, disease condition of the patient, reason for prescribed diet

**Menu planning:** Recommended diet plan with details of CHO, protein, fat and calories with nutrients and restrictions with due consideration to commonly available seasonal foods

**Patient's education:** Ability of student to explain to the patient the need for adherence to recommended diet.

**Evaluation:** Ensuring whether patient follows the prescribed diet.

**References:**

**Evaluation criteria for Therapeutic Diet**

S.N.	Contents	Marks
1	Introduction	05
2	Menu planning	10
3	Patient education	05
4	Evaluation	02
5	References	03
	<b>Total</b>	<b>25</b>

**GUIDELINE FOR CLINICAL ASSESSMENT OF STUDENT  
f - i & ii) Format for Clinical Assessment  
(MEDICAL WARD / SURGICAL WARD)**

**CLINICAL ASSESSMENT FORM**

Students Name:- \_\_\_\_\_ Hospital:- \_\_\_\_\_  
 Year :- \_\_\_\_\_ Unit/Ward:- \_\_\_\_\_  
 Students Number:- \_\_\_\_\_ From \_\_\_\_\_ to \_\_\_\_\_

Maximum 100 Marks

S.N.	PERFORMANCE CRITERIA	(5) Excellent	(4) Very Good	(3) Good	(2) Satisfactory	(1) Poor	Remarks
	<b>Nursing Process (75)</b>						
<b>I</b>	<b>Assessment and Nursing Diagnosis (15)</b>						
1.1	Collects data accurately						
1.2	Identifies & Categorizes basic Needs of Patients						
1.3	Formulates Nursing Diagnosis						
<b>II</b>	<b>Planning (15)</b>						
2.1	Prioritizes patients needs						
2.2	Plans nursing action for each of need						
2.3	States rationale for nursing action						
<b>III</b>	<b>Implementation (20)</b>						
3.1	Implements nursing care Accurately and safely with in given time						
3.2	Applies scientific Principles						
3.3	Maintains safe and comfortable environment						
3.4	Gives health teaching as per plan to the patients / family						
<b>IV</b>	<b>Evaluation (10)</b>						
4.1	Evaluate patient's response to nursing care						
4.2	Reexamines & Modifies care plan						
<b>V</b>	<b>Documentation (15)</b>						
5.1	Records patient information accurately						
5.2	Report patient information accurately						
5.3	Maintains self up to date						

	<b>Professional Conduct – (25)</b>						
<b>VI</b>	<b>Uniform and Punctuality</b>						
6.1	Always well groomed, neat & conscious about professional appearance						
6.2	Is always punctual in Clinical & completing assignments						
6.3	Readily accepts responsibility for own behavior & has initiative						
<b>VII</b>	<b>Communication skills</b>						
7.1	Establishes & Maintains effective working / communication relationship with patients and family						
7.2	Establishes good inter personal relationship with members of health team / supervisors / Teachers						
	<b>Total Marks</b>						

**Comment / Remarks by Teacher / Supervisor:**

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Total marks 100

Total marks obtained

Signature of Teacher

Date:

Evaluation is seen and discussed by the student

Signature of student

Date of Sign

Note: Same format to be used for 1) Medical Ward & 2) Surgical Ward having 100 Marks each.

**f - iii) Format for OPERATION THEATRE experience EVALUATION**  
**Maximum 100 Marks**

Students Name :- \_\_\_\_\_

Year :- \_\_\_\_\_ Duration of position :- \_\_\_\_\_

Area of posting :- \_\_\_\_\_

Grades :- [5-Excellent, 4-V. Good, 3-Good, 2-Fair, 1-Poor]

S.N.	Content	5	4	3	2	1
<b>I</b>	<b>Personal &amp; professional behavior:</b>					
1	Wears theatre dress correctly					
2	Arrives and leaves punctually					
3	Notably poised & effective even in stressful situation					
4	Works with interest & willingness					
5	Shows respect to co-workers, works well as a team member.					
<b>II</b>	<b>Knowledge of:</b>					
6	Anatomy & surgical procedure					
7	Equipment & articles					
8	Anaesthesia, Microbiology, Legal responsibilities					
<b>III</b>	<b>Skills</b>					
9	Collects & receives all preoperative information about patients.					
10	Follows principles of scrubbing, gowning & gloving					
11	Arranges trolley according to procedure					
12	Assists efficiently knowing the steps					
13	Works efficiently as a circulating nurse					
14	Assists the anesthetist for induction, intubation & extubation					
15	Follows strict infection control measures					
16	Maintains therapeutic operation theatre environment					
17	Checks adequacy of equipment & supplies					
18	Records & reports immediately					
19	Provides appropriate postoperative care					
20	Follows cleaning, packing & sterilization of equipment					

**Signature of Class Coordinator**

**Date:**

**Signature of Students**

**Date:**

**Signature of Supervisor**

**Date:**

**f – iii - 1) Guide line for Operation Theatre Report Writing**

- i. Introduction**
- ii. Objective**
- iii. Physical layout of OT**
- iv. Role and functions of Nurse in OT**

- Head Nurse
- Scrub Nurse
- Circulating Nurse
- v. Preparations for Surgery
  - Sterilization of articles
  - Preparation and packing
  - Instruments, Sutures and needless
  - Anesthetic trolley
  - Anesthetic drugs
  - Operating tables and necessary equipment
- vi. Assisting in surgery
  - Scrubbing, Gowning and gloving
  - Position and draping of patient
  - Trolley setting for various operations/ conditions
- vii. Care of Patient in OT
  - Pre operative
  - Intra operative
  - Post operative
  - Transportation of patient in and out of OT
- viii. Hazards of OT
  - Accidents
- ix. Cleaning of OT
  - Carbolization
  - Fumigation
- x. Problems faced and suggestions
- xi. References

[Note: Assignments are requirement of operation theatre posting, however they are not for evaluation.]

**f – iii – 2) Guide line for WITNESSED CASES Operation Theater**

**I. Demographic Profiles**

Name of Patient: WD/ Bed No.  
 Age/ Sex: Diagnosis:  
 Proposed Surgery: Actual surgery:  
 Date of witnessed:

**II. Type of Anesthesia**

**A) Drug used in anesthesia**

Name of Drug	Dose Given	Dose Available	Route	Action

**B) Intubation:**

Type of ETT -	Size



**C) Boyles apparatus**

<b>Ventilators</b>	<b>Circuit</b>	<b>Connection</b>	<b>Mechanism</b>	<b>Electric Gadget</b>

**D) Extubation: (Steps)**

**E) Type of I/V Fluids and suture Material available in that area:**

<b>I/ V Fluids</b>	<b>Suture Material</b>

**Signature of Supervisor**

**Date :**

**Signature Student**

**Date :**

**Note: Assignments are requirement of operation theatre posting, however they are not for evaluation.**

**f - iii - 3) Guideline for ASSISTED CASES in Operation Theatre**

**I. I) DEMOGRAPHIC PROFILE:**

**Name of Patient :** **WD/ Bed No. :**  
**Age/ Sex :** **Diagnosis :**  
**Proposed Surgery :** **Actual surgery :**  
**Date of witnessed :**

**II. II) TYPE OF ANAESTHESIA:**

**Drug used in anesthesia:**

<b>Name of Drug</b>	<b>Dose Given</b>	<b>Dose Available</b>	<b>Route</b>	<b>Action</b>

**III. TROLLEY PREPRATION:**

<b>Dressing &amp; draping</b>	<b>Instruments</b>	<b>Suture</b>

**IV. STEPS IN SURGERY:**

1. **Position**
2. **Painting**
3. **Draping**
4. **Incision**
5. **Method of Homeostasis**
6. **Dissection**
7. **Retraction**
8. **Anastomosis**
9. **Drainage**
10. **Haemostatic**
11. **Closure**
12. **Dressing**
13. **Adhesive**

**Signature of Supervisor**

**Date :**

**Signature Student**

**Date :**

**Note: Assignments are requirement of operation theatre posting, however they are not for evaluation.**

## PATHOLOGY AND GENETICS

**Placement: Second Year**

**Theory – 45 Hrs**  
**Pathology – 30 Hrs**  
**(Theory 20Hrs+Practical 10 Hrs)**  
**Genetics-15 hrs**

### A: PATHOLOGY

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

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

1. Understand the basic concepts of pathology.
2. Understand the pathophysiological changes in different system disorders.
3. Assist for various pathological tests conducted in the clinical field.
4. Collect and send the pathological tests and infer their results with patient conditions.

Unit	Time (Hrs)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
<b>I</b>	<b>T=03</b>	1. Define the common terms used in pathology 2. Appreciate the deviations from normal to abnormal structure and functions of the body system	<b>General Pathology</b> <input type="checkbox"/> Introduction to pathology <ul style="list-style-type: none"> <li>● Importance of the study of pathology</li> <li>● Definition of terms</li> <li>● Methods &amp; techniques</li> <li>● Cellular &amp; tissue changes</li> <li>● Infiltration and regeneration</li> <li>● Inflammations and infections</li> <li>● Wound healing</li> <li>● Vascular changes</li> </ul> <input type="checkbox"/> Cellular growth and neoplasms <ul style="list-style-type: none"> <li>● Normal and cancer cell</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Drug study/ presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Short answers</li> <li>● Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Benign and malignant growths</li> <li>• In situ carcinoma</li> <li>□ Disturbances of fluid and electrolyte balance, role of nurse</li> </ul>		
<b>II</b>	<b>T=10 P=05</b>	Explain pathological changes in disease conditions of various systems	<p><b>Special Pathology</b></p> <ul style="list-style-type: none"> <li>• Pathological changes in disease conditions of various systems: <ul style="list-style-type: none"> <li>• Respiratory tract <ul style="list-style-type: none"> <li>➤ Tuberculosis, Bronchitis,</li> <li>➤ Pleural effusion &amp; Pneumonia</li> <li>➤ Lung abscess, emphysema, bronchiectasis</li> <li>➤ Bronchial asthma, chronic obstructive pulmonary disease and tumours.</li> </ul> </li> <li>• Cardiovascular system <ul style="list-style-type: none"> <li>➤ Pericardial effusion</li> <li>➤ Rheumatic heart disease</li> <li>➤ Infective endocarditis, atherosclerosis</li> <li>➤ Ischemia, infarction &amp; aneurism</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides, specimen, x-rays and scans</li> <li>• Visit to pathology lab, endoscopy unit and OT</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
			<ul style="list-style-type: none"> <li>• Gastrointestinal tract <ul style="list-style-type: none"> <li>➤ Peptic ulcer, Typhoid</li> <li>➤ Carcinoma of GI tract buccal, esophageal, gastric and intestinal</li> </ul> </li> <li>• Liver, Gall bladder &amp; pancreas <ul style="list-style-type: none"> <li>➤ Hepatitis, chronic liver abscess, Cirrhosis</li> <li>➤ Tumours of liver, gall bladder and pancreas</li> <li>➤ Cholecystitis</li> </ul> </li> <li>• Kidneys &amp; Urinary tract <ul style="list-style-type: none"> <li>➤ Glomerulonephritis, pyelonephritis</li> <li>➤ Calculi, Renal failure, Renal carcinoma &amp; Cystitis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Male genital system <ul style="list-style-type: none"> <li>➤ Cryptorchidism, testicular atrophy</li> <li>➤ Prostatic hyperplasia, Carcinoma penis &amp; prostate</li> </ul> </li> <li>• Female genital system <ul style="list-style-type: none"> <li>➤ Fibroids</li> <li>➤ Carcinoma cervix &amp; endometrium</li> <li>➤ Vesicular mole, choriocarcinoma</li> <li>➤ Ectopic gestation</li> <li>➤ Ovarian cyst &amp; tumours</li> </ul> </li> <li>• Cancer breast</li> <li>• Central Nervous System <ul style="list-style-type: none"> <li>➤ Hydrocephalus, meningitis, encephalitis</li> </ul> </li> <li>• Vascular disorders – thrombosis, embolism <ul style="list-style-type: none"> <li>➤ Stroke, paraplegia, quadriplegia</li> <li>➤ Tumours, meningiomas-gliomas</li> </ul> </li> <li>• Metastatic tumour</li> <li>• Skeletal system <ul style="list-style-type: none"> <li>➤ Bone healing, osteoporosis, osteomyelitis</li> </ul> </li> <li>• Arthritis and tumours</li> </ul>		
<b>III</b>	<b>T=04 P=03</b>	Describe various laboratory test in assessment and monitoring of disease conditions	<p><b>Clinical Pathology</b></p> <ul style="list-style-type: none"> <li>• Various blood and bone marrow tests in assessment and monitoring of disease conditions <ul style="list-style-type: none"> <li>➤ Hemoglobin</li> <li>➤ RBC, white cells &amp; platelet counts</li> <li>➤ Bleeding time, clotting time and prothrombin time</li> <li>➤ Blood grouping and cross matching</li> <li>➤ Blood chemistry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Blood culture</li> <li>➤ Serological and immunological tests</li> <li>➤ Other blood tests</li> <li>➤ Examination of bone marrow</li> <li>➤ Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiological tests, inference and normal values</li> </ul>		
<b>IV</b>	<b>T=02</b> <b>P=01</b>	Describe the laboratory tests for examination of body cavity fluids, transudates and exudates	<p><b>Examination of body cavity fluids, transudates and exudates</b></p> <ul style="list-style-type: none"> <li>• The laboratory tests used in CSF analysis</li> <li>• Examination of other body cavity fluids, transudates and exudates sputum, wound discharge etc.</li> <li>• Analysis of gastric and duodenal contents</li> <li>• Analysis of semen- sperm count, motility and morphology and their importance in infertility</li> <li>• Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values.</li> <li>• Nurse's role in assisting and preparing the patient for these diagnostic tests</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

V	T=01 P=01	Describe the laboratory tests for examination of Urine and Faeces	<b>Urine &amp; Faeces</b> <ul style="list-style-type: none"> <li>• Urine <ul style="list-style-type: none"> <li>➤ Physical characteristics</li> <li>➤ Analysis</li> <li>➤ Culture and sensitivity</li> </ul> </li> <li>• Faeces <ul style="list-style-type: none"> <li>➤ Characteristics</li> <li>➤ Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.</li> </ul> </li> <li>• Methods of collection for various tests, inference and normal values</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
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**Lab: 10 Hrs**

**Visits to: -**

- Pathology lab
- Endoscopy unit
- Operation Theatre
- Routine examination of urine
- Hb estimation
- Cell counts

**Bibliography - Pathology**

1. Harsh Mohan : Text book of Pathology, IV Edition Jaypee Brothers, New Delhi 2000.
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9. Walter F Coulson : Surgical Pathology , II Edition J B Lippincott Coy Philadelphia, 1988.
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11. Lynne's Gracia, M S & David A Brucker : Diagnostic medical parasitology , III Edition ASM press, Washington'2005.
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## B – GENETICS

**Placement: Second Year**

**Theory – 15 Hours**

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

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

1. Understand the basic concepts of genetics
2. Understand maternal, prenatal and genetic influences on development of defects and diseases
3. Understand the significance of genetic testing.
4. Understand genetic disorders in various age groups.
5. Appreciate services related to genetics

Unit	Time (Hrs)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
<b>I</b>	<b>03</b>	Explain nature, principles and perspectives of heredity	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Practical application of genetics in Nursing</li> <li>• Impact of genetic condition on families</li> <li>• Review of cellular division mitosis and meiosis</li> <li>• Characteristics and structure of genes</li> <li>• Chromosomes – sex determination</li> <li>• Chromosomal aberrations pattern of inheritance               <ul style="list-style-type: none"> <li>➤ Medallion theory of inheritance</li> <li>➤ Multiple allots and blood groups</li> <li>➤ Sex linked inheritance</li> <li>➤ Mechanism of inheritance</li> <li>➤ Errors in transmission (Mutation)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

II	03	Explain maternal, prenatal and genetic influences on development of defects and diseases	<p><b>Maternal, prenatal and genetic influences on development of defects and diseases</b></p> <ul style="list-style-type: none"> <li>➤ Conditions affecting the mother: genetic and infections</li> <li>➤ Consanguinity atopy</li> <li>➤ Prenatal nutrition and food allergies</li> <li>➤ Maternal age</li> <li>➤ Maternal drug therapy</li> <li>➤ Prenatal testing and diagnosis</li> <li>➤ Effect of radiation, drugs and chemicals</li> <li>➤ Infertility</li> <li>➤ Spontaneous abortion</li> <li>➤ Neural tube defects and the role of folic acid in lowering the risks</li> <li>➤ Down syndrome (Trisomy 21)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
III	02	Explain the screening methods for genetic defects and diseases in neonates and children	<p><b>Genetic tests in neonates and children</b></p> <ul style="list-style-type: none"> <li>• Screening for <ul style="list-style-type: none"> <li>➤ Congenital abnormalities</li> <li>➤ Developmental delay</li> <li>➤ Dysmorphism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
IV	02	Identify genetic disorders in adolescents and adults	<p><b>Genetic conditions of adolescents and adults</b></p> <ul style="list-style-type: none"> <li>• Cancer genetics, Familial cancer</li> <li>• Inborn errors of metabolism</li> <li>• Blood group alleles and hematological disorders</li> <li>• Genetic haemochromatosis</li> <li>• Huntington's disease</li> <li>• Mental illness</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

V	05	Describe the role of nurse in genetic services and counseling	<b>Services related to Genetics</b> <ul style="list-style-type: none"> <li>• Genetic testing</li> <li>• Human genome project</li> <li>• Gene therapy</li> <li>• The Eugenics movement</li> <li>• Genetic counseling</li> <li>• Legal and ethical issues</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
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### **Bibliography –(Genetics)**

1. S Mandal: Fundamentals of Human Genetics II Edition New Central Book Agency, Kolkota 1996
2. S D Gangane : Human Genetics II Edition, Saurabh Printers, Noida.
3. Jorde Carey BamshadWhite : Medical Genetics, Mosby 2003.
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## Evaluation Scheme

**Internal Assessment:**

**Maximum 25 Marks**

**Theory:**

**15 Marks**

	<b>Pharmacology</b>	<b>Pathology and genetics</b>	<b>Total Marks</b>	<b>Average Out of</b>
<b>Mid-term</b>	30	20	50	--
<b>Pre-final</b>	40	35	75	--
		<b>Total</b>	<b>125</b>	<b>15</b>

(125 Marks to be converted in to 15 Marks for Internal Assessment (Theory))

## **Assignments: Two**

a) Pharmacology - Drug Study / Drug Presentation 25 Marks

b) Pathology - Preparation of Patient for diagnostic Test 25 Marks

**Total: 50 Marks**

(50 Marks to be converted in to 10 Marks for Internal Assessment (Assignments))

## **External Assessment**

**University Examination (Theory)**

**75 Marks**

**Format for Assignment: -**

### **i) Drug study**

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

**Evaluation criteria**

Planning and organization -----	05
Content -----	10
Nursing responsibility -----	05
Conclusion & References -----	05
<b>Total</b>	<b>25</b>

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**ii) Preparation of patients for diagnostic tests**

- **Type of investigation**
- **Indications**
- **Preparation of the patient**
- **Do's and Dont's**
- **Documents to be carried along**
- **Complications**
- **Aftercare of the patient**
- **Conclusion**
- **Reference**

**Evaluation criteria**

<b>Criteria</b>	<b>Marks</b>
Organization-----	10
Content -----	10
Conclusion & References -----	05
<b>Total</b>	<b>25</b>

## PHARMACOLOGY

**Placement : Second Year**

**Theory – 45 Hours**

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

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

1. Understand the basic concepts of pharmacology
2. Understand the pharmacology of common chemotherapeutics.
3. Understand common antiseptics, disinfectants and insecticides.
4. Understand drug acting on various systems of human body.
5. Understand alternative systems of medicines.

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Objective</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>	<b>Assessment Methods</b>
<b>I</b>	<b>3</b>	Describe pharmacodynamics, pharmacokinetics, classification and the principles of drug administration	<b>Introduction to Pharmacology</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Sources</li> <li>• Terminology use</li> <li>• Types: Classification</li> <li>• Pharmacodynamics: Actions, therapeutic, Adverse, toxic effects.</li> <li>• Pharmacokinetics: Absorption, distribution, metabolism, interaction, excretion</li> <li>• Review: Routes and principles of administration of drugs</li> <li>• Indian pharmacopoeia: Legal issues</li> <li>• Storage of various drugs</li> <li>• Calculation of drugs dosage</li> <li>• Rational use of drugs</li> <li>• Principles of therapeutics</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
<b>II</b>	<b>6</b>	Explain chemotherapy of specific infections and infestations and nurse's responsibilities	<b>Chemotherapy</b> Pharmacology of commonly used: <ul style="list-style-type: none"> <li>• Penicillin</li> <li>• Cephalosporins</li> <li>• Amino glycosides</li> <li>• Macrolide &amp; Broad Spectrum Antibiotics</li> <li>• Sulfonamides</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Quinolones</li> <li>• Antiamoebic</li> <li>• Antimalarials</li> <li>• Anthelmintics</li> <li>• Antiscabies agents</li> <li>• Antiviral &amp; Antifungal agents</li> <li>• Antitubercular drugs</li> <li>• Antileprosy drugs</li> <li>• Anticancer drugs</li> <li>• Immuno-suppressants</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity &amp; role of nurse.</p>		
III	2	Describe antiseptics, disinfectants, insecticides and nurse's responsibilities	<p><b>Pharmacology of commonly used antiseptics, disinfectants and insecticides</b></p> <ul style="list-style-type: none"> <li>• Antiseptics: Composition, action, dosage, route, indications, contraindications, drug interactions, side-effects, adverse effects, toxicity, and role of nurse</li> <li>• Disinfectants</li> <li>• Insecticides</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
IV	2	Describe drugs acting gastrointestinal system and nurse's responsibilities	<p><b>Drugs acting on G I System</b></p> <p>Pharmacology of commonly used</p> <ul style="list-style-type: none"> <li>• Antiemetics</li> <li>• Emetics</li> <li>• Purgatives</li> <li>• Antacids</li> <li>• Cholinergic</li> <li>• Anticholinergics</li> <li>• Fluid and Electrolyte therapy</li> <li>• Antidiarrhoeals</li> <li>• Histamines</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity &amp; role of nurse.</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

V	2	Describe drugs used on Respiratory systems and nurse's responsibilities	<b>Drugs used on Respiratory System</b> Pharmacology of commonly used <ul style="list-style-type: none"> <li>• Antiasthmatics</li> <li>• Mucolytics</li> <li>• Decongestants</li> <li>• Expectorants</li> <li>• Antitussives</li> <li>• Bronchodilators</li> <li>• Broncho constrictors</li> <li>• Antihistamines</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse.	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
VI	2	Describe drugs used on Urinary systems and nurse's responsibilities	<b>Drugs used on Urinary System</b> Pharmacology of commonly used <ul style="list-style-type: none"> <li>• Diuretics and Antidiuretics</li> <li>• Urinary antiseptics</li> <li>• Cholinergics and anticholinergics</li> <li>• Acidifiers and alkalizers</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse.	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
VII	4	Describe drugs used in deaddiction, emergency, deficiency of vitamins & minerals, positioning, for immunization and immunosuppression and nurse's responsibilities	<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>• Drugs used in deaddiction</li> <li>• Drugs used in CPR &amp; emergency</li> <li>• Vitamins and minerals</li> <li>• Immunosuppressants</li> <li>• Antidotes</li> <li>• Antivenom</li> <li>• Vaccines and Sera</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>



VIII	1	Describe drugs used on skin and mucous membranes and nurse's responsibilities	<p><b>Drugs used on skin and mucous membranes</b></p> <ul style="list-style-type: none"> <li>• Topical applications for skin, eye, ear, nose, and buccal cavity</li> <li>• Antipruritics</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity &amp; role of nurse.</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
IX	8	Describe drugs used on Nervous system and nurse's responsibilities	<p><b>Drugs acting on Nervous System</b></p> <p>Basic &amp; applied pharmacology of commonly used:</p> <ul style="list-style-type: none"> <li>• Analgesics &amp; Anesthetics <ul style="list-style-type: none"> <li>➤ Analgesics <ul style="list-style-type: none"> <li>- Nonsteroidal anti-inflammatory drugs (NSAID)</li> </ul> </li> <li>➤ Antipyretics</li> <li>➤ Hypnotics and sedatives <ul style="list-style-type: none"> <li>- Opioids</li> <li>- Non opioids</li> <li>- Tranquilizers</li> <li>- General &amp; local anaesthetics</li> <li>- Gases – Oxygen, nitrous oxide, Carbon dioxide</li> </ul> </li> </ul> </li> <li>• Cholinergic &amp; anticholinergics: <ul style="list-style-type: none"> <li>➤ Muscle relaxants</li> <li>➤ Major tranquilizers</li> <li>➤ Anti psychotics</li> <li>➤ Antidepressants</li> <li>➤ Anticonvulsants</li> <li>➤ Adrenergics</li> <li>➤ Noradrenergics</li> <li>➤ Mood stabilizers</li> <li>➤ Acetylcholine</li> <li>➤ Stimulants</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity &amp; role of nurse.</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

X	5	Describe drugs used on Cardiovascular system and nurse's responsibilities	<b>Cardiovascular Drugs</b> <ul style="list-style-type: none"> <li>• Haematinics</li> <li>• Cardiotonics</li> <li>• Anti anginals</li> <li>• Antihypertensives &amp; vasodilators</li> <li>• Anti-arrhythmics</li> <li>• Plasma expanders</li> <li>• Coagulants &amp; anticoagulants</li> <li>• Antiplatelets &amp; thrombolytics</li> <li>• Hypolipidemics</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse.	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
XI	4	Describe drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy and nurse's responsibilities	<b>Drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy</b> <ul style="list-style-type: none"> <li>• Insulin &amp; Oral hypoglycemics</li> <li>• Thyroid supplements &amp; suppressants</li> <li>• Steroids, Anabolics</li> <li>• Uterine stimulants &amp; relaxants</li> <li>• Oral contraceptives</li> <li>• Other estrogen – progesterone preparations</li> <li>• Corticotrophin &amp; Gonadotropines</li> <li>• Adrenaline</li> <li>• Prostaglandin</li> <li>• Calcitonins</li> <li>• Calcium salts</li> <li>• Calcium regulators</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse.	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study/ presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

<b>XII</b>	<b>6</b>	Demonstrate awareness of the common drugs used in alternative system of medicine	<b>Introduction to drugs used in alternative system of medicine</b> <ul style="list-style-type: none"> <li>• Ayurveda, Homeopathy, Unani and Siddha etc</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Observational visits</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
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## PATHOLOGY AND GENETICS

Placement : Second Year

Theory – 45 Hours  
Pathology – 30 Hrs  
(Theory 20+Practical 10)  
Genetics-15 hrs

### A: PATHOLOGY

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

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

1. Understand the basic concepts of pathology.
2. Understand the pathophysiological changes in different system disorders.
3. Assist for various pathological tests conducted in the clinical field.
4. Collect and send the pathological tests and infer their results with patient conditions.

Unit	Time (Hrs)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
I	T=03	<ol style="list-style-type: none"><li>1. Define the common terms used in pathology</li><li>2. Appreciate the deviations from normal to abnormal structure and functions of the body system</li></ol>	<b>General Pathology</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Introduction to pathology</li><li>• Importance of the study of pathology</li><li>• Definition of terms</li><li>• Methods &amp; techniques</li><li>• Cellular &amp; tissue changes</li><li>• Infiltration and regeneration</li><li>• Inflammations and infections</li><li>• Wound healing</li><li>• Vascular changes</li><li><input type="checkbox"/> Cellular growth and neoplasms</li><li>• Normal and cancer cell</li><li>• Benign and malignant growths</li><li>• In situ carcinoma</li><li><input type="checkbox"/> Disturbances of fluid and electrolyte balance, role of nurse</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Drug study/ presentations</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>

<p><b>II</b></p>	<p><b>T=10</b> <b>P=05</b></p>	<p>Explain pathological changes in disease conditions of various systems</p>	<p><b>Special Pathology</b></p> <ul style="list-style-type: none"> <li>• Pathological changes in disease conditions of various systems:</li> <li>• Respiratory tract <ul style="list-style-type: none"> <li>➤ Tuberculosis, Bronchitis,</li> <li>➤ Pleural effusion &amp; Pneumonia</li> <li>➤ Lung abscess, emphysema, bronchiectasis</li> <li>➤ Bronchial asthma, chronic obstructive pulmonary disease and tumours.</li> </ul> </li> <li>• Cardiovascular system <ul style="list-style-type: none"> <li>➤ Pericardial effusion</li> <li>➤ Rheumatic heart disease</li> <li>➤ Infective endocarditis, atherosclerosis</li> <li>➤ Ischemia, infarction &amp; aneurism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides, specimen, x-rays and scans</li> <li>• Visit to pathology lab, endoscopy unit and OT</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
			<ul style="list-style-type: none"> <li>• Gastrointestinal tract <ul style="list-style-type: none"> <li>➤ Peptic ulcer, Typhoid</li> <li>➤ Carcinoma of GI tract buccal, esophageal, gastric and intestinal</li> </ul> </li> <li>• Liver, Gall bladder &amp; pancreas <ul style="list-style-type: none"> <li>➤ Hepatitis, chronic liver abscess, Cirrhosis</li> <li>➤ Tumours of liver, gall bladder and pancreas</li> <li>➤ Cholecystitis</li> </ul> </li> <li>• Kidneys &amp; Urinary tract <ul style="list-style-type: none"> <li>➤ Glomerulonephritis, pyelonephritis</li> <li>➤ Calculi, Renal failure, Renal carcinoma &amp; Cystitis</li> </ul> </li> <li>• Male genital system <ul style="list-style-type: none"> <li>➤ Cryptorchidism, testicular atrophy</li> <li>➤ Prostatic hyperplasia, Carcinoma penis &amp; prostate</li> </ul> </li> <li>• Female genital system <ul style="list-style-type: none"> <li>➤ Fibroids</li> <li>➤ Carcinoma cervix &amp; endometrium</li> <li>➤ Vesicular mole, choriocarcinoma</li> <li>➤ Ectopic gestation</li> <li>➤ Ovarian cyst &amp; tumours</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Cancer breast</li> <li>• Central Nervous System <ul style="list-style-type: none"> <li>➤ Vascular disorders – thrombosis, embolism</li> <li>➤ Stroke, paraplegia, quadriplegia</li> <li>➤ Tumours, meningiomas-gliomas</li> </ul> </li> <li>• Metastatic tumour</li> <li>• Skeletal system <ul style="list-style-type: none"> <li>➤ Bone healing, osteoporosis, osteomyelitis</li> </ul> </li> <li>• Arthritis and tumours</li> </ul>		
<b>III</b>	<b>T=04 P=03</b>	Describe various laboratory test in assessment and monitoring of disease conditions	<p><b>Clinical Pathology</b></p> <ul style="list-style-type: none"> <li>• Various blood and bone marrow tests in assessment and monitoring of disease conditions <ul style="list-style-type: none"> <li>➤ Hemoglobin</li> <li>➤ RBC, white cells &amp; platelet counts</li> <li>➤ Bleeding time, clotting time and prothrombin time</li> <li>➤ Blood grouping and cross matching</li> <li>➤ Blood chemistry</li> <li>➤ Blood culture</li> <li>➤ Serological and immunological tests</li> <li>➤ Other blood tests</li> <li>➤ Examination of bone marrow</li> <li>➤ Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiological tests, inference and normal values</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

IV	T=02 P=01	Describe the laboratory tests for examination of body cavity fluids, transudates and exudates	<b>Examination of body cavity fluids, transudates and exudates</b> <ul style="list-style-type: none"> <li>• The laboratory tests used in CSF analysis</li> <li>• Examination of other body cavity fluids, transudates and exudates sputum, wound discharge etc.</li> <li>• Analysis of gastric and duodenal contents</li> <li>• Analysis of semen- sperm count, motility and morphology and their importance in infertility</li> <li>• Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values.</li> <li>• Nurse's role in assisting and preparing the patient for these diagnostic tests</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
V	T=01 P=01	Describe the laboratory tests for examination of Urine and Faeces	<b>Urine &amp; Faeces</b> <ul style="list-style-type: none"> <li>• Urine <ul style="list-style-type: none"> <li>➤ Physical characteristics</li> <li>➤ Analysis</li> <li>➤ Culture and sensitivity</li> </ul> </li> <li>• Faeces <ul style="list-style-type: none"> <li>➤ Characteristics</li> <li>➤ Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.</li> </ul> </li> <li>• Methods of collection for various tests, inference and normal values</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

**Lab: 10 Hrs**

**Visits to: -**

- Pathology lab
- Endoscopy unit
- Operation Theatre
- Routine examination of urine
- Hb estimation
- Cell counts

## **Bibliography - Pathology**

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## B – GENETICS

**Placement : Second Year**

**Theory – 15 Hours**

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

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

1. Understand the basic concepts of genetics
2. Understand maternal, prenatal and genetic influences on development of defects and diseases
3. Understand the significance of genetic testing.
4. Understand genetic disorders in various age groups.
5. Appreciate services related to genetics

Unit	Time (Hrs)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
I	03	Explain nature, principles and perspectives of heredity	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Practical application of genetics in Nursing</li> <li>• Impact of genetic condition on families</li> <li>• Review of cellular division mitosis and meiosis</li> <li>• Characteristics and structure of genes</li> <li>• Chromosomes – sex determination</li> <li>• Chromosomal aberrations pattern of inheritance               <ul style="list-style-type: none"> <li>➤ Mendelian theory of inheritance</li> <li>➤ Multiple allots and blood groups</li> <li>➤ Sex linked inheritance</li> <li>➤ Mechanism of inheritance</li> <li>➤ Errors in transmission (Mutation)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
II	03	Explain maternal, prenatal and genetic influences on development of defects and diseases	<b>Maternal, prenatal and genetic influences on development of defects and diseases</b> <ul style="list-style-type: none"> <li>➤ Conditions affecting the mother: genetic and infections</li> <li>➤ Consanguinity atopy</li> <li>➤ Prenatal nutrition and food allergies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Maternal age</li> <li>➤ Maternal drug therapy</li> <li>➤ Prenatal testing and diagnosis</li> <li>➤ Effect of radiation, drugs and chemicals</li> <li>➤ Infertility</li> <li>➤ Spontaneous abortion</li> <li>➤ Neural tube defects and the role of folic acid in lowering the risks</li> <li>➤ Down syndrome (Trisomy 21)</li> </ul>		
<b>III</b>	<b>02</b>	Explain the screening methods for genetic defects and diseases in neonates and children	<b>Genetic tests in neonates and children</b> <ul style="list-style-type: none"> <li>• Screening for <ul style="list-style-type: none"> <li>➤ Congenital abnormalities</li> <li>➤ Developmental delay</li> <li>➤ Dysmorphism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
<b>IV</b>	<b>02</b>	Identify genetic disorders in adolescents and adults	<b>Genetic conditions of adolescents and adults</b> <ul style="list-style-type: none"> <li>• Cancer genetics Familial cancer</li> <li>• Inborn errors of metabolism</li> <li>• Blood group alleles and hematological disorders</li> <li>• Genetic haemochromatosis</li> <li>• Huntington's disease</li> <li>• Mental illness</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
<b>V</b>	<b>05</b>	Describe the role of nurse in genetic services and counselling	<b>Services related to Genetics</b> <ul style="list-style-type: none"> <li>• Genetic testing</li> <li>• Human genome project</li> <li>• Gene therapy</li> <li>• The Eugenics movement</li> <li>• Genetic counseling</li> <li>• Legal and ethical issues</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

### **Bibliography –(Genetics)**

1. S Mandal: Fundamentals of Human Genetics II Edition New Central Book Agency, Kolkota 1996
2. S D Gangane : Human Genetics II Edition, Saurabh Printers, Noida.
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### Evaluation Scheme

#### Internal Assessment:

	<b>Theory:</b>		<b>Maximum 25 Marks</b>	
	<b>Pharmacology</b>	<b>Pathology and genetics</b>	<b>15 Marks</b>	
			<b>Total Marks</b>	<b>Average Out of</b>
<b>Mid-term</b>	30	20	50	--
<b>Pre-final</b>	40	35	75	--
	<b>Total</b>		<b>125</b>	<b>15</b>

(125 Marks to be converted in to 15 Marks for Internal Assessment (Theory))

#### Assignments: Two

a) Pharmacology - Drug Study / Drug Presentation 25 Marks

b) Pathology - Preparation of Patient for diagnostic Test 25 Marks

**Total: 50 Marks**

(50 Marks to be converted in to 10 Marks for Internal Assessment (Assignments))

#### External Assessment

**University Examination (Theory)**

**75 Marks**

**Format for Assignment: -**

**i) Drug study**

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

**Evaluation criteria**

Planning and organization -----	05
Content -----	10
Nursing responsibility -----	05
Conclusion & References -----	05
<b>Total</b>	<b>25</b>

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**ii) Preparation of patients for diagnostic tests**

- **Type of investigation**
- **Indications**
- **Preparation of the patient**
- **Do's and Dont's**
- **Documents to be carried along**
- **Complications**
- **Aftercare of the patient**
- **Conclusion**
- **Reference**

**Evaluation criteria**

<b>Criteria</b>	<b>Marks</b>
Organization-----	10
Content -----	10
Conclusion & References -----	05
<b>Total</b>	<b>25</b>

## SOCIOLOGY

**Placement: Second Year**

**Theory – 60 Hours**

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

**Course objectives** – At the end of the course, the student will be able to:

1. Describe the structure and the dynamics of the society
2. Discuss the relationship of the individual to the society.
3. Understand the social problems and its influence on social changes and the factors contributing to it.
4. Describe sociological concepts applicable to nursing.
5. Determine role of sociology in nursing as related to social institution in India
6. Develop positive attitudes towards individual, family and community.

Unit	Time (Hrs)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
I	01	State the importance of sociology in Nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Definition of Sociology</li> <li>• Nature and Scope of the discipline</li> <li>• Importance and application of Sociology in Nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
II	03	Describe the interrelationship of individual in society and community	<b>Individual &amp; Society</b> <ul style="list-style-type: none"> <li>• Society and Community</li> <li>• Nature of Society</li> <li>• Difference between society and community</li> <li>• Process of socialization and individualization</li> <li>• Personal disorganization</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
III	03	Describe the influence of culture and on health and disease	<b>Culture</b> <ul style="list-style-type: none"> <li>• Nature of culture</li> <li>• Evolution of culture</li> <li>• Diversity and uniformity of culture</li> <li>• Culture and socialization</li> <li>• Trans cultural society</li> <li>• Influence on health and disease</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Panel Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

IV	04	Identify various social groups and their interactions	<b>Social groups and Processes</b> <ul style="list-style-type: none"> <li>• The meaning and classification of groups</li> <li>• Primary &amp; Secondary Group</li> <li>• In-group V/s. Out-group,</li> <li>• Class, Tribe, caste</li> <li>• Economic, Political,</li> <li>• Religious groups, Mob, Crowd, Public and Audience Interaction &amp; social processes</li> <li>• Co - operation, competition, conflict</li> <li>• Accommodation,</li> <li>• Assimilation &amp; Isolation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
V	06	Explain the growth of population in India and its impact on health	<b>Population</b> <ul style="list-style-type: none"> <li>• Society and population</li> <li>• Population distribution in India Demographic characteristics</li> <li>• Malthusian theory of populations</li> <li>• Population explosion in India and its impact on health status</li> <li>• Family welfare programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Community identification</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of report on community identification</li> </ul>
VI	05	Describe the institutions of family and marriage in India	<b>Family and Marriage</b> <ul style="list-style-type: none"> <li>• Family</li> <li>-Function</li> <li>-Types</li> <li>Joint, Nuclear, Blended and extended Family: <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• The modern family- changes, problems- dowry etc. Welfare services</li> </ul> </li> <li>Changes &amp; legislations on family and marriage in India - marriage acts</li> <li>• Marriage: <ul style="list-style-type: none"> <li>Forms and functions of marriage, Marriage and family problems in India</li> <li>Family, marriage and their influence on health and health practices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Family case study</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of family case study</li> </ul>

VII	07	Describe the class and caste system and their influence on health and health practices	<b>Social Stratification</b> <ul style="list-style-type: none"> <li>• Meaning &amp; types of social stratification</li> <li>• The Indian Caste system- origin &amp; features</li> <li>• Features of Caste in India Today</li> <li>• Social class system and status</li> <li>• Social mobility-meaning &amp; types</li> <li>• Race as a biological concept, criteria of racial classification</li> <li>• Salient features of Primary races Racism</li> <li>• Influence of Class, caste and Race on health and health practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Community survey</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of report on community survey</li> </ul>
VIII	06	Describes the types of communities in India, their practices and the impact on health	<b>Types of communities in India (Rural, Urban and Regional)</b> <ul style="list-style-type: none"> <li>• Features of village community &amp; Characteristics of Indian villages Panchayat system, social dynamics</li> <li>• Community development project and planning</li> <li>• Changes in Indian Rural life</li> <li>• Availability of health facilities in rural and its impact on health and health practices</li> <li>• The growth of cities: Urbanisation and its impact on health and health practices</li> <li>• Major Urban problems Urban Slum</li> <li>• Region; problems and impact on Health</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visits to rural and urban community survey</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of report on community survey</li> </ul>

<b>IX</b>	<b>04</b>	Explain the process of Social Change	<b>Social Change</b> <ul style="list-style-type: none"> <li>• Nature and process of Social Change</li> <li>• Factors influencing Social change: cultural change, Cultural lag, culture and health (with special reference to women's health)</li> <li>• Introduction to Theories of social change:</li> <li>• Linear, Cyclical, Marxian, Functional</li> <li>• Role of nurse -Change agents</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
<b>X</b>	<b>04</b>	Describe the Social system and interrelationship of Social organizations	<b>Social organization and social system</b> <ul style="list-style-type: none"> <li>• Social organization: elements, types</li> <li>• Democratic and authoritarian modes of participation,</li> <li>• Voluntary associations</li> <li>• Social system: Definition and Type of social system</li> <li>• Role and Status as structural elements of social system.</li> <li>• Inter-relationship of institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Observation visits</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of visit reports</li> </ul>
<b>XI</b>	<b>02</b>	Explain the nature and process of social control	<b>Social Control</b> <ul style="list-style-type: none"> <li>• Nature and process of social control</li> <li>• Political, Legal, Religious, Educational, Economic, Industrial and Technological system; Norms &amp; Values- Folkways&amp; Mores Customs, Laws and fashion</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Community survey</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of report on community survey</li> </ul>



<b>XII</b>	<b>15</b>	Describe the role of the nurse in dealing with social problems in India	<b>Social Problems</b> <ul style="list-style-type: none"> <li>• Social disorganization</li> <li>• Control &amp; planning: poverty, housing, and illiteracy. Food supplies, prostitution, rights of women &amp; children, vulnerable groups: elderly, handicapped minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS.</li> <li>• Social Welfare programmes in India</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Institutional visits</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of visit reports</li> </ul>
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### **BIBLIOGRAPHY:**

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

### **Evaluation Scheme**

#### **Internal Assessment: (Theory Exam)**

Mid-term Examination	50 Marks
Pre-final Examination	75 Marks
<b>Total</b>	<b>125 Marks</b>

#### **Maximum 25 Marks**

(125 Marks to be converted in to 25 Marks for Internal Assessment (Theory))

#### **External Assessment (Theory)**

**University Examination**

**75 Marks**



<b>II</b>	<ul style="list-style-type: none"> <li>* Describe the normal growth &amp; development of children at different ages.</li> <li>* Identify the needs of children at different ages &amp; provide parental guidance.</li> <li>* Identify the nutritional needs of children at different ages &amp; ways of meeting the needs.</li> <li>* Appreciate the role of play for normal &amp; sick children.</li> <li>* Appreciate the preventive measures &amp; strategies for children.</li> </ul>	<p><b>The healthy child.</b></p> <ul style="list-style-type: none"> <li>• Principles of growth &amp; development.</li> <li>• Factors affecting growth &amp; development.</li> <li>• Growth &amp; development from birth to adolescence.</li> <li>• The needs of normal children through the stages of developmental &amp; parental guidance.</li> <li>• Nutritional needs of children &amp; infants: Breast feeding, supplementary &amp; artificial feeding &amp; weaning.</li> <li>• Baby friendly hospital concept.</li> <li>• Accidents: causes &amp; prevention.</li> <li>• Value of play &amp; selection of play material.</li> <li>• Preventive immunization, immunization programme &amp; cold chain.</li> <li>• Preventive pediatrics.</li> <li>• Care of under five &amp; under five clinics/ well baby clinic.</li> </ul>	<p><b>T 18 hrs.</b> <b>P 02 hrs</b></p> <p>1 1 6 2 1 2 2 2 1 2</p>
<b>III</b>	<ul style="list-style-type: none"> <li>* Provide care to normal &amp; high-risk neonates.</li> <li>* Perform neonatal resuscitation.</li> <li>* Recognize &amp; manage common neonatal problems.</li> </ul>	<p><b>Nursing care of a neonate.</b></p> <ul style="list-style-type: none"> <li>• Nursing care of a normal newborn/ Essential newborn care.</li> <li>• Neonatal resuscitation.</li> <li>• Nursing management of a low birth weight baby &amp; high-risk babies.</li> <li>• Kangaroo mother care.</li> <li>• Organization of neonatal unit.</li> <li>• Identification &amp; nursing management of common neonatal problems.</li> <li>• Nursing management of babies with common congenital malformations.</li> <li>• <b>Control &amp; prevention of infection in N.I.C.U.</b></li> </ul>	<p><b>T 12 hrs.</b> <b>P 03 hrs</b></p> <p>4 1 4 1 1 1 2 1</p>
<b>IV</b>	<ul style="list-style-type: none"> <li>* Explain the concept of IMNCI &amp; other health strategies initiated by National population policy 2000.</li> </ul>	<p><b>Integrated management of neonatal &amp; childhood illnesses (IMNCI).</b></p> <ul style="list-style-type: none"> <li>• Health strategies: National population policy-</li> <li>• RCH camps &amp; RCH outreach schemes.</li> <li>• Operationalization of district newborn care, home based neonatal care.</li> <li>• Border district cluster strategy.</li> <li>• Integrated management of infants &amp; children with illnesses like diarrhea, A.R.I., malaria, measles &amp; Malnutrition.</li> <li>• * Nurses' role: IMNCI.</li> </ul>	<p><b>10 hrs.</b></p> <p>2 2 1 3 2</p>

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

Colour in blue indicates addition

**References –**

1. Ghai O.p. et al. (2000) Ghai’s Essentials of Paediatrics. 1st edn. Mehta offset works. New Delhi.
2. Marlow Dorothy & Redding. (2001) Textbook of Paed. Nsg. 6th edn. Harbarcourt India ltd. New Delhi.
3. Parthsarathy et al. (2000) IAP Textbook of Paediatric Nsg. Jaypee bros., 2 nd ed. New Delhi.
4. Vishwanathan & Desai. (1999) Achar’s Textbook of Paediatrics. 3rd ed. Orient Longman. Chennai.
5. Wong Dona et al. Whaley & Wong’s Nursing care of infants & children.6th edn. Mosby co., Philadelphia.
6. Dr. C.S. Waghale, Principles and Practice of Clinical Pediatrics, Vora publication 1996.

## PRACTICAL

**Time: 270 hrs (9 weeks)**

Areas	Duration (in weeks)	Objective	Skills	Assignment	Assessment Methods
Pediatric medicine ward	3	<ul style="list-style-type: none"> <li>• Provide nursing care to children with various medical disorders</li> <li>• Counsel and educate parents</li> </ul>	<ul style="list-style-type: none"> <li>• Taking pediatric history</li> <li>• Physical examination and assessment of children</li> <li>• Administer of oral, IM/IV medicine and fluids.</li> <li>• Calculation fluid requirements</li> <li>• Prepare different strengths of IV fluids</li> <li>• Apply restraints</li> <li>• Administer O<sub>2</sub>inhalation by different methods</li> <li>• Give baby bath</li> <li>• Feed children by katori spoon etc</li> <li>• Collect specimens for common investigations</li> <li>• Assist with common diagnostic procedures</li> <li>• Teach mothers/parents                             <ul style="list-style-type: none"> <li>➤ Malnutrition</li> <li>➤ Oral rehydration therapy</li> <li>➤ Feeding and weaning</li> <li>➤ Immunization schedule</li> <li>➤ Play therapy</li> <li>➤ Specific disease conditions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give care to three assigned pediatric patients</li> <li>• Nursing care plan- 1</li> <li>• Case study /Presentation - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale.</li> <li>• Assess each skill with checklist OSCE/OSPE</li> <li>• Evaluation of case study / presentation and health education session.</li> <li>• Completion of activity record</li> </ul>
Pediatric surgery ward	3	<ul style="list-style-type: none"> <li>• Recognize different pediatric conditions / malformations</li> <li>• Provide pre and post operative care to children with common pediatric surgical conditions/ malformation</li> <li>• Counsel and educate parents</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate, prepare and administer IV fluids</li> <li>• Do bowel wash</li> <li>• Care for ostomies:                             <ul style="list-style-type: none"> <li>➤ Colostomy irrigation</li> <li>➤ Ureterostomy</li> <li>➤ Gastrostomy</li> <li>➤ Enterostomy</li> </ul> </li> <li>• Urinary catheterization and drainage</li> <li>• Feeding                             <ul style="list-style-type: none"> <li>➤ Nasogastric</li> <li>➤ Gastrostomy</li> <li>➤ Jejunostomy</li> </ul> </li> <li>• Care of surgical wounds</li> <li>• Dressing</li> <li>• Suture removal</li> </ul>	<ul style="list-style-type: none"> <li>• Give care to three assigned pediatric surgical patients</li> <li>• Nursing care plan- 1</li> <li>• Case study / presentation - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale.</li> <li>• Assess each skill with checklist OSCE/OSPE</li> <li>• Evaluation of case study / presentation and health education session.</li> <li>• Completion of activity record</li> </ul>

Pediatric OPD/ Immunization room	1	<ul style="list-style-type: none"> <li>• Perform assessment of children: Health, developmental and anthropometric</li> <li>• Perform immunization</li> <li>• Give health education/ nutritional education</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of children <ul style="list-style-type: none"> <li>➤ Health assessment</li> <li>➤ Developmental assessment</li> <li>➤ Anthropometric assessment</li> </ul> </li> <li>• Immunization</li> <li>• Health / Nutritional education</li> </ul>	Developmental study-1	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Completion of activity record.</li> </ul>
Pediatric medicine and surgery ICU	1+1	<ul style="list-style-type: none"> <li>• Provide Nursing care to critically ill children</li> </ul>	<ul style="list-style-type: none"> <li>• Care of a baby in incubator / warmer</li> <li>• Care of child on ventilator.</li> <li>• Endotracheal suction</li> <li>• Chest physiotherapy</li> <li>• Administer fluids with infusion pump.</li> <li>• Total parenteral nutrition</li> <li>• Phototherapy</li> <li>• Monitoring of babies</li> <li>• Cardio pulmonary resuscitation</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing care plan 1</li> <li>• Observation report 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Completion of activity record</li> <li>• Evaluation of observation report</li> </ul>

## EVALUATION

### I. Internal Assessment:

<b>Theory:</b>	<b>Maximum marks 25</b>
Periodical	25
Midterm	50
<u>Pre-final</u>	<u>75</u>
<b>Total Marks</b>	<b>150</b>

### **Practicum: Maximum marks 50**

1. 1. Case presentation - ( Paed Medical / Surgical 01)		50
2. Case study - ( Paed. medical. / surgical. 01)		50
3. Nursing care plan 03	3 x 25	75
4. Clinical evaluation of comprehensive. ( paed. Medical / surgical / P.I.C.U./ N.I.C.U.)	3 X 100	300
5. Health teaching - 01.	25	
6. Assessment of growth & development reports. (20 marks each) (Neonate, infant, toddler, preschooler, & School age)	5 X 20	100
Observation report of NICU surgery/ Medical	1 x 25	25

### **Practical exam:**

1. Periodical viva	25
2. Midterm exam	50
3. Preterm exam	50

## **II. External Assessment: (University Exam)**

<b>Theory</b>	<b>75</b>
<b>Practical</b>	<b>50</b>

## FORMAT FOR CASE PRESENTATION

### Patients Biodata:

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

### Presenting complaints:

Describe the complaints with which the patient has come to hospital

### History of illness

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

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

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

### Childs personal data

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

### Economic status of the family:

Monthly income & expenditure on health, food and education material assets (own pucca house car, two wheeler, phone, TV etc...)

### Psychological status:

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

### Physical examination with date and time

### Investigations

Date	Investigation done	Normal value	Patient value	Inference

### Treatment

Sr. No.	Drug: (pharmacological name)	Dose	Frequency Time	Action	Side effect & Drug interaction	Nursing responsibility

### Description of disease

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

### Clinical features of the disease condition

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



**Nursing process:****Patient name:****Date:****Ward:**

Date	Assessment	Nursing diagnosis	Objective	Plan of care	Rationale	Implementation	Evaluation

**Discharge planning:**

It should include health education and discharge planning given to patient.

**Evaluation of care**

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

**Evaluation format for case presentation**

Sr. No.	Contents	Marks
1	Assessment / Introduction	05
2	Knowledge and understanding of disease	10
3	Nursing care plan	15
4	Presentation skill	10
5	A.V. aids	05
6	Overall	
	Time	01
	Summary & conclusion	02
	Bibliography	02
	<b>Total</b>	<b>50</b>

**Format for case study**

Format is similar to case presentation but should be in detail

The nursing care given to the patient should be at least for 5 continuous days

**Evaluation format for case study**

Sr. No.	Contents	Marks
1	Assessment / Introduction	05
2	Knowledge and understanding of disease	15
3	Nursing care plan	20
4	Discharge plan	05
5	Summary & conclusion	02
6	Bibliography	03
	<b>Total</b>	<b>50</b>

## Nursing care plan

### 1. Patients Biodata:

Name, address, age, sex, religion, occupation of parents, source of health care, date of admission, provisional diagnosis, date of surgery if any

### 2. Presenting complaints:

Describe the complaints with which the patient has come to hospital

### 3. History of illness

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

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

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

### 4. Childs personal data

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

### 5. Economic status of the family:

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

### 6. Psychological status:

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

### 7. Personal habits:

Consumption of alcohol, smoking, tobacco chewing, sleep, exercise, work elimination, nutrition.

### 8. Physical examination with date and time

### 9. Investigations

Date	Investigation done	Normal value	Patient value	Inference

### 10. Treatment

Sr. No.	Drug: (pharmacological name)	Dose	Frequency Time	Action	Side effect & Drug interaction	Nursing responsibility

### 11. Nursing process:

Patient name:

Date:

Ward:

Date	Assessment	Nursing diagnosis	Objective	Plan of care	Rationale	Implementation	Evaluation

### Discharge planning:

It should include health education and discharge planning given to patient

### 12. Evaluation of care

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

### Care plan evaluation

Sr. No.	Contents	Marks
1	History taking	03
2	Assessment and nursing diagnosis	05
3	Planning of care	05
4	Implementation and evaluation	08
5	Follow up care	02
6	Bibliography	02
<b>Total</b>		<b>50</b>

### EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT : \_\_\_\_\_

AREA OF EXPERIENCE : \_\_\_\_\_

PERIOD OF EXPERIENCE : \_\_\_\_\_

SUPERVISOR : \_\_\_\_\_

**Total 100 Marks**

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

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

\* 100 marks will be converted into 25

## CLINICAL EVALUATION PERFORMA

Name of The Student : \_\_\_\_\_  
 Year : \_\_\_\_\_  
 Area of Clinical Experience : \_\_\_\_\_  
 Duration of posting in weeks : \_\_\_\_\_  
 Name of the Supervisor : \_\_\_\_\_

**Total 100 Marks**

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

Sr. No.	EVALUATION CRITERIA	Grades			
		1	2	3	4
<b>I</b>	<b>Personal &amp; Professional behavior</b>				
1	Wears clean & neat uniform and well groomed.				
2	Arrives and leaves punctually				
3	Demonstrates understanding of the need for quietness in speech & manner & protects the patient from undue notice.				
4	Is notably poised and effective even in situations of stress				
5	Influential & displaced persuasive assertive leadership behaviour				
<b>II</b>	<b>Attitude to Co-workers and patients</b>				
6	Works well as member of nursing team				
7	Gives assistance to other in clinical situations				
8	Understands the child as an individual				
9	Shows skills in gaining the confidence & cooperation of child and relatives, tactful and considerate.				
<b>I</b>	<b>Application of knowledge</b>				
10	Possess sound knowledge of pediatric conditions.				
11	Has sound knowledge of scientific principles				
12	Has knowledge of normal growth and development of children				
13	Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.				
14	Takes interest in new learning from current literature & seeks help from resourceful people.				
<b>I</b>	<b>Quality of clinical skill</b>				
15	Able to elicit health history of child and family accurately.				
16	Skillful in carrying out physical examination, developmental screening and detecting deviations from normal				
17	Identifies problems & sets priorities and grasps essentials while performing duties				
18	Able to plan and implement care both preoperatively and post operatively.				
19	Applies principles in carrying out procedures & carries out duties promptly.				
20	Has technical competence in performing nursing procedures.				
21	Able to calculate and administer medicines accurately				

22	Resourceful and practices economy of time material and energy.				
23	Recognizes the role of play in children and facilitates play therapy in hospitalized children				
24	Observes carefully, reports & records signs & symptoms & other relevant information				
25	Uses opportunities to give health education to patients & relatives				
	<b>Total</b>				

**Grade**

Very good = 70 % and above

Good = 60 – 69 %

Satisfactory = 50- 59 %

Poor = Below 50 %

Remarks for improvement:

Student's Remark:

Signature of the student

Signature of the teacher

**Assessment of growth & development reports.**

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

# PERFORMA FOR ASSESSMENT OF GROWTH & DEVELOPMENT

(Age group: birth to 5 yrs.)

## I. Identification Data:

Name of the child :  
Age :  
Sex :  
Date of admission :  
Diagnosis :  
Type of delivery : Normal/ Instrumental/ LSCS  
Place of delivery : Hospital/ Home  
Any problem during birth : Yes/ No  
If yes, give details :  
Order of birth :

## II. Growth & development of child & comparison with normal:

<b>Anthropometry</b>	<b>In the child</b>	<b>Normal</b>
Weight		
Height		
Chest circumference		
Head circumference		
Mid arm circumference		
Dentition		

## III. Milestones of development:

<b>Development milestones</b>	<b>In Child</b>	<b>Comparison with the normal</b>
1. Responsive smile		
2. Responds to Sound		
3. Head control		
4. Grasps object		
5. Rolls over		
6. Sits alone		
7. Crawls or creeps		
8. Thumb-finger Co-ordination (Prehension)		
9. Stands with support		
10. Stands alone		
11. Walks with support		
12. Walks alone		
13. Climbs steps		
14. Runs		

#### IV. Social, Emotional & Language Development:

Social & emotional development	In Child	Comparison with the normal
Responds to closeness when held Smiles in recognition recognized mother coos and gurgles seated before a mirror, regards image Discriminates strangers wants more than one to play says Mamma, Papa responds to name, no or give it to me.		
Increasingly demanding offers cheek to be kissed can speak single word use pronouns like I, Me, You asks for food, drinks, toilet, plays with doll gives full name can help put thinks away understands differences between boy & girl washes hands feeds himself/ herself repeats with number understands under, behind, inside, outside Dresses and undresses		

#### V. Play habits

Child favourite toy and play:

Does he play alone or with other children?

#### VI. Toilet training

Is the child trained for bowel movement & if yes, at what age:

Has the child attained bladder control & if yes, at what age:

Does the child use the toilet?

#### VII. Nutrition

- Breast feeding (as relevant to age)
- Weaning has weaning started for the child: Yes/No If yes, at what age & specify the weaning diet. Any problems observed during weaning:

#### Meal pattern at home

Sample of a day's meal: Daily requirements of chief nutrients:

**Breakfast:**

**Lunch:**

**Dinner:**

**Snacks:**

#### VIII. Immunization status & schedule of completion of immunization.

#### IX. Sleep pattern

How many hours does the child sleep during day and night?

Any sleep problems observed & how it is handled:

#### X. Schooling

Does the child attend school?

If yes, which grade and report of school performance:

#### XI. Parent child relationship

How much time do the parents spend with the child?

Observation of parent-child interaction

**XII. Explain parental reaction to illness and hospitalization**

**XIII. Child's reaction to the illness & hospital team**

**XIV. Identification of needs on priority**

**XV. Conclusion**

**XVI. Bibliography**

**Evaluation Criteria: Assessment of Growth & Development (birth to 5 year)**

**(Maximum Marks: 50)**

<b>Sr. No.</b>	<b>Items</b>	<b>Marks</b>
1	Adherence to format	02
2	Skill in Physical examination & assessment	10
3	Relevance and accuracy of data recorded	05
4	Interpretation Identification of Needs	05
5	Bibliography	03
	<b>Total</b>	<b>25</b>

Note: - Same format to be used for assessment of infant, Toddler & Preschooler child.

**PERFORMA FOR EXAMINATION AND ASSESSMENT OF NEW BORN**

**I. Biodata of baby and mother:**

Name of the baby (if any) : Age  
Birth weight : Present weight :  
Mother's name : Period of gestation :  
Date of delivery :  
Identification band applied  
Type of delivery : Normal/ Instruments/ Operation  
Place of delivery : Hospital/ Home  
Any problems during birth : Yes/ No  
If yes explain :  
Antenatal history :  
Mother's age : Height: Weight :  
Nutritional status of mother :  
Socio-economic background :

**II. Examination of the baby**

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



### III. General behavior and observations

Color :

Skin/ Lanugo :

Vernix caseosa :

Jaundice :

Cyanosis :

Rashes :

Mongolian spot :

Birth marks :

Head :

- Anterior fontanel :
- Posterior fontanel :
- Any cephalhematoma / caput succedaneum
- Forceps marks (if any):

Face :

Eyes :

Cleft lip / palate

Ear Cartilage :

Trunk :

- Breast nodule :
- Umbilical cord :
- Hands :

Feet / Sole creases:

Legs :

Genitalia :

Muscle tone :

Reflexes :

- Clinging
- Laughing / sneezing :
- Sucking :
- Rooting :
- Gagging :
- Grasp :
- Moro :
- Tonic neck reflex :

Cry : Good / week

APGAR scoring at birth :

First feed given :

Type of feed given :

Total requirement of fluid & calories :  
 Amount of feed accepted :  
 Special observations made during feed :  
 Care of skin  
 Care of eyes, nose, ear, mouth :  
 Care of umbilicus and genitalia :  
 Meconium passed / not passed :  
 Urine passed / not passed :

**IV. Identification of Health Needs in Baby & Mother.**

**V. Health education to mother about Breast feeding**

**Care of skin, eye and umbilicus etc.**

**VI. Bibliography**

**Evaluation Criteria: Examination & Assessment of Newborn**

**(Maximum Marks: 50)**

<b>Sr. No.</b>	<b>Items</b>	<b>Marks</b>
1	Adherence to format	02
2	Skill in Physical examination & assessment	10
3	Relevance and accuracy of data recorded	05
4	Interpretation of Priority Needs Identification of baby & mother	06
5	Bibliography	02
	<b>Total</b>	<b>25</b>

**MEDICAL SURGICAL NURSING  
(Adult including Geriatrics) –II**

**Placement: Third Year**

**Time: Theory-120 Hrs.  
(Class 103 + Lab 17 hrs)  
Practical – 270 Hrs**

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

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

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

<b>Unit</b>	<b>Time (Hrs)</b>	<b>Objective</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>	<b>Assessment Methods</b>
<b>I</b>	<b>T=15 P=02</b>	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear Nose and Throat	<p><b>Nursing management of patient with disorders of Ear Nose and Throat</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the Ear Nose and Throat-</li> <li>• Nursing Assessment- History and</li> <li>• Physical assessment</li> <li>• Etiology, pathophysiology, clinical Manifestations, diagnosis, Treatment modalities and medical &amp; Surgical nursing management of Ear Nose and Throat disorders:</li> <li>□ External ear: deformities otalgia, foreign bodies, and tumors</li> <li>□ Middle Ear-Impacted wax, Tympanic membrane perforation,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Cans discussions/ seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book /presentation</li> <li>• Demonstration of procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills of patient and management of problems.</li> </ul>

			<p>otitis media, otosclerosis, mastoiditis, tumors</p> <ul style="list-style-type: none"> <li>□ Inner ear- meniere,s Disease, labyrinthitis, ototoxicity, tumors</li> <li>□ Upper airway infections Common cold, sinusitis, ethinitis, Rhinitis, Pharyngitis, Tonsillitis and Adenoiditis, Peritonsilar abscess, Laryngitis</li> </ul> <ul style="list-style-type: none"> <li>• Upper respiratory airway- Epistaxis,</li> <li>• Nasal obstruction, laryngeal obstruction, Cancer of the larynx</li> <li>• Cancer of the oral cavity</li> <li>• Speech defects and speech therapy</li> <li>• Deafness- Prevention, control and rehabilitation</li> <li>• Hearing aids, implanted hearing Devices</li> <li>• Special therapies</li> <li>• Drugs used in treatment of disorders of ear nose and throat</li> <li>• Role of nurse Communicating with hearing impaired and mute.</li> <li>• Nursing procedures Oesophagostomy, Tracheostomy,</li> </ul>		
<b>II</b>	<b>T=15 P=02</b>	Describe the etiology, path physiology, clinical manifestations diagnostic measures and management of patients with disorders of eye.	<p><b>Nursing management of patient With disorders of eye</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the eye-</li> <li>• Nursing assessment – history and Physical assessment</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment nursing management of eye disorders:</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using Charts, using Models, films. Slides</li> <li>• Demonstration practice session</li> <li>• Case discussions/ seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book / presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

			<ul style="list-style-type: none"> <li>❑ Refractive errors</li> <li>❑ <b>Eyelids</b>-infection, tumors and deformities</li> <li>❑ <b>Conjunctiva</b>-inflammation Infection and bleeding</li> <li>❑ <b>Cornea</b>-inflammation and Infection</li> <li>❑ <b>Lens</b>-Cataracts</li> <li>❑ Glaucoma</li> <li>❑ Disorder of the uveal tract,</li> <li>❑ Ocular tumours</li> <li>• <b>Disorders of posterior chamber and retina:</b> retinal and vitreous problems</li> <li>• Retinal detachment</li> <li>• Ocular emergencies and their prevention</li> <li>• Drugs used in treatment of disorders of eye</li> <li>• Blindness</li> <li>• National blindness control program</li> <li>• Eye Banking</li> <li>• Eye prostheses and rehabilitation</li> <li>• Role of a nurse- Communication with visually impaired patient, Eye camps</li> <li>• Special therapies</li> <li>• Nursing procedures: eye irrigation, assisting with removal of foreign body.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to eye bank</li> <li>• Participation in eye-camps</li> </ul>	
<b>III</b>	<b>T=17 P=02</b>	Describe the etiology, patho – physiology clinical manifestations, diagnostic measures and nursing management of patients with neurological disorders	<b>Nursing management of patient With neurological disorders</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the neurological system</li> <li>• Nursing Assessment History and physical and neurological assessment and Glasgow coma scale</li> <li>• Etiology, Path physiology, clinical</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

			<p>manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of neurological disorders</p> <ul style="list-style-type: none"> <li>• Congenital malformations</li> <li>• Headache</li> <li>• Head Injuries</li> <li>• Spinal injuries</li> <li>• Paraplegia</li> <li>• Hemiplegia</li> <li>• Quadriplegia</li> <li>• Spinal cord compression Herniation of intervertebral disc</li> <li>• Tumors of the brain &amp; spinal cord</li> <li>• Intra cranial and cerebral aneurysms</li> <li>• <b>Infections:</b> Meningitis, Encephalitis, brain abscess, neurocysticercosis</li> <li>• Movement disorders: Chorea Seizures / Epilepsy</li> <li>• Cerebro vascular accidents (CVA)</li> <li>• <b>Cranial / spinal neuropathies</b> – Bell’s palsy, trigeminal neuralgia, Peripheral Neuropathies; Guillan-Barr’e syndrome Myasthenia gravis Multiple sclerosis, Degenerative diseases, Peripheral neuritis TIA</li> <li>➤ Delirium Dementia</li> <li>➤ Alzheimer’s disease</li> <li>➤ Parkinson’s disease</li> <li>• Management of unconscious patients and patients with stroke</li> <li>• Drugs used in treatment of neurological disorders</li> <li>• Role of the nurse in communication with patient having neurological deficit</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to rehabilitation drugs used in treatment of disorders of eye center</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Rehabilitation of patients with neurological deficit</li> <li>• Role of nurse in long stay facility (institutions) and at home Special therapies</li> <li>Nursing procedures: GCS, assisting with diagnostic procedures and rehabilitation</li> </ul>		
IV	T=15 P=02	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures and nursing management of patients with disorders of female reproductive system.</li> <li>• Describe concepts of reproductive health and family welfare programmes</li> </ul>	<p><b>Nursing management of patient s With disorders of female reproductive system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the female reproductive system</li> <li>• Nursing assessment- history and physical assessment</li> <li>• Breast self examination</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of disorder of female reproductive system</li> <li>Congenital abnormalities of female reproductive system</li> <li>• <b>Sexuality and Reproductive Health</b></li> <li>• Sexual Health Assessment</li> <li>• <b>Menstrual Disorders-</b> Dysmenorrhea, Amenorrhea, Premenstrual Syndrome</li> <li>• Abnormal Uterine Bleeding; Menorrhagia, Metrorrhagia</li> <li>• Pelvic inflammatory disease-</li> <li>• Ovarian and fallopian tube disorders; Infections Cysts, Tumours</li> <li>• <b>Uterine and cervical</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs Models, films, slides</li> <li>• Demonstration / Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

			<p><b>disorders;</b>  Endometriosis, polyps,  Fibroids, Cervical and  uterine tumours,</p> <ul style="list-style-type: none"> <li>• Uterine displacement,  Cystocele/ urethrocele/  rectocele</li> <li>• Vaginal disorders;  Infections and  Discharges, fistulas</li> <li>• Vulvur disorders;  Infection, cysts,  Tumours</li> <li>• Diseases of breast  Deformities Infections  Cysts and Tumours</li> <li>• Menopause and  hormonal replacement  therapy</li> <li>• Infertility</li> <li>• Contraception; types  Methods risk and  effectiveness <ul style="list-style-type: none"> <li>□ Spacing methods  -Barrier methods  - Intra uterine devices  - Hormonal post  conceptional methods  etc.</li> <li>□ Terminal methods  sterilization</li> </ul> </li> <li>• Emergency  contraception methods</li> <li>• Abortion-natural,  medical and surgical  abortion-MTP Act</li> <li>• Toxic shock Syndrome</li> <li>• Injuries and trauma;  sexual violence</li> <li>• Drugs used in treatment  of gynecological  disorders Special  therapies vaginal  douche PAP smear</li> <li>• Nursing procedures  assisting with  diagnostic and  therapeutic procedures,</li> <li>• self-examination of  breast.</li> <li>• National family welfare  programme</li> </ul>	
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V	T=08 P=02	Describe the etiology, patho physiology, clinical manifestations, diagnostic measures and nursing management of patients with burns, reconstructive and cosmetic surgery	<b>Nursing management of patients With Burns, reconstructive and Cosmetic surgery</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the skin and connective tissues various deformities</li> <li>• Nursing assessment- History and physical examination &amp; assessment burns fluid and electrolytes loss</li> <li>• Etiology, Classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical and nursing management of Burns with special emphasis of fluid replacement therapy. Reconstructive surgery</li> <li>• Types of surgeries- reconstructive, cosmetic; for burns congenital deformities, injuries and cosmetic purposes</li> <li>• Role of nurse</li> <li>• Legal Issues,</li> <li>• Rehabilitation</li> <li>• Special therapies</li> <li>• Psycho social aspects</li> <li>• Nursing procedures, drugs used in treatment of burns, reconstructive and cosmetic surgeries.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book / presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>
VI	T=13 P=02	Describe the etiology, patho physiology, clinical manifestations, diagnostic manifestations, diagnostic measures and nursing management of patients with oncology	<b>Nursing management of patients With oncological conditions</b> <ul style="list-style-type: none"> <li>• Structure &amp; characteristics of normal &amp; cancer cells</li> <li>• Nursing Assessment- history and physical assessment</li> <li>• Prevention, Screening for early detection, warning signs of cancer</li> <li>• Epidemiology, etiology,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

			<p>classifications, pathophysiology, staging, clinical manifestations, diagnosis treatment modalities and medical, surgical &amp; nursing management of malignant diseases</p> <ul style="list-style-type: none"> <li>• Common malignancies of various body system; Brain Oral cavity, larynx lung liver stomach and colon, breast cervix, ovary, uterus, Sarcoma, renal, bladder, prostate leukemia and lymphomas,</li> <li>• Oncological emergencies.</li> <li>• Treatment Modalities – Immuno therapy Chemotherapy, Radiotherapy Gene therapy Stem cells &amp; Bone Marrow transplants. other forms of treatment</li> <li>• Surgical interventions</li> <li>• Psychosocial aspects of cancer</li> <li>• Rehabilitation &amp; Palliative care; symptom and pain Management – nutritional support</li> <li>• Home care, Hospice care, Stoma care</li> <li>• Psycho social aspects</li> <li>• Nursing procedures and Assisting with diagnostic and therapeutic procedures</li> </ul>		
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VII	T=10	<ul style="list-style-type: none"> <li>• Describe organization of emergency and disaster care services</li> <li>• Describe the role of nurse in disaster management</li> <li>• Describe the role of nurse in management of Emergencies</li> </ul>	<p><b>Nursing management of patient in EMERGENCY &amp; DISASTER situations</b></p> <p><b><i>Disaster Nursing</i></b></p> <ul style="list-style-type: none"> <li>• Concepts and principles of Disaster Nursing</li> <li>• Causes and types of disaster: Natural and man-made Earthquakes, floods, epidemics, Cyclones, fire, Explosion, Accidents Violence, Terrorism; Bio-chemical war</li> <li>• Policies related to emergency/ disaster Management; International, national, state, institutional</li> <li>• Disaster preparedness: Team, guidelines, protocols, equipments, resources Coordination and involvement of community, various-government departments, and non-government. Organizations and International agencies</li> <li>• Role of nurse in disaster management</li> <li>• Legal aspects of disaster nursing</li> <li>• Impact on Health and after effects; post Traumatic Stress Disorder</li> <li>• Rehabilitation; physical, psychosocial Social, Financial, Relocation</li> </ul> <p><b><i>Emergency Nursing</i></b></p> <ul style="list-style-type: none"> <li>• Concept, priorities principle and</li> <li>• Scope of emergency nursing</li> <li>• Organization of emergency services: physical setup, staffing, equipment and supplies, protocols, Concepts of triage and role of triage nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using</li> <li>• Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Disaster management drills</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>
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			<ul style="list-style-type: none"> <li>• Coordination and involvement of different departments and facilities</li> <li>• Nursing Assessment- History and physical assessment</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of patient with medical and surgical Emergency</li> <li>• Principles of emergency management</li> <li>• Common Emergencies;</li> <li>• Respiratory Emergencies</li> <li>• Cardiac Emergencies</li> <li>• Shock and Hemorrhage</li> <li>• Pain</li> <li>• Poly-Trauma, road accidents, crush Injuries, wound</li> <li>• Bites</li> <li>• Poisoning; Food, Gas, Drugs &amp; chemical poisoning</li> <li>• Seizures</li> <li>• Thermal Emergencies; Heat stroke &amp; Cold injuries</li> <li>• Pediatric Emergencies</li> <li>• Psychiatric Emergencies</li> <li>• Obstetrical Emergences</li> <li>• Violence, Abuse, Sexual assault</li> <li>• Cardio pulmonary Resuscitation</li> <li>• Crisis Intervention</li> <li>• Role of the nurse; Communication And inter personal Relation</li> <li>• Medico-legal Aspects;</li> </ul>	
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VIII	T=10	<ul style="list-style-type: none"> <li>• Explain the concept and problems of ageing</li> <li>• Describe nursing care of the elderly</li> </ul>	<p><b>Nursing care of the elderly</b></p> <ul style="list-style-type: none"> <li>• Nursing Assessment- History and physical assessment</li> <li>• Ageing;</li> <li>• Demography; Myths and realities</li> <li>• Concepts and theories of ageing</li> <li>• Cognitive Aspects of Ageing</li> <li>• Normal biological ageing</li> <li>• Age related body systems changes</li> <li>• Psychosocial Aspects of Aging</li> <li>• Medications and elderly</li> <li>• Stress &amp; coping in older adults</li> <li>• Common Health problems &amp; Nursing Management;</li> <li>• Cardiovascular, Respiratory, Musculoskeletal,</li> <li>• Endocrine, genito-urinary, gastrointestinal</li> <li>• Neurological, Skin and other Sensory organs</li> <li>• Psychosocial and Sexual</li> <li>• Abuse of elderly</li> <li>• Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual</li> <li>• Role of nurse for caregivers of elderly</li> <li>• Role of family and formal and non formal caregivers Use of aids and prosthesis (hearing aids, dentures,)</li> <li>• Legal &amp; Ethical issues</li> <li>• Provisions and Programmes of elderly; Privileges. Community programs and health services;</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation Visit to old age home</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>
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			<ul style="list-style-type: none"> <li>• Home and institutional care</li> </ul>		
IX	T=10 P=05	<ul style="list-style-type: none"> <li>• Describe organization of critical care units</li> <li>• Describe the role of nurse in management of patients critical care units</li> </ul>	<p><b>Nursing management of patient in critical care units</b></p> <ul style="list-style-type: none"> <li>• Nursing Assessment- History and Physical assessment</li> <li>• Classification</li> <li>• Principles of critical care nursing</li> <li>• Organization; physical setup, Policies, staffing norms,</li> <li>• Protocols, equipment and supplies</li> <li>• Special equipments; ventilators, cardiac monitors, defibrillators,</li> <li>• Resuscitation equipments</li> <li>• Infection Control protocols</li> <li>• Nursing management of critically ill patient;</li> <li>• Monitoring of critically ill patient</li> <li>• CPR-Advance Cardiac life support</li> <li>• Treatments and procedures.</li> <li>• Transitional care</li> <li>• Ethical and Legal Aspects</li> <li>• Communication with patient and family</li> <li>• Intensive care records</li> <li>• Crisis Intervention</li> <li>• Death and Dying- coping with</li> <li>• Drugs used in critical care unit</li> <li>• Nursing procedures; Monitoring of patients in, assisting in therapeutic and diagnostic procedures, CPR, ACLS</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Role plays</li> <li>• Counseling</li> <li>• Practice session</li> <li>• Case discussion/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

X	T=4	Describe the etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures and management of patients with occupational and industrial health disorder	<b>Nursing management of patients adults including elderly with occupational and industrial disorders</b> <ul style="list-style-type: none"> <li>• Nursing Assessment- History and physical assessment</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, diagnosis, treatment modalities and medical &amp; surgical nursing management of occupational and industrial health disorders</li> <li>• Role of nurse Special therapies, alternative therapies Nursing procedures Drugs used in treatment of Occupational and Industrial disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Disaster management drills</li> <li>• Drug book/ presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>
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**Student References –**

1. Black J.M. Hawk, J.H. (2005) Medical Surgical Nursing Clinical Management for Positive Outcomes. (7thed) Elsevier.
2. Brunner S. B., Suddarth D.S. The Lippincott Manual of Nursing practice J.B.Lippincott. Philadelphia.

**Suggested references**

1. Lewis, Heitkemper&Dirksen (2000) Medical Surgical Nursing Assessment and Management of Clinical Problem (6 thed) Mosby.
2. Black J.M. Hawk, J.H. (2005) Medical Surgical Nursing Clinical Management for Positive Outcomes. (7thed) Elsevier.
3. Brunner S. B., Suddarth D.S. The Lippincott Manual of Nursing practice J.B.Lippincott. Philadelphia.
4. Colmer R.M. (1995) Moroney’s Surgery for Nurses (16 thed) ELBS.
5. 5. Shah N.S. (2003) A P I textbook of Medicine, The Association of Physicians of India Mumbai.
6. Satoskar R.S., Bhandarkar S.D. & Rege N.N. (2003) Pharmacology and Pharmacotherapeutics (19 thed) Popular Prakashan, Mumbai.
7. Phipps W.J., Long C.B. & Wood N.F. (2001) Shaffer’s Medical Surgical Nursing B.T.Publication Pvt. Ltd. New Delhi.
8. 11 Haslett C., Chilvers E.R., Hunder J.A.A. &Boon, N.A. (1999) Davidson’s Principles and Practice of Medicine (18 thed) Churchill living stone. Edinburgh.
9. 13 Walsh M. (2002) Watson’s Clinical Nursing and Related Sciences (6thed) Bailliere Tindall

**PRACTICAL****Time: 270 hrs**

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



		educate patient and families	<ul style="list-style-type: none"> <li>• Assist with therapeutic procedures</li> <li>• Teach patients families</li> <li>• Teaching self Breast Examination</li> <li>• Assist with PAP</li> <li>• Smear collection.</li> </ul>		<ul style="list-style-type: none"> <li>• with rating scale</li> <li>• Evaluation of observation report of OPD/Eye bank</li> <li>• Completion of activity record</li> </ul>
Burns Unit	1	<ul style="list-style-type: none"> <li>• Provide care of the patient with burns</li> <li>• Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the burns patient Percentage of burns</li> <li>• Degree of burns.</li> <li>• Fluid &amp; electrolyte replacement therapy <ul style="list-style-type: none"> <li>□ Assess</li> <li>□ Calculate</li> <li>□ Replace</li> <li>□ Record intake/output</li> </ul> </li> <li>• Care of Burn wounds <ul style="list-style-type: none"> <li>□ Bathing</li> <li>□ Dressing</li> </ul> </li> <li>• Perform active &amp; passive exercises</li> <li>• Practice asepsis surgical asepsis</li> <li>• Counsel &amp; Teach patients and families</li> <li>• Participate in rehabilitation program</li> </ul>	<ul style="list-style-type: none"> <li>• Provide care to 1-2 assigned patients</li> <li>• Nursing care plan-1</li> <li>• Observation report of Burns unit</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each skill with checklist</li> <li>• Assess performance with rating scale</li> <li>• Evaluation of observation</li> <li>• Activity record</li> </ul>
Oncology	1	<ul style="list-style-type: none"> <li>• Provide care to patients with cancer counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>• Screen for common cancers-TNM classification</li> <li>• Assist with diagnostic procedures <ul style="list-style-type: none"> <li>□ Biopsies</li> <li>□ Pap smear</li> <li>□ Bone-marrow aspiration</li> </ul> </li> <li>• Breast examination</li> <li>• Assist with Therapeutic</li> <li>• Participates in various modalities of treatment <ul style="list-style-type: none"> <li>□ Chemotherapy</li> <li>□ Radiotherapy</li> <li>□ Pain management</li> <li>□ Stomaltherapy</li> <li>□ Hormonal therapy</li> <li>□ Immuno therapy</li> <li>□ Gene therapy</li> <li>□ Alternative therapy</li> </ul> </li> <li>• Participate in palliative care</li> </ul>	<ul style="list-style-type: none"> <li>• Provide care to 2-3 assigned patients</li> <li>• Nursing care Plan –1</li> <li>• Observation report of cancer unit</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each skill with checklist</li> <li>• Assess performance with rating scale</li> <li>• Evaluation of Care plan and observation report</li> <li>• Completion of activity record</li> </ul>

			<ul style="list-style-type: none"> <li>• Participate in rehabilitation programme</li> <li>• Counsel and teach patients families <ul style="list-style-type: none"> <li>□ Self breast examination</li> <li>□ Warning signs</li> </ul> </li> </ul>		
Critical Care unit	2	<ul style="list-style-type: none"> <li>• Provide care to critically ill patients</li> <li>• Counsel and families for grief and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of patients in ICU</li> <li>• Maintain flow sheet</li> <li>• Care of patient on ventilators</li> <li>• Perform Endotracheal suction</li> <li>• Demonstrates use of ventilators, cardiac monitors etc.</li> <li>• Collect specimens and interprets ABG analysis</li> <li>• Assist with arterial puncture</li> <li>• Maintain CVP line</li> <li>• Pulse oximetry</li> <li>• CPR-ALS</li> <li>• Defibrillators</li> <li>• Pace makers</li> <li>• Bag-mask ventilation</li> <li>• Emergency tray/ trolley- Crash Cart</li> <li>• Administration of drugs <ul style="list-style-type: none"> <li>□ Infusion pump</li> <li>□ Epidural</li> <li>□ Intra thecal</li> <li>□ Intracardiac</li> </ul> </li> <li>• Total parenteral therapy</li> <li>• Chest physiotherapy</li> <li>• Perform active &amp; passive exercise</li> <li>• Counsel the patient and family in dealing with grieving and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>• Provide care to I assigned patient</li> <li>• Observation report of Critical care unit</li> <li>• Drugs book.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each skill with checklist</li> <li>• Assess performance with rating scale</li> <li>• Evaluation of observation report</li> <li>• Completion of activity record</li> </ul>



## Nursing care plan

### 1. Patients Biodata:

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

### 2. Presenting complaints:

Describe the complaints with which the patient has come to hospital

### 3. History of illness

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

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

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

### 4. Economic status of the family:

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

### 5. Psychological status:

Ethnic background,( geographical information, cultural information) support system available.

### 6. Personal habits:

Consumption of alcohol, smoking, tobacco chewing, sleep, exercise, and work elimination, nutrition.

### 7. Physical examination with date and time

### 8. Investigations

Date	Investigation done	Normal value	Patient value	Inference

### 9. Treatment

Sr. No.	Drug: (pharmacological name)	Dose	Frequency Time	Action	Side effect & Drug interaction	Nursing responsibility

### 10. Nursing process:

Patient name:

Date:

Ward:

Date	Assessment	Nursing diagnosis	Objective	Plan of care	Rationale	Implementation	Evaluation

### 11. Discharge planning:

It should include health education and discharge planning given to patient.

## 12. Evaluation of care

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

### Care plan evaluation

<b>Sr. No.</b>	<b>Contents</b>	<b>Marks</b>
1	History taking	03
2	Assessment and nursing diagnosis	05
3	Planning of care	05
4	Implementation and evaluation	08
5	Follow up care	02
6	Bibliography	02
	<b>Total</b>	<b>50</b>

## FORMAT FOR CASE PRESENTATION

### Patients Biodata:

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

### Presenting complaints:

Describe the complaints with which the patient has come to hospital

### History of illness

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

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

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

### Economic status:

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

### Psychological status:

Ethnic background,( geographical information, cultural information) support system available.

### Personal habits:

Consumption of alcohol, smoking, tobacco chewing, sleep,exercise, work elimination, nutrition.

### Physical examination with date and time

### Investigations

Date	Investigation done	Normal value	Patient value	Inference

### Treatment

Sr. No.	Drug: (pharmacological name)	Dose	Frequency Time	Action	Side effect & Drug interaction	Nursing responsibility

### Description of disease

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

### Clinical features of the disease condition

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

**Nursing process:**

Patient name:

Date:

Ward:

Date	Assessment	Nursing diagnosis	Objective	Plan of care	Rationale	Implementation	Evaluation

**Discharge planning:**

It should include health education and discharge planning given to patient.

**Evaluation of care**

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

**Care plan evaluation**

Sr. No.	Contents	Marks
1	Assessment / Introduction	05
2	Knowledge and understanding of disease	10
3	Nursing care plan	15
4	Presentation skill	10
5	A.V. aids	5
6	Overall	
	Summary & conclusion	03
	Bibliography	02
	<b>Total</b>	<b>50</b>

**Format for case study**

Format is similar to case presentation but should be in detail

The nursing care given to the patient should be at least for 5 continuous days

**Evaluation format for case study**

Sr. No.	Contents	Marks
1	Assessment / Introduction	05
2	Knowledge and understanding of disease	15
3	Nursing care plan	20
4	Discharge plan	05
5	Summary & evaluation	02
6	Bibliography	03
	<b>Total</b>	<b>50</b>

## EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT : \_\_\_\_\_  
 AREA OF EXPERIENCE : \_\_\_\_\_  
 PERIOD OF EXPERIENCE : \_\_\_\_\_  
 SUPERVISOR : \_\_\_\_\_

**Total 100 Marks**

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

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

\* 100 marks will be converted into 25



## CLINICAL EVALUATION PERFORMA

Name of the Student : \_\_\_\_\_  
 Year : \_\_\_\_\_  
 Area of Clinical Experience : \_\_\_\_\_  
 Duration of posting in weeks : \_\_\_\_\_  
 Name of the Supervisor : \_\_\_\_\_

**Total 100 Marks**

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

Sr. No.	EVALUATION CRITERIA	Grades				
		1	2	3	4	5
<b>I</b>	<b>Personal &amp; Professional behavior</b>					
1	Wears clean & neat uniform and well groomed.					
2	Arrives and leaves punctually					
3	Demonstrates understanding of the need for quietness in speech & manner & protects the patient from undue notice.					
4	Is notably poised and effective even in situations of stress					
5	Influential & displaced persuasive assertive leadership behaviour					
<b>II</b>	<b>Attitude to Co-workers and patients</b>					
6	Works well as member of nursing team					
7	Gives assistance to other in clinical situations					
8	Understands the child as an individual					
9	Shows skills in gaining the confidence & cooperation of child and relatives, tactful and considerate.					
<b>III</b>	<b>Application of knowledge</b>					
10	Possess sound knowledge of pediatric conditions.					
11	Has sound knowledge of scientific principles					
12	Has knowledge of normal growth and development of children					
13	Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.					
14	Takes interest in new learning from current literature & seeks help from resourceful people.					
<b>IV</b>	<b>Quality of clinical skill</b>					
15	Identifies problems & sets priorities and grasps essentials while performing duties					
16	Applies principles in carrying out procedures & carries out duties promptly.					
17	Has technical competence in performing nursing procedures.					
18	Resourceful and practices economy of time material and energy.					
19	Observes carefully, reports & records signs & symptoms & other relevant information					
20	Uses opportunities to give health education to patients & relatives					
	<b>Total</b>					

**Grade**

Excellent = 80-100 %

Very good = 70 % and above

Good = 60 = 69 %

Satisfactory = 50- 59 %

Poor = Below 50 %

Remarks for improvement:

Student's Remark:

Signature of the student

Signature of the teacher

## MENTAL HEALTH NURSING

**Placement: Third Year**

**Time: Theory-90 Hrs.  
Practical – 270 Hrs**

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

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

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

Unit	Time (Hrs)	Objective	Contents	Teaching Learning Activities	Assessment Methods
I	05	<ul style="list-style-type: none"> <li>• Describes the historical development &amp; current trends in mental health nursing</li> <li>• Describe the epidemiology of mental health problems</li> <li>• Describe the National Mental Health Act, programmes and mental health policy.</li> <li>• Discusses the scope of mental health nursing</li> <li>• Describe the concept of normal &amp; abnormal behaviour.</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Perspectives of Mental Health and Mental Health Nursing: evolution of mental health services, treatments and nursing practices.</li> <li>• Prevalence and incidence of mental health problems and disorders.</li> <li>• Mental Health Act</li> <li>• National Mental health policy vis-a-vis National Health Policy.</li> <li>• National Mental Health programme.</li> <li>• Mental health team.</li> <li>• Nature and scope of mental health nursing.</li> <li>• Role and functions of</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Short answer</li> <li>• Assessment of the field visit reports</li> </ul>

			<p>mental health nurse in various settings and factors affecting the level of nursing practice</p> <ul style="list-style-type: none"> <li>• Concepts of normal and abnormal behaviour.</li> </ul>		
<b>II</b>	05	<ul style="list-style-type: none"> <li>• Defines the various terms used in mental health Nursing.</li> <li>• Explains the classification of mental disorders.</li> <li>• Explain psychodynamics of maladaptive behaviour.</li> <li>• Discuss the etiological factors, psychopathology of mental disorders.</li> <li>• Explain the Principles and standards of Mental Health Nursing.</li> <li>• Describe the conceptual models of mental health nursing.</li> </ul>	<p><b>Principles and Concepts of Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Definition: mental health nursing and terminology used</li> <li>• Classification of mental disorders: ICD.</li> <li>• Review of personality development, defense mechanisms.</li> <li>• Maladaptive behaviour of individuals and groups: stress, crises and disaster(s).</li> <li>• Etiology: bio-psycho-social factors.</li> <li>• Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neuro transmission.</li> <li>• Principles of Mental health Nursing.</li> <li>• Standards of Mental health Nursing practice.</li> <li>• Conceptual models and the role of nurse: <ol style="list-style-type: none"> <li>1. Existential Model.</li> <li>2. Psycho-analytical models.</li> <li>3. Behavioral; models.</li> <li>4. Interpersonal model.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts.</li> <li>• Review of personality development.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer.</li> <li>• Objective type</li> </ul>

III	08	Describe nature, purpose and process of assessment of mental health status	<b>Assessment of mental health status.</b> <ul style="list-style-type: none"> <li>• History taking.</li> <li>• Mental status examination.</li> <li>• Mini mental status examination.</li> <li>• Neurological examination: Review.</li> <li>• Investigations: Related Blood chemistry, EEG, CT &amp; MRI.</li> <li>• Psychological tests Role and responsibilities of nurse.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with checklist.</li> </ul>
IV	06	<ul style="list-style-type: none"> <li>• Identify therapeutic communication techniques</li> <li>• Describe therapeutic relationship.</li> <li>• Describe therapeutic impasse and its intervention.</li> </ul>	<b>Therapeutic communication and nurse-patient relationship</b> <ul style="list-style-type: none"> <li>• Therapeutic communication: types, techniques, characteristics</li> <li>• Types of relationship,</li> <li>• Ethics and responsibilities</li> <li>• Elements of nurse patient contract</li> <li>• Review of technique of IPR- Johari Window</li> <li>• Goals, phases, tasks, therapeutic techniques.</li> <li>• Therapeutic impasse and its intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Process recording</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
V	14	Explain treatment modalities and therapies used in mental disorders and role of the nurse.	<b>Treatment modalities and therapies used in mental disorders.</b> <ul style="list-style-type: none"> <li>• Psycho Pharmacology</li> <li>• Psychological therapies: Therapeutic community, psycho therapy – Individual: psycho-analytical, cognitive &amp; supportive, family, Group, Behavioral, Play Psycho-drama, Music, Dance, Recreational and Light therapy, Relaxation therapies :</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Group work.</li> <li>• Practice session</li> <li>• Clinical practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

			<p>Yoga, Meditation, bio feedback.</p> <ul style="list-style-type: none"> <li>• Alternative systems of medicine.</li> <li>• Psychosocial rehabilitation process</li> <li>• Occupational therapy.</li> <li>• Physical Therapy: electro convulsive therapy.</li> <li>• Geriatric considerations</li> </ul> <p>Role of nurse in above therapies.</p>		
VI	05	<ul style="list-style-type: none"> <li>• Describe the etiology, sychopathology clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation.</li> </ul>	<p><b>Nursing management of patient with Schizophrenia, and other psychotic disorders</b></p> <ul style="list-style-type: none"> <li>• Classification: ICD</li> <li>• Etiology, psycho-pathology, types, clinical manifestations, diagnosis</li> <li>• Nursing Assessment- History, Physical and mental assessment.</li> <li>• Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders</li> <li>• Geriatric considerations</li> <li>• Follow – up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient management problems</li> </ul>

VII	05	Describe the etiology, psychopathology clinical manifestations, diagnostic criteria and management of patients with mood disorders.	<p><b>Nursing management of patient with mood disorders</b></p> <ul style="list-style-type: none"> <li>• Mood disorders: Bipolar affective disorder, Mania depression and dysthymia etc.</li> <li>• Etiology, psychopathology, clinical manifestations, diagnosis.</li> <li>• Nursing Assessment- History, Physical and mental assessment.</li> <li>• Treatment modalities and nursing management of patients with mood disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient management problems</li> </ul>
VIII	08	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders.	<p><b>Nursing management of patient with neurotic, stress related and somatization disorders</b></p> <ul style="list-style-type: none"> <li>• Anxiety disorder, Phobias, Dissociation and Conversion disorder, Obsessive-compulsive disorder, somatoform disorders, Post traumatic stress disorder.</li> <li>• Etiology, psychopathology, clinical manifestations, diagnosis</li> <li>• Nursing Assessment- History, Physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders.</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient management problems</li> </ul>

IX	05	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	<p><b>Nursing management of patient with substance use disorders</b></p> <ul style="list-style-type: none"> <li>• Commonly used</li> <li>• Psychotropic substance: Classification, forms, routes, action, intoxication and withdrawal</li> <li>• Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, and diagnosis.</li> <li>• Nursing Assessment- History, Physical, mental assessment and drug assay</li> <li>• Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders.</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient management problems</li> </ul>
X	04	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with personality, Sexual and Eating disorders	<p><b>Nursing management of patient with Personality, Sexual and Eating disorders</b></p> <ul style="list-style-type: none"> <li>• Classification of disorders</li> <li>• Etiology, psychopathology, characteristics, diagnosis.</li> <li>• Nursing Assessment – History, Physical and mental assessment.</li> <li>• Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient management problems</li> </ul>



<b>XI</b>	06	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent including mental deficiency	<b>Nursing management of childhood and adolescent disorders including mental deficiency</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Etiology, psychopathology, characteristics, diagnosis Nursing Assessment-History, Physical, mental and IQ assessment</li> <li>• Treatment modalities and nursing management of childhood disorders including mental deficiency</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient management problems</li> </ul>
<b>XII</b>	05	Describe the etiology psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders	<b>Nursing management of organic brain disorders</b> <ul style="list-style-type: none"> <li>• Classification: ICD?</li> <li>• Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis (Parkinson's and Alzheimer's)</li> <li>• Nursing Assessment-History, Physical, mental and neurological assessment</li> <li>• Treatment modalities and nursing management of organic brain disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient management problems</li> </ul>

<b>XIII</b>	06	Identify psychiatric emergencies and carry out crisis intervention	<b>Psychiatric emergencies and crisis intervention</b> <ul style="list-style-type: none"> <li>• Types of psychiatric emergencies and their management</li> <li>• Stress adaptation Model: stress and stressor, coping, resources and mechanism</li> <li>• Grief: Theories of grieving process, principles, techniques of counseling</li> <li>• Types of crisis</li> <li>• Crisis Intervention: Principles, Techniques and Process</li> <li>• Geriatric considerations</li> <li>• Role and responsibilities of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
<b>XIV</b>	04	Explain legal aspects applied in mental health settings and role of the nurse	<b>Legal issues in Mental Health Nursing</b> <ul style="list-style-type: none"> <li>• The Mental Health Act 1987: Act, Sections, Articles and their implications etc.</li> <li>• Indian lunacy Act. 1912</li> <li>• Rights of mentally, ill clients</li> <li>• Forensic psychiatry</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li>• Admission and discharge procedures</li> <li>• Role and responsibilities of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

XV	04	<ul style="list-style-type: none"> <li>• Describe the model of preventive psychiatry</li> <li>• Describe Community Mental health services and role of the nurse</li> </ul>	<p><b>Community Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Development of Community Mental Health Services:</li> <li>• National Mental Health Programme</li> <li>• Institutionalization Versus Deinstitutionalization</li> <li>• Model of Preventive psychiatry: Levels of Prevention</li> <li>• Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and Role of nurse</li> <li>• Mental Health Agencies: Government and voluntary, National and International</li> <li>• Mental health nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Clinical/field practice</li> <li>• Field visits to mental health service agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of the field visit reports</li> </ul>
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**References (Bibliography:)**

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3. M.S. Bhatia, A concised text Book of Psychiatric Nursing, CBS publishers and distributors, Delhi 2nd ed. 1999.
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7. Niraj Ahuja, A short textbook of pstchiatry , ,Jaypee brothers,new delhi, 2002.

8. The ICD10, Classification of mental and behavioural disorders, WHO, A.I.T.B.S. publishers, Delhi,2002
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10. Patricia, Kennedy, Ballard, “Psychiatric Nursing Integration of Theory and Practice”, USA, Mc Graw Hill 1999.
11. Kathernic M. Fort in ash, Psychiatric Nursing Care plans, , Mossby Year book. Toronto
12. Sheila M. Sparks, CynthiaM. Jalor, Nursing Diagnosis reference manual 5th edition, , Spring house, Corporation Pennsychiram’s
13. R. Sreevani, A guide to mental health & psychiatric nursing, Jaypee brothers, Medical Publishers p(ltd)\_, New Delhi 1st edition.
14. R. Baby, Psychiatric Nursing N.R. Brothers, Indore, 1st edition 2001.
15. Varghese Mary, Essential of psychiatric & mental health nursing,
16. Foundations Journals of mental health nursing
17. American Journal of Psychiatry
18. Deborah Antai Otoing. “Psychiatric Nursing” Biological and behavioral concepts. Thomson. Singapore 2003
19. Mary Ann Boyd. “Psychiatric Nursing”. Contemporary practice. Lippincott. Williams and Wilkins. Tokyo.

#### **Internet Resources –**

1. Internet Gateway : Psychology  
<http://www.lib.uiowa.edu/gw/psych/index.html>
2. Psychoanalytic studies  
<http://www.shef.ac.uk~psysc/psastud/index.html>
3. Psychaitric Times  
<http://www.mhsource.com.psychiatrictimes.html>
4. Self-help Group sourcebook online  
<http://www.cmhe.com/selfhelp>
5. National Rehabilitation Information center  
<http://www.nariic.com/naric>
6. Centre for Mental Health Services  
<http://www.samhsaa.gov/cmhs.htm>
7. Knowledge Exchange Network  
<http://www.mentalheaalth.org/>
8. Communication skills  
<http://www.personal.u-net.com/osl/m263.htm>

9. Lifeskills Resource center  
<http://www.rpeurifooy.com>

10. Mental Health Net  
<http://www.cmhe.com>

## MENTAL HEALTH NURSING – PRACTICAL

Placement: Third Year

Time: Practical – 270 hours (9 weeks)

Areas	Duration (in weeks)	Objective	Skills to be developed	Assignment	Assessment Methods
Psychiatric OPD	1	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>Observe and assist in therapies</li> <li>Counsel and educate patient, and families</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental status examination (MSE)</li> <li>Assist in Psychometric assessment</li> <li>Perform Neurological examination</li> <li>Observe and assist in therapies</li> <li>Teach patients and family members</li> </ul>	<ul style="list-style-type: none"> <li>History taking and Mental status examination- 2</li> <li>Health education-1</li> <li>Observation report of OPD</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of health education</li> <li>Assessment of observation report</li> <li>Completion of activity record.</li> </ul>
Child Guidance clinic	1	<ul style="list-style-type: none"> <li>Assessment of children with various mental health problems</li> <li>Counsel and educate children, families and significant others</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Assist in psychometric assessment</li> <li>Observe and assist in various therapies</li> <li>Teach family and significant others</li> </ul>	<ul style="list-style-type: none"> <li>Case work – 1</li> <li>Observation report of different therapies -1</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of the observation report</li> </ul>
Inpatient ward	6	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>To provide nursing care for patients with various mental health problems</li> <li>Assist in various therapies</li> <li>Counsel and educate patients, families and significant others</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental status examination (MSE)</li> <li>Perform Neurological examination</li> <li>Assist in psychometric assessment</li> <li>Record therapeutic communication</li> <li>Administer medications</li> <li>Assist in Electroconvulsive Therapy (ECT)</li> <li>Participate in all therapies</li> <li>Prepare patients for Activities of Daily living (ADL)</li> <li>Conduct admission and discharge counseling</li> <li>Counsel and teach patients and families</li> </ul>	<ul style="list-style-type: none"> <li>Give care to 2-3 patients with various mental disorders</li> <li>Case study- 1</li> <li>Care plan- 2(based on nursing process)</li> <li>Clinical presentation-1</li> <li>Process recording 1</li> <li>Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of the case study care plan, clinical presentation, process recording</li> <li>Completion of activity record</li> </ul>

Community psychiatry	1	<ul style="list-style-type: none"> <li>• To identify patients with various mental disorders</li> <li>• To motivate patients for early treatment and follow up</li> <li>• To assist in follow up clinic</li> <li>• Counsel and educate patient, family and community</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct case work</li> <li>• Identify individuals with mental health problems</li> <li>• Assists in mental health camps and clinics</li> <li>• Counsel and Teach family members, patients and community</li> </ul>	<ul style="list-style-type: none"> <li>• Case work – 1</li> <li>• Observation report on field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of case work and observation report</li> <li>• Completion of activity record</li> </ul>
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## EVALUATION

### Internal Assessment:

<b>Theory:</b>	<b>Maximum marks 25</b>
Periodical	25
Midterm	50
<u>Pre-final</u>	<u>75</u>
<b>Total Marks</b>	<b>150</b>

<b>Practical:</b>	<b>Maximum marks 50</b>
Nursing care plan	2 x25      50
Case presentation	1x 50      50
Case study	1x 50      50
Health teaching	1 x 25      25
History taking & mental status examination & process recording	2 x 50      100
Observation report of various therapies in psychiatry	1x 25      25
Clinical Evaluation	2 x 100      200

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Total marks      500

### Practical Examination:

Periodic viva	25
mid term	50
<u>Prefinal</u>	<u>50</u> (625)
<b>Total Marks</b>	<b>125</b>

### University Exam

Theory	75 Marks
Practical	50 Marks

## Nursing care plan

### 1. Patients Biodata:

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

### 2. Presenting complaints:

Describe the complaints with which the patient has come to hospital

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

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

- **Personal history:** Birth, early development, educational, occupational, menstrual, sexual, marital, religious, social activity, interests and hobbies. Legal history: any arrest imprisonment, divorce etc...

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

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

### 4. Mental status examination with conclusion

### 5. Investigations

Date	Investigation done	Normal value	Patient value	Inference

### 6. Treatment

Sr. No.	Drug: (pharmacological name)	Dose	Frequency Time	Action	Side effect & Drug interaction	Nursing responsibility

### Other modalities of treatment in detail

### 7. Nursing process:

**Patient name:**

**Date:**

**Ward:**

Date	Assessment	Nursing Diagnoses	Objective	Plan of care	Implementation	Rationale	Evaluation

### Discharge planning:

It should include health education and discharge planning given to patient.



## 8. Evaluation of care

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

### Care plan evaluation

Sr. No.	Contents	Marks
1	History	05
2	M.S.E. & Diagnosis	05
3	Management & Nursing. Process	10
4	Discharge planning and evaluation	03
5	Bibliography	02
	<b>Total</b>	<b>25</b>

### FORMAT FOR CASE PRESENTATION

#### 1. Patients Biodata:

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

#### 2. Presenting complaints:

Describe the complaints with which the patient has come to hospital

#### 3. History of illness:

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

- a. History of present illness – onset, symptoms, duration, precipitating / alleviating factors nature of problem, associated problems (disturbance in sleep, appetite, wt), effect of present illness on ADL, patients understanding regarding present problem
- b. History of past illness – illnesses, surgeries, allergies, immunizations, medications, history of past hospitalization for psychiatric illness, any complication e.g. suicidal attempt, completeness of recovery.
- c. Personal history: Birth, early development, educational, occupational, menstrual, sexual, marital, religious, social activity, interests and hobbies.
- d. Legal history: any arrest imprisonment, divorce etc...
- e. Family history – family tree, type of family, parental history, occupation, history of illness in family members, risk factors, congenital problems, psychological problems, family dynamics, family events (initiating and exacerbating illness)
- f. Personality history: personality traits, habits, hobbies, interest, belief, attitudes, social relationship, coping resources, alcohol or drug use, any criminal record.

#### 4. Mental status examination with conclusion

#### 5. Description of disease

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

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

## 6. Investigations

Date	Investigation done	Normal value	Patient value	Inference

## 7. Treatment

Sr. No.	Drug: (pharmacological name)	Dose	Frequency Time	Action	Side effect & Drug interaction	Nursing responsibility

### Other modalities of treatment in detail

## 8. Nursing process:

Patient name:

Date:

Ward:

Date	Assessment	Nursing Diagnoses	Objective	Plan of care	Implementation	Rationale	Evaluation

## Discharge planning:

It should include health education and discharge planning given to patient.

## 9. Evaluation of care

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

Date	Assessment	Nursing diagnosis	Objective	Plan of care	Implementation	Rationale	Evaluation

### EVALUATION CRITERIA FOR CASE PRESENTATION –

Sr. No.	Contents	Marks
1	Orientation of History	10
2	M.S.E.	10
3	Summarization & Formulation of diagnosis	10
4	Management & evaluation of care	10
5	Style of presentation	05
6	Bibliography	05
	<b>Total</b>	<b>50</b>

### Format for case study

Format is similar to case presentation but should be in detail

The nursing care given to the patient should be at least for 5 continuous days

### Evaluation format for case study

<b>Sr. No.</b>	<b>Contents</b>	<b>Marks</b>
1	History & MSE	10
2	Knowledge and understanding of disease	15
3	Nursing care plan	20
4	Discharge plan	02
5	Bibliography	03
	<b>Total</b>	<b>50</b>

## EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT : \_\_\_\_\_  
 AREA OF EXPERIENCE : \_\_\_\_\_  
 PERIOD OF EXPERIENCE : \_\_\_\_\_  
 SUPERVISOR : \_\_\_\_\_

**Total 100 Marks**

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

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

\* 100 marks will be converted into 25

# FORMAT FOR PSYCHIATRIC CASE HISTORY MENTAL STATUS EXAMINATION & PROCESS RECORDING

## PSYCHIATRIC CASE HISTORY

- Biodata of the Patient
- Informant
- Reliability
- Reason for referral
- Chief complaints with duration
- History of present illness
- History of past illness
- Family history of illness
  - a. Family history  
(Draw family tree, write about each family members & relations with patient mention any history of mental illness, epilepsy renouncing the world.)
  - b. Socio-economic data
- Personal History
  1. Prenatal and perinatal
  2. Early Childhood
  3. Middle Childhood
  4. Late childhood
  5. Adulthood
    - a. Education History
    - b. Occupational History
    - c. Marital History
    - d. Sexual History
    - e. Religion
    - f. Social activity, interests and hobbies.
- Pre-morbid personality
- Physical examination
- Diagnosis & identification of psychosocial stressors

### EVALUATION CRITERIA FOR CASE PRESENTATION –

Sr. No.	Contents	Marks
1	Format	02
2	Organisation of history of present illness	05
3	Past History of illness	03
4	Family history of illness	03
5	Pre morbid personality	03

6	Examination	02
7	Diagnosis	02
	<b>Total</b>	<b>20</b>

### Mental Status Examination

1. General Appearance & behaviour & grooming:

LOC- Conscious/ semiconscious/ unconscious

Body Built-           Thin  
                               Moderate  
                               Obese

Hygiene-            Good  
                               Fair.  
                               Poor

Dress-                Proper/clean  
                               According to the season

Poor-                 Untidy, Eccentric, Inappropriate.

Hair-                 Good Combined in position.  
                               Fair  
                               Poor  
                               Disheveled

Facial expression-

                          Anxious  
                           Depressed  
                           Not interested  
                           Sad looking  
                           Calm  
                           Quiet  
                           Happy  
                           Healthy/Sickly  
                           Maintains eye contact  
                           Young / Old  
                           Any other

2. Attitude:-

Cooperative	Seductive
Friendly (mania)	1. Attention seeking
Trustful (mania)	2. Dramatic
Attentive	3. Emotional
Interested	Evasive

Negativistic

Resistive

Non-caring

Any other

Defensive

Guarded Paranoia

3. Posture:-

Good – Straight/proper

Relaxed

Rigid/Tense/Unsteady

Bizarre Position

Improper – Explain

4. Gait, Carriage & Psychomotor activities:-

Walks straight / coordinated movements

Uncoordinated movements

Mannerism / Stereotypes / Echolalia

Purposeless/hyperactivity/aimless/purposeless activity

Hypo activity/Tremors/Dystonia

Any other

5. Mood and affect:-

Mood- Pervasive & sustained emotions that colour the person's perception of the world.

Range of mood:     Adequate  
                           Inadequate  
                           Constricted  
                           Blunt (sp)  
                           Labile  
                           (Frequent changes)

Affect: Emotional state of mind, person's present emotional response.

Congruent / In congruent

Relevance/Irrelevant

Appropriateness-according to situations

Inappropriate-     Excited  
                           Not responding  
                           Sad  
                           Withdrawn  
                           Depressed  
                           Any other

6. Stability & range of mood:

Extreme

Normal

Any other



7. Voice & speech / stream of talk:

- Language- Written
- Spoken
- Intensity- Above normal
- Normal
- Below normal
- Quantity- Above normal
- Normal
- Below normal
- Quality- Appropriate
- Inappropriate
- Rate of production:- Appropriate / Inappropriate
- Relevance- Relevant / Irrelevant
- Reaction time-Immediate / Delayed
- Vocabulary- Good / Fair /Poor.

Rate, quality, amount and form:- under pressure, retarded, blocked, relevant, logical, coherent, concise, illogical, disorganized, flight of ideas, neologisms, word salad. Circumstantialities. Rhyming, punning, loud. Whispered. Screaming etc.

8. Perception:-

- The way we perceive our environment with senses.
- Normal/Abnormal
- A) Illusion:- misinterpretation of perception
- B) Hallucination:- False perception in absence of stimuli.
  - 1. Visual-not in psychiatric – Organic Brain Disorder.
  - 2. Auditory
    - a. Single b. Conversation c. Command
  - 3. Kinaesthetic hallucinations: Feeling movement when none occurs.
- C) Depersonalization and derealization
- D) Other abnormal perceptions
  - Déjà vu/Deja pense/Deja entendu/Deja raconte/Deja eprouve/
  - Deja fait/Jamais

9. Thought process / thinking

- At formation level-
- At content – continuity / lack of continuity
- I. At progress level / stream
  - a. Disorders of Tempo
    - \* Schizophrenia talking-Epilepsy

- Loose association
- Thought block
- Flight of ideas
- \* Circumstantial talking – Epilepsy
- \* Tangential-taking with out any conclusion
- \* Neologism – New words invented by patients.
- \* Incoherence

b. Disorders of continuity

- \* Perseveration:- Repetition of the same words over and over again.
- \* Blocking:- Thinking process stops altogether.
- \* Echolalia: - Repetition of the interviewer’s word like a parrot.

II. Possession and control

- \* Obsessions: - Persistent occurrence of ideas, thoughts, images, impulses or phobias.
- \* Phobias: - Persistent, excessive, irrational fear about a real or an imaginary object, place or a situation.
- \* Thought alienation:- The patient thinks that others are participating in his thinking.
- \* Suicidal/homicidal thoughts.

III. Content:-

- \* Primary Delusion:- Fixed unshakable false beliefs, and they cannot be explained on the basis of reality.
- \* Delusional mood
- \* Delusional perception
- \* Sudden delusional ideas
- \* Secondary delusion

Content of Delusions:-

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

10. Judgment:-

According to the situation

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

11. Insight:-

Awareness

Reason for hospitalization

Accepts / Not accepts / Accepts fees treatment not required

Types - Intellectual-awareness at mental level

- Emotional – aware and accepts

Duration

12. Orientation:-

Oriented to – time

Place

Person

13. Memory:-

Fairs / Festival

Surrounding environment

PM of country

CM of state

14. Attention:-

Normal

Moderate

Poor attention

Any other

15. Concentration:-

Good

Fair

Poor

Any other

16. Special points:-

Bowel & bladder habits

Appetite

Sleep

Libido

Any other

Instructions for filling the MSE format:

1. Tick wherever relevant
2. Write brief observations wherever relevant
3. Based on the observations make the final conclusion

EVALUATION CRITERIA FOR M.S.E.

<b>SN</b>	<b>TOPIC</b>	<b>MAX MARKS</b>
1.	Format	01
2.	Content (Administration of test and inference)	06
3.	Examination skill	02
4.	Bibliography	01
	TOTAL	10

## Mental Status Examination

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

Sr. No.	Participants	Conversation	Inference	Technique used

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

### Evaluation format of process recording

SN	TOPIC	MAX MARKS
1.	History taking	02
2.	Interview technique	03
3.	Inferences drawn from interview	03
4.	Overall understanding	02
	<b>TOTAL</b>	<b>10</b>

## Observation report of various therapies

### ECT CARE STUDY

Select a patient who has to get electro convulsive therapy

Preparation of articles for ECT

Preparation of physical set up

- Waiting room
- ECT room
- Recovery room

Preparation of patient prior to ECT

Helping the patient to undergo ECT

Care of patient after ECT

Recording of care of patient after ECT

#### ECT Chart –

Name –

Diagnosis –

Age –

Sex –

Bed No. –

TPR/BP –

Time of ECT –

Patient received back at –

Time	Pulse	Respiration	Blood pressure	Level of Consciousness	Remarks

#### OBSERVATION REPORT – GROUP THERAPY

(Can be written in the form of report)

1. Name of the Hospital –
2. Ward No. –
3. No. of patients in the ward –
4. No. of male patients in the ward –
5. No. of female patients in the ward –
6. No. of patients for group therapy
7. Objectives of group therapy –

8. Size of the group –
9. Diagnosis of patients in the group –
10. Heterogenous group –
11. Homogenous group –
12. Procedure followed –
  - a. Introduction
  - b. Physical set up
  - c. Maintenance of confidentiality & privacy
13. Content of group therapy –
14. Summary of group therapy –
15. Remarks –

**Evaluation format of process recording**

<b>SN</b>	<b>TOPIC</b>	<b>MAX MARKS</b>
1.	Introduction to therapy	02
2.	Purposes of therapy	03
3.	Preparation for therapy	05
4.	Care during therapy	05
5.	Care after therapy	05
6.	Recording	05
	<b>TOTAL</b>	<b>25</b>



## CLINICAL POSTING EVALUATION

Name of the Student : \_\_\_\_\_  
 Year : \_\_\_\_\_  
 Area of Clinical Experience : \_\_\_\_\_  
 Duration of posting in weeks : \_\_\_\_\_  
 Name of the Supervisor : \_\_\_\_\_

**Total 100 Marks**

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

Sr. No.	EVALUATION CRITERIA	Grades				
		5	4	3	2	1
<b>I</b>	<b>Understanding of patient as a person</b> A] Approach 1] Rapport with patient (family)relatives 2] Has she collected all information regarding the patient/family. B] Understanding patients health problems 1] Knowledge about the disease of patient 2] Knowledge about investigations done for disease. 3] Knowledge about treatment given to patient 4] Knowledge about progress of patients					
<b>II</b>	<b>Planning care.</b> 1] Correct observation of patient 2] Assessment of the condition of patient 3] Identification of the patients needs 4] Individualization of planning to meet specific health needs of the patient. 5] Identification of priorities					
<b>III</b>	<b>Teaching skill.</b> 1] Economical and safe adaptation to the situation available facilities 2] Implements the procedure with skill/speed, completeness. 3] Scientific knowledge about the procedure.					
<b>VI</b>	<b>Health talk</b> 1] Incidental/planned teaching (Implements teaching principles) 2] Uses visual aids appropriately					
<b>V</b>	<b>Personality</b> 1] Professional appearance (Uniform, dignity, helpfulness, interpersonal relationship, punctuality, etc.) 2] Sincerity, honesty, sense of responsibility					

Remarks of supervision in terms of professional strength and weakness.

Signature of the student

Signature of the teacher

### DRUG BOOK/STUDY

Generic Name	Dosage	Form/Strength Inj/Tab/Syrup	Action of Drug	Indication	Contraindication	Side effects	Nursing Implications/ Responsibilities

## MIDWIFERY AND OBSTETRICAL NURSING

**Placement: Third Year (N).**

**Time: Theory-90 Hrs.  
Practical – 180 Hrs  
(+ 180 hours of 4th year)**

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

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

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

Unit	Time (Hrs)	Objective	Contents	Teaching Learning Activities	Assessment Methods
I	05	<ul style="list-style-type: none"> <li>• Recognize the trends and issues in midwifery and obstetrical Nursing</li> </ul>	<p><b>Introduction to midwifery and obstetrical Nursing</b></p> <ul style="list-style-type: none"> <li>• Introduction to concepts of Midwifery and obstetrical nursing.</li> <li>• Trends in Midwifery and obstetrical nursing.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Historical perspectives and currents trends.</li> <li><input type="checkbox"/> Legal and ethical aspects</li> <li><input type="checkbox"/> Pre-conception care and preparing for parenthood</li> <li><input type="checkbox"/> Role of nurse in midwifery and obstetrical care.</li> <li><input type="checkbox"/> National policy and legislation in relation to maternal health &amp; welfare</li> <li><input type="checkbox"/> Maternal, morbidity,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

			mortality rates <input type="checkbox"/> Perinatal, morbidity & mortality rates		
<b>II</b>	08	<ul style="list-style-type: none"> <li>Describe the anatomy and physiology of female reproductive system</li> </ul>	<b>Review of anatomy and physiology of female reproductive system and fetal development</b> <ul style="list-style-type: none"> <li>Female pelvis-general description of the bones joints, ligaments, planes of the pelvis diameters of the true pelvis important landmarks, variations in pelvis shape.</li> <li>Female organs of reproduction-external genitalia, internal genital organs and their anatomical relations, musculature blood-supply, nerves, lymphatic, pelvic cellular tissue, pelvic peritoneum.</li> <li>Physiology of menstrual cycle</li> <li>Human sexuality</li> <li>Foetal development</li> <li><input type="checkbox"/> Conception</li> <li><input type="checkbox"/> Review of fertilization, implantation (embedding of the ovum), development of the embryo and placenta at term-function, abnormalities, the foetal sac, amniotic fluid, the umbilical chord,</li> <li><input type="checkbox"/> Foetal circulation, foetal skull, bones, sutures and measurements.</li> <li>Review of Genetics</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Review with charts and models</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
<b>III</b>	08	<ul style="list-style-type: none"> <li>Describe the Diagnosis and management of women during antenatal period.</li> </ul>	<b>Assessment and management of pregnancy (ante-natal)</b> <ul style="list-style-type: none"> <li>Normal pregnancy</li> <li>Physiological changes during pregnancy.</li> <li><input type="checkbox"/> Reproductive system</li> <li><input type="checkbox"/> Cardio vascular system</li> <li><input type="checkbox"/> Respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Case discussion/presentation</li> <li>Health talk</li> <li>Practice session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>*Assessment of patient management problems</li> </ul>

			<ul style="list-style-type: none"> <li><input type="checkbox"/> Urinary system</li> <li><input type="checkbox"/> Gastro intestinal system</li> <li><input type="checkbox"/> Metabolic changes</li> <li><input type="checkbox"/> Skeletal changes</li> <li><input type="checkbox"/> Skin changes</li> <li><input type="checkbox"/> Endocrine system</li> <li><input type="checkbox"/> Psychological changes</li> <li><input type="checkbox"/> Discomforts of pregnancy</li> <li>• Diagnosis of pregnancy <ul style="list-style-type: none"> <li><input type="checkbox"/> Signs</li> <li><input type="checkbox"/> Differential diagnosis</li> <li><input type="checkbox"/> Confirmatory tests</li> </ul> </li> <li>• Ante-natal care <ul style="list-style-type: none"> <li><input type="checkbox"/> Objectives</li> <li><input type="checkbox"/> Assessment History and physical examination, Antenatal Examination, Signs of previous child-birth</li> <li><input type="checkbox"/> Relationship of foetus to uterus and pelvis: Lie, Attitude, Presentation, Position</li> <li><input type="checkbox"/> Per vaginal examination <ul style="list-style-type: none"> <li>* Screening and assessment for high risk:</li> <li>* Risk approach</li> </ul> </li> </ul> </li> <li>• History and Physical Examination Modalities of diagnosis; Invasive &amp; Non- Invasive &amp; ultrasonic, cardio tomography, NST, CST</li> <li>• Antenatal preparation <ul style="list-style-type: none"> <li><input type="checkbox"/> Antenatal counseling</li> <li><input type="checkbox"/> Antenatal exercises</li> <li><input type="checkbox"/> Diet</li> <li><input type="checkbox"/> Substance use Education for child-birth</li> <li><input type="checkbox"/> Husband and families</li> <li><input type="checkbox"/> Preparation for safe confinement</li> <li><input type="checkbox"/> Prevention from radiation</li> </ul> </li> <li>• Psycho-social and cultural aspects of pregnancy <ul style="list-style-type: none"> <li><input type="checkbox"/> Adjustment to pregnancy</li> <li><input type="checkbox"/> Unwed mother</li> <li><input type="checkbox"/> Single parent</li> <li><input type="checkbox"/> Teenage pregnancy</li> </ul> </li> </ul>		
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			<input type="checkbox"/> Sexual violence * Adoption		
IV	12	<ul style="list-style-type: none"> <li>• Describe the physiology and stages of labour.</li> <li>• Describe the management of women during intranatal period</li> </ul>	<b>Assessment and management of intra natal period.</b> <ul style="list-style-type: none"> <li>• Physiology of labour, mechanism of labour.</li> <li>• Management of labour <ul style="list-style-type: none"> <li><input type="checkbox"/> First stage -Signs &amp; symptoms of onset of labour Duration Preparation of: <ul style="list-style-type: none"> <li>√ Labour room</li> <li>√ Woman</li> </ul> </li> <li>- Assessment and observation of women in labour; partogram maternal &amp; foetal monitoring</li> <li>- Active management of labour, Induction of labour</li> <li>- Pain relief &amp; comfort in Labor</li> </ul> </li> <li>• Second stage <ul style="list-style-type: none"> <li><input type="checkbox"/> Signs and symptoms; normal &amp; abnormal</li> <li><input type="checkbox"/> Duration</li> <li><input type="checkbox"/> Conduct of delivery; Principles &amp; techniques</li> <li><input type="checkbox"/> Episiotomy (only if required)</li> <li><input type="checkbox"/> Receiving the new born <ul style="list-style-type: none"> <li>- Neonatal resuscitation initial steps &amp; subsequent resuscitation</li> <li>- Care of umbilical cord</li> <li>- Immediate assessment including screening for congenital anomalies</li> <li>- Identification</li> <li>- Bonding</li> <li>- Initiate feeding</li> <li>- Screening and transportation of the neonate</li> </ul> </li> </ul> </li> <li>• Third Stage <ul style="list-style-type: none"> <li><input type="checkbox"/> Signs and symptoms; normal and abnormal</li> <li><input type="checkbox"/> Duration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list *Assessment of patient management problems</li> </ul>

			<ul style="list-style-type: none"> <li><input type="checkbox"/> Method of placenta expulsion</li> <li><input type="checkbox"/> Management; Principles and techniques</li> <li><input type="checkbox"/> Examination of the placenta</li> <li><input type="checkbox"/> Examination of perineum</li> <li><input type="checkbox"/> Maintaining records &amp; reports</li> <li>• Fourth Stage</li> </ul>		
V	05	<ul style="list-style-type: none"> <li>• Describe the physiology of puerperium</li> <li>• Describe the management of women during post-natal period</li> </ul>	<p><b>Assessment and management of women during post natal period</b></p> <ul style="list-style-type: none"> <li>• Normal puerperium; Physiology Duration</li> <li>• Postnatal assessment and management</li> <li><input type="checkbox"/> Promoting physical &amp; emotional well being</li> <li><input type="checkbox"/> Lactation management</li> <li><input type="checkbox"/> Immunization</li> <li>• Family dynamics after childbirth.</li> <li>• Family welfare services; methods, counseling</li> <li>• Follow – up</li> <li>• Records and reports</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Health talk</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problems</li> </ul>

VI	06	<ul style="list-style-type: none"> <li>Describe the assessment and management of normal neonate</li> </ul>	<p><b>Assessment and management of normal neonates.</b></p> <ul style="list-style-type: none"> <li>Normal neonates;</li> <li>Physiological adaptation,</li> <li>Initial &amp; Daily assessment</li> <li>Essential newborn care; Thermal control,</li> <li>Breast feeding, prevention of infections</li> <li>Immunization</li> <li>Minor disorders of newborn and its management</li> <li>Levels of neonatal care (level I, II&amp; III)</li> <li>At primary, secondary and tertiary levels</li> <li>Maintenance of Reports &amp; Records</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>*Assessment of patient management problems</li> </ul>
VII	10	<ul style="list-style-type: none"> <li>Describe the identification and management of women with high risk pregnancy</li> </ul>	<p><b>High risk pregnancy assessment &amp; management</b></p> <ul style="list-style-type: none"> <li>Screening &amp; assessment</li> <li>Ultrasonic, cardiography, NST, CST, non-invasive &amp; invasive,</li> <li>Newer modalities of diagnosis</li> <li>High – risk approach</li> <li>Levels of care; primary, secondary &amp; tertiary levels</li> <li>Disorders of pregnancy</li> <li>Hyper- emesis gravidarum, bleeding in early pregnancy, abortion, ectopic Pregnancy, vesicular mole,</li> <li>Ante-partum hemorrhage</li> <li>Uterine abnormality and displacement.</li> <li>Diseases complicating pregnancy</li> <li>Medical &amp; surgical conditions</li> <li>Infections, RTI (STD), UTI, HIV, TORCH</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problems</li> </ul>



			<ul style="list-style-type: none"> <li><input type="checkbox"/> Gynecological diseases complicating pregnancy</li> <li><input type="checkbox"/> Pregnancy induced hypertension &amp; diabetes, Toxemia of pregnancy, Hydramnios,</li> <li><input type="checkbox"/> Rh incompatibility</li> <li><input type="checkbox"/> Mental disorders</li> <li>• Adolescent pregnancy, Elderly primi and grand multipara</li> <li>• Multiple Pregnancy</li> <li>• Abnormalities of placenta &amp; cord</li> <li>• Intra – uterine growth – retardation</li> <li>• Nursing management of mothers with high- risk pregnancy</li> <li>• Maintenance of Records &amp; Report</li> </ul>		
<b>VIII</b>	10	<ul style="list-style-type: none"> <li>• Describe management of abnormal labour. And Obstetrical emergencies</li> </ul>	<p><b>Abnormal Labour- Assessment and management</b></p> <ul style="list-style-type: none"> <li>• Disorders in labour</li> <li><input type="checkbox"/> CPD &amp; contracted pelvis</li> <li><input type="checkbox"/> Malpositions and malpresentations</li> <li><input type="checkbox"/> Premature labour, disorders of uterine actions –precipitate labour prolonged labour</li> <li><input type="checkbox"/> Complications of third stage: injuries to birth canal</li> <li>* Obstetrical emergencies and their management;</li> <li><input type="checkbox"/> Presentation &amp; prolapse of cord, Vasa praevia, amniotic fluid embolism rupture of uterus, shoulder dystocia, obstretical shock</li> <li>• Obstetrical procedures &amp; operations;</li> <li><input type="checkbox"/> Induction of labour, forceps, vacuum version, manual removal of placenta, caesarean section, destructive operations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problems</li> </ul>

			* Nursing management of women undergoing Obstetrical operations and procedures		
<b>IX</b>	04	*Describe management of postnatal complications	<p><b>Abnormalities during postnatal periods</b></p> <ul style="list-style-type: none"> <li>• Assessment and management of woman with postnatal complications</li> <li>□ Puerperal infections, breast engorgement &amp; infections, UTI, thrombi-Embolic disorders, Post-partum hemorrhage, Eclampsia and sub involution,</li> <li>□ Psychological complications: <ul style="list-style-type: none"> <li>- Post partum Blues</li> <li>- Post partum Depression</li> <li>- Post partum Psychosis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problems</li> </ul>

X	08	* Identify the high risk neonates and their nursing management	<p><b>Assessment and Management High risk newborn.</b></p> <ul style="list-style-type: none"> <li>• Admission of neonates in the neonatal intensive care units protocols</li> <li>• Nursing management of: <ul style="list-style-type: none"> <li>- Low birth weight babies</li> <li>- Infections</li> <li>- Respiratory problems</li> <li>- Hemolytic disorders</li> <li>- Birth injuries</li> <li>- Malformations</li> </ul> </li> <li>• Monitoring of high risk neonates</li> <li>• Feeding of high risk neonates</li> <li>• Organization &amp; Management of neonatal intensive care units</li> <li>• Infection control in neonatal care units</li> <li>• Maintenance of reports and records</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problems</li> </ul>
XI	04	* Describe indication, dosage, action, side effects & nurses responsibilities in the administration of drugs used for mothers.	<p><b>Pharmaco- therapeutics in obstetrics</b></p> <ul style="list-style-type: none"> <li>• Indication, dosage, action contra indication &amp; side effects of drugs</li> <li>• Effect of drugs on pregnancy, labour &amp; puerperium,</li> <li>• Nursing responsibilities in the administration of drug in Obstetrics – Oxytocins, anti hypertensives, diuretics tocolytic agents, anticonvulsants;</li> <li>• Analgesics and anesthetics in obstetrics.</li> <li>• Effects of maternal medication on fetus &amp; neonate</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problems</li> </ul>

XII	10	<ul style="list-style-type: none"> <li>• Appreciate the importance of family welfare programme</li> <li>• Describe the methods of contraception &amp; role of nurse in family welfare programme</li> </ul>	<p><b>Family welfare programme</b></p> <ul style="list-style-type: none"> <li>• Population trends and problems in India</li> <li>• Concepts, aims, importance and history of family welfare programme</li> <li>• National Population: dynamics, policy &amp; education</li> <li>• National family welfare programme; RCH, ICDS, MCH. Safe motherhood</li> <li>• Organization and administration; at national state, district, block and village levels</li> <li>• Methods of contraception; spacing, temporary &amp; permanent, Emergency contraception</li> <li>• Infertility &amp; its management</li> <li>• Counseling for family welfare programme</li> <li>• Latest research in contraception</li> <li>• Maintenance of vital statistics</li> <li>• Role of national, international and voluntary organizations</li> <li>• Role of a nurse in family welfare programme</li> <li>• Training / Supervision/ Collaboration with other functionaries in community like ANMs. LHVs, Anganwadi workers, TBAs(Traditional birth attendant-Dai)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised</li> <li>• Practice</li> <li>• Group Project</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problems</li> </ul>
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**References:**

1. DUTTA-
  - Text book of Obstetrics 4th Ed.,
  - Text book of Gynecology 3rd ed.,
2. C.S.DAWN-
  - Textbook of Gynecology Contraception and Demography 13th ed.,
3. BOBAK JENSEN-
  - Essentials of Maternity Nursing 3rd ed.,
4. LONGMAN
  - Clinical Obstetrics 9th ed.,
5. CAMPBELL
  - Gynecology by ten teachers 17th ed.,
6. MYLES
  - Text book of Midwives 14th ed.,

## PRACTICAL

**Placement : Third Year  
Fourth Year**

**Time : Practical 180 Hours  
Practical 180 Hours**

Areas	Duration (in weeks)	Objective	Skills to be developed	Assignment	Assessment Methods
Antenatal Clinic/OPD	2	<ul style="list-style-type: none"> <li>Assessment of pregnant women</li> </ul>	<ul style="list-style-type: none"> <li>Antenatal history taking</li> <li>Physical Examination</li> <li>Recording of weight &amp; B.P</li> <li>Hb &amp; Urine testing for sugar and albumin</li> <li>Antenatal examination abdomen &amp; breast</li> <li>Immunization</li> <li>Assessment of risk status</li> <li>Teaching antenatal mothers</li> <li>Maintenance of Antenatal records</li> </ul>	<ul style="list-style-type: none"> <li>Conduct Antenatal Examinations 30</li> <li>Health talk-1</li> <li>Case book</li> <li>Recordings</li> </ul>	<ul style="list-style-type: none"> <li>Verification of findings of Antenatal examinations</li> <li>Completion of casebook recordings</li> </ul>
Labour room O.T.	4	<ul style="list-style-type: none"> <li>Assess woman in labour</li> <li>Carry out per-vaginal examinations</li> <li>Conduct normal deliveries</li> <li>Perform episiotomy and suture</li> <li>Resuscitate newborns</li> <li>Assist with caesarean Sections, MTP &amp; other surgical procedures</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of woman in labour</li> <li>Pervaginal examinations and interpretation</li> <li>Monitoring &amp; caring of woman in labour</li> <li>Maintenance of partograph</li> <li>Conduct normal delivery</li> <li>Newborn assessment &amp; immediate care</li> <li>Resuscitation of newborns</li> <li>Assessment of risk status of newborn</li> <li>Episiotomy &amp; suturing</li> <li>Maintenance of labour and birth records</li> <li>Arrange for &amp; assist with Caesarean section &amp; care for woman &amp; baby during Caesarean</li> <li>Arrange for and assist with MTP &amp; other surgical procedures</li> </ul>	<ul style="list-style-type: none"> <li>Conduct normal deliveries-20</li> <li>Pervaginal examinations- 5</li> <li>Perform and suture the episiotomies- 5</li> <li>Resuscitate newborns-5</li> <li>Assist with caesarean Sections-2</li> <li>Witness abnormal deliveries-5</li> <li>Assist with MTP &amp; other surgical procedures-1</li> <li>Case book recordings</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical performance with rating scale</li> <li>Assessment of each skill with checklists</li> <li>Completion of case book recordings</li> <li>Evaluation of case study &amp; presentation &amp; health education sessions</li> </ul>

Postnatal ward	4	<ul style="list-style-type: none"> <li>• Provide nursing care to post natal mother &amp; baby</li> <li>• Counsel &amp; teach mother &amp; family for parent hood</li> </ul>	<ul style="list-style-type: none"> <li>• Examination &amp; assessment of mother &amp; baby</li> <li>• Identification of deviations</li> <li>• Care of postnatal mother &amp; baby</li> <li>• Perineal care</li> <li>• Lactation management</li> <li>• Breast feeding</li> <li>• Baby bath</li> <li>• Immunization,</li> <li>• Teaching postnatal mother: <ul style="list-style-type: none"> <li><input type="checkbox"/> Mother craft</li> <li><input type="checkbox"/> Post natal care &amp;</li> <li><input type="checkbox"/> Exercises</li> <li><input type="checkbox"/> Immunization</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give care to post natal mothers-20</li> <li>• Health talks- 1</li> <li>• Case study-</li> <li>• Case presentation- 1</li> <li>• Case book recordings</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical performance</li> <li>• Assessment of each skill with checklists</li> <li>• Completion of case book recording</li> <li>• Evaluation of case study and presentation and health education sessions</li> </ul>
Newborn nursery	2	<ul style="list-style-type: none"> <li>• Provide nursing care to Newborn at risk</li> </ul>	<ul style="list-style-type: none"> <li>• Newborn assessment</li> <li>• Admission of neonates</li> <li>• Feeding of at risk neonates <ul style="list-style-type: none"> <li><input type="checkbox"/> Katori spoon, paladi, tube feeding, total parenteral nutrition</li> </ul> </li> <li>• Thermal management of neonates-kangaroo mother care, care of baby in incubator</li> <li>• Monitoring and care of neonates</li> <li>• Administering medications</li> <li>• Intravenous therapy</li> <li>• Assisting with diagnostic procedure</li> <li>• Assisting with exchange transfusion</li> <li>• Care of baby on ventilator</li> <li>• Phototherapy</li> <li>• Infection control protocols in the nursery</li> <li>• Teaching &amp; counseling of parents</li> <li>• Maintenance of neonatal records</li> </ul>	<ul style="list-style-type: none"> <li>• Case study-1</li> <li>• Observation study-1</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical performance</li> <li>• Assessment of each skill with checklists</li> <li>• Evaluation of &amp; Observation study</li> </ul>

Family Planning clinic	<b>Rotation from post natal ward 1 wk</b>	<ul style="list-style-type: none"> <li>• Counsel for &amp; provide family welfare services</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling technique</li> <li>• Insertion of IUD</li> <li>• Teaching on use of family planning methods</li> <li>• Arrange for &amp; Assist with family planning operations</li> <li>• Maintenance of records and reports</li> </ul>	<ul style="list-style-type: none"> <li>• IUD insertion-5</li> <li>• Observation Study-1</li> <li>• Counseling -2</li> <li>• Simulation exercise on recording and reporting-1</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of each skill with checklists</li> <li>• Evaluation of &amp; Observation study</li> </ul>
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## MIDWIFERY & OBSTETRIC PRACTICE

### HOURS:

Hours prescribed	III year (Hours)	IV year (Hours)	Integr. Practice (Hours)
Theory	90	-	-
Practical	180	180	240

**TOTAL HRS : THEORY 90 + PRACTICAL 600**

### EXAMINATIONS:

	THEORY			PRACTICAL		
	Marks	III year	IV year	Marks	III year	IV year
Periodic	25	✓	✓	50	✓	✓
Midterm	50	✓	-	50	✓	-
Pre final	75	-	✓	50	-	✓
<b>TOTAL</b>		<b>175</b>		<b>200</b>		

### ASSIGNMENTS:

THEORY				
No.	Assignment	Marks	III year	IV year
1	Group Project	50	-	✓
2	Seminar	50	✓	-
3	Drug Study	50	-	✓
	<b>TOTAL</b>	<b>150</b>	-	-

NO	ASSIGNMENT/ CLINICAL EVALUATION	NUMBER	MARKS	PLACEMENT
1	Health talk	1	25	III
2	Case study: ANC	1	50	IV
	PNC	1	50	IV
	New born	1	50	IV
3	Case presentation: ANC / PNC	1	50	IV
4	New born assessment	1	25	III
5	Case book	1	100	III, IV, I.P
6	Clinical evaluation:			
	ANC	1	100	III & IV
	PNC	1	100	
	Nursery	1	100	
	Labor ward	1	100	
	<b>TOTAL</b>	<b>7</b>	<b>750</b>	

## EVALUATION

### Internal Assessment:

<b>Theory:</b>	<b>Maximum marks 25</b>
Periodical examination –02 (One in 3rd and one in 4th year) but average for 25 only	25
Mid term examination –( 3rd year)	50
<u>Pre-final – ( 4th year)</u>	<u>75</u>
<b>Total Marks</b>	<b>150</b>
	Out of 15

### Assignments:

Seminar 01 (3rd year)	50
Drug study 01 (4th year)	50
<b>Total Marks</b>	<b>100</b>
	Out of 10

### Practical:

Case presentation 01 (4th year) Antenatal ward / Postnatal ward	Marks 50
Care study 03(4th year) Antenatal ward- 01 } (50 marks each) Postnatal ward 01 } Newborn 01	Marks 150
Health education 01 (3rd year)	Marks 25
Newborn assessment 01 (3rd year)	Marks 25
Case book (3rd year, 4th year & internship)	Marks 100
Clinical evaluation 04 ANC ward 01 } PNC ward 01 } (100 marks each) Nursery 01 } (3rd year, 4th year) Labor room 01 }	Marks 400
Practical examination Periodical viva	Marks 25
Midterm examination	Marks 50
Prefinal examination	Marks 100

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Total marks 925  
Maximum marks = 100

**Practical Examination:**

**University Exam**

Theory  
Practical

Marks 75  
Marks 100

**Note: Final examination will take place in 4th year**

## SEMINAR EVALUATION CRITERIA

NAME : \_\_\_\_\_

DATE : \_\_\_\_\_

AUDIENCE : \_\_\_\_\_

TIME : \_\_\_\_\_

TOPIC : \_\_\_\_\_

MARKS : \_\_\_\_\_

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

Overall Observation

Signature of Teacher

Signature of the Candidate

Signature of Principal

## **Drug study**

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

## **Evaluation criteria**

Planning and organization -----	05
Content -----	10
Nursing responsibility -----	05
Conclusion & References -----	05
<b>Total</b>	<b>25</b>

## **ANC CASE STUDY / PRESENTATION FORMAT**

### **Identification data**

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

**Husband:** Name, Age, education, occupation, income

### **Present complaints:**

### **History of illness:**

### **Menstrual history:**

Age of menarche, duration of menstrual cycle, duration of cycle in days, regularity, amount of flow, LMP, EDD, associated complaints

### **Contraceptive history:**

### **Antenatal attendance:**

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

### **Obstetric history:**

H/O Previous pregnancy / deliveries, Period of pregnancy, type of labour/delivery, birth weight, PNC condition, remarks

### **Present pregnancy:**

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

### **Past medical, surgical history:**

### **Family history:**

### **Diet history:**

### **Socioeconomic status**

### **Personal habits**

### **Psychosocial status**

### **Physical assessment:**

General examination: head to foot

Obstetric palpation, Auscultation

### **Conclusion**

### **Investigation**

### **Ultrasonography**

### **Treatment**

### **Description of disease**

### **Therapeutic diet plan**

### **Nursing care plan**

### **Nurse's notes**

### **Discharge planning**

**Antenatal advice**

**Evaluation of care**

**References**

## **ANC CASE STUDY / PRESENTATION FORMAT**

**Identification data**

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

**Husband:** Name, Age, education, occupation, income

**Present complaints:**

**History of illness:**

**Menstrual history:**

Age of menarche, duration of menstrual cycle, duration of cycle in days, regularity, amount of flow, LMP, EDD, associated complaints

**Contraceptive history:**

**Antenatal attendance:**

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

**Obstetric history:**

H/O Previous pregnancy / deliveries, Period of pregnancy, type of labour/delivery, birth weight, PNC condition, Condition of new born, remarks

**Present pregnancy:**

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

**Past medical, surgical history:**

**Family history:**

**Diet history:**

**Socioeconomic status**

**Personal habits**

**Psychosocial status**

**Physical assessment:**

Mother: General examination: head to foot

Baby: new born assessment

**Conclusion**

**Investigation**

**Ultrasonography**

**Treatment**

**Description of disease**

**Therapeutic diet plan**

**Nursing care plan**  
**Nurse's notes**  
**Discharge planning**  
**Antenatal advice**  
**Evaluation of care**  
**References**

### **NEW BORN CASE STUDY FORMAT**

**Name, date of birth / discharge, reg.no, Dr's unit,**  
**Mother's previous obstetric history, present pregnancy, labour history, baby's birth history**  
**General examination: head to foot**  
**Daily observation chart**  
**Nursing care plan**

### **EVALUATION CRITERIA CASE STUDY**

Assessment / Introduction	05
Knowledge & understanding of disease / condition	15
Nursing care plan	20
Discharge plan	05
Summary & evaluation	03
Bibliography	<u>02</u>
<b>TOTAL</b>	<b>50</b>

### **EVALUATION CRITERIA CASE PRESENTATION**

Assessment / Introduction	05
Knowledge & understanding of disease / condition	10
Presentation skill	10
Nursing care plan	15
A.V. aids	05
Summary & evaluation	03
Bibliography	<u>02</u>
<b>TOTAL</b>	<b>50</b>



## EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT : \_\_\_\_\_

AREA OF EXPERIENCE : \_\_\_\_\_

PERIOD OF EXPERIENCE : \_\_\_\_\_

SUPERVISOR : \_\_\_\_\_

**Total 100 Marks**

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

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

\* 100 marks will be converted into 25

## **NEW BORN ASSESSMENT**

**Similar to child health nursing**

### **Case book**

#### **Note: 1. Case book contents**

Antenatal examinations	30
Conducted normal deliveries	20
PV examinations	05
Episiotomy & suturing	05
Neonatal resuscitations	05
Assist with caesarian section	02
Witness / assist abnormal deliveries	05
Post natal cases nursed in hospital / health centre / home	20
Insertion of IUCD	05

#### **2. All cases should be certified by teacher on completion**