**SGT UNIVERSITY, BUDHERA, GURUGRAM**

**FACULTY OF NURSING**

**SYLLABUS & CURRICULUM**

**FOR**

**POST BASIC B.Sc. NURSING**

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**COURSES OF STUDY FOR B. SC NURSING (POST BASIC)**

1. **Course Duration :**  2 Years
2. **Medium of Instruction and Examination** : English
3. **Eligibility Criteria for Admission:**

The eligibility criteria for admission shall be as under:

1. Must have passed the Higher Secondary or Senior Secondary or Intermediate or 10+2 or an equivalent examination recognized by the university for this purpose. Those who have done 10+1 in or before 1986 will be eligible for admission.
2. Must have obtained a Diploma in General Nursing and Midwifery from a recognized Board/University and registered as R.N.R.M. with the State Nurses Registration Council. A male nurse, trained before the implementation of the new integrated course besides being registered as a nurse with State Nurses Registration Council, shall produce evidence of training approved by Indian Nursing Council for a similar duration in lieu of midwifery in any one of the following areas:
   1. O.T. Techniques
   2. Ophthalmic Nursing
   3. Leprosy Nursing
   4. TB Nursing
   5. Psychiatric Nursing
   6. Neurological and Neuro surgical Nursing
   7. Community Health Nursing
   8. Cancer Nursing
   9. Orthopedic Nursing
3. The candidate should be medically fit.
4. Admission shall be done once in a year.

**Note:-** The age of the candidates seeking admission to the above courses shall be determined as per entry in the Matriculation/Secondary School Examination certificate or any other examination recognized as equivalent thereto.

1. **Eligibility to Appear in the Examinations:**

The following regular students shall be eligible to appear in the examination:

1. The student should bear a good moral character.
2. The student must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical of the each subject for appearing in the examination.
3. The student must have 100% attendance in each of the practical areas before award of degree.
4. A deficiency in the attendance, both in theory and practical may be condoned by the Dean, Faculty of Nursing up to 5%.
5. The student must secure at least 50% marks of the total marks fixed for internal assessment in each subject, separately.
6. The student, who fulfils the conditions laid down under (i) to (iii) above for one or more subjects and not for the other(s), will be allowed to take examination only in such subject(s) in which he fulfills the conditions.
7. **Philosophy:**

We believe that:

(i) Health is a state of well-being that enables a person to lead a psycho­-logically, socially and economically productive life. Health is not a privilege ­right of all the people. Individuals, families and communities have a responsibility towards maintaining their health.

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

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

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

(v) Undergraduate nursing program at the post basic level is a broad based education within an academic framework, which builds upon the skills and competencies acquired at the diploma level. It is specifically directed to the upgrading of critical thinking skills, competencies & standards required for practice of professional nursing and midwifery as envisaged in National Health Policy 2002.

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

(vii) Under graduate nursing education program at the post basic level prepares its graduates to become exemplary citizen by adhering to code of ethics and professional conduct at all times in fulfilling personal, social and professional obligations so as to respond to national, aspirations.

1. **Aims:**

The aim of the undergraduate nursing program at the post basic level is to upgrade the diploma (GNM) nurses to:

(i) Assume responsibilities as professional, competent nurses and midwives at basic level in providing promotive, preventive, curative, and rehabilitative services.

(iii) Make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor, manager in a clinical / public health settings.

1. **Objectives:**

On completion of B.Sc. Nursing (Post-Basic) degree programme the graduates will be able to:

(i) Assess health status, identify nursing needs, plan, implement and evaluate nursing care for patients/clients that contribute to health of individuals, families an communities.

(ii) Demonstrate competency in techniques of nursing based on concepts and principles from selected areas of nursing, physical, biological and behavioral sciences.

(iii) Participate as members of health team in the promotive, preventive, curative and restorative health care delivery system of the country.

(iv) Demonstrate skills in communication and interpersonal relationship.

(v) Demonstrate leadership qualities and decision-making abilities in various situations.

(vi) Demonstrate skills in teaching to individuals and group in community health settings.

(vii) Demonstrate managerial skills in community health settings.

(viii) Practice ethical values in their personal and professional life.

(ix) Participate in research activities and utilize research findings in improving nursing practice.

(x) Recognize the need for-continued learning for their personal and professional development.

**REVISED SCHEME OF EXAMINATIONS FOR POST BASIC B.Sc. IN NURSING PROGRAMME**

Courses of Study

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Subject** | **Hours Theory** | **Hours Practical** |
| ***1st year*** |  |  |  |
| **1.** | Nursing Foundation | 45 | -- |
|
| **2.** | Nutrition & Dietetics | 30 | 15 |
|
| **3.** | Biochemistry & Biophysics. | 60 |  |
|
| **4** | Psychology | 60 | 15 |
|
| **5.** | Maternal Nursing | 60 | 240 |
|
| **6.** | Child Health Nursing | 60 | 240 |
| **7.** | Microbiology | 60 | 30 |
|
|
| **8.** | Medical &Surgical Nursing | 90 | 270 |
|
| **9.** | English\* | 60 |  |
|
|  | **Total** | **525** | **810** |
|

Note: Hindi/Local Language as per need of the institution.

***2nd year***

|  |  |  |  |
| --- | --- | --- | --- |
| **S.No.** | **Subject** | **Hours**  **Theory** | **Hours**  **Practical** |
| **10.** | Sociology | 60 |  |
| **11.** | Community Health Nursing | 60 | 240 |
| **12** | Mental Health Nursing | 60 | 240 |
|
| **13.** | Introduction to Nursing Education | 60 | 75 |
|
| **14.** | Introduction to Nursing Administration | 60 | 180 |
|
| **15.** | Introduction to Nursing Research and Statistics | 45 | 120 |
|  | **Total** | **345** | **855** |

**Scheme of Examination**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PAPER** | **SUBJECT** | **DURATION** | **INT. ASS.** | **EXT. ASS.** | **TOTAL MARKS** |
| ***1st Year*** |  |  |  |  |  |
| **1** | Nursing Foundation | 2 | 15 | 35 | 50 |
| **2** | Nutrition & Dietetics | 2 | 15 | 35 | 50 |
| **3** | Biochemistry & Biophysics | 3 | 25 | 75 | 100 |
| **4** | Psychology | 3 | 25 | 75 | 100 |
| **5** | Maternal Nursing | 3 | 25 | 75 | 100 |
| **6** | Child Health Nursing | 3 | 25 | 75 | 100 |
| **7** | Microbiology | 3 | 25 | 75 | 100 |
| **8** | Medical & Surgical Nursing | 3 | 25 | 75 | 100 |
| **9** | English (Qualifying)\* | 3 | 25 | 75 | 100 |
| **Practicals** |  |  |  |  |  |
| **1.** | Medical & Surgical Nursing |  | 50 | 50 | 100 |
| **2.** | Maternal Nursing |  | 50 | 50 | 100 |
| **3.** | Child Health Nursing |  | 50 | 50 | 100 |
|  |  |  |  |  |  |
| ***2nd Year*** |  |  |  |  |  |
| **10.** | Sociology | 3 | 25 | 75 | 100 |
| **11.** | Community Health Nursing | 3 | 25 | 75 | 100 |
| **12.** | Mental Health Nursing | 3 | 25 | 75 | 100 |
| **13.** | Introduction to Nursing Administration | 3 | 25 | 75 | 100 |
| **14.** | Introduction to Nursing Research & Statistics\*\* | 2 | 50 | - | 50 |
| **Practical** |  |  |  |  |  |
| **4.** | Community Health Nursing |  | 50 | 75 | 100 |
| **5.** | Mental Health Nursing |  | 50 | 75 | 100 |
| **6.** | Research Project\*\* |  | 50 | 75 | 50 |

**Note:** \* Qualifying Examination

\*\* College Examination' (not University Examination)

**N.B.:**

1. Teaching of Anatomy. Physiology. Pharmacology and Pathology will be integrated with clinical subjects.
2. A minimum of 80% attendance in theory and Practical/ Clinicals in each subject is essential for appearing in the examination.
3. 100% attendance in practical/ clinicals in each clinical area is essential before award of degree.
4. 50% of minimum marks in each theory and practical paper separately is required for passing.
5. A candidate has to secure minimum of 33% in qualifying subject for passing

**FIRST YEAR**

**POST BASIC B.SC. NURSING – 1st Year**

**NURSING FOUNDATION**

**Paper Code: 04110101**

**TIME ALLOTTED: 45 hrs**

**Preamble**

The basic principles and practices of nursing as taught in educational programs for nurses. In a course on the fundamentals of nursing, the student attends classes and gives care to selected patients. A fundamental of nursing course emphasizes the importance of the fundamental needs of humans as well as competence in basic skills as prerequisites to providing comprehensive nursing care. A fundamental of nursing provides a solid foundation in critical thinking, evidence-based practice, nursing theory, and safe clinical care in all settings. This course will introduce fundamentals of nursing care for selected health problems including the activities of daily living and variations of such activities across the lifespan.

**Goals**

The primary goal of the subject is to train nursing students with basic procedures that they are required to practice in the patient bedside in order to give effective and efficient care to the patient. The area of care is not only restricted to the hospital setting but instead can be extended to nursing homes and all kinds of health care agencies.

**Objectives:**

1. Identify professional aspects of nursing
2. Explain theories of nursing
3. Identify ethical aspects of nursing profession.
4. Utilize steps of nursing process.
5. Identify the role of the nursing in various levels of health services.
6. Appreciate the significance of quality assurance in nursing
7. Explain current trends in health and nursing.

**Teaching methodology**

1. Student Interactive session
2. Project based learning
3. Student seminar
4. Panel Discussion
5. Teacher seminar

**COURSE CONTENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S. No** | **TOPIC** | **Learning objective** | **Teaching Guidelines** | **Methodology** | **Time** |
|  | Development of Nursing as a profession its philosophy Objectives and responsibilities of a graduate nurse  -Trends influencing nursing practice  -Expanded role of the nurse  -Development of nursing education in India and trends in nursing education  -Professional organizations, career planning  -Code of ethics & Professional conduct for nurse | 1. Explain concept and scope of nursing 2. Discuss trends influencing nursing practice   Describe values, code of ethics and professional conduct for nurses in India | -To cover Development of Nursing as a profession its philosophy, Objectives and responsibilities of a graduate nurse  -Trends influencing nursing practice  -Expanded role of the nurse ,Development of nursing education in India and trends in nursing education  -To cover Professional organizations, career planning  -Code of ethics & Professional conduct for nurse. | * Student Interactive session. * Integrated vertical teaching * Teachers seminar * Interactive session * Didactic lecture | 10 |
|  | -Ethical, legal and other issues in nursing  -Concepts of health and illness, effects on the person  -Stress and adaptation  -Health care concept and nursing care concept  -Developmental concept, needs, roles and problems of the development stages of individual –newborn, infant, toddler, pre-adolescent, adolescent, adulthood, middle-age, old age. | Discuss Ethical, legal and other issues in nursing | -To Cover Concepts of health and illness, effects on the person -Stress and adaptation ,Health care concept and nursing care concept  -Developmental concept, needs, roles and problems of the development stages of individual –newborn, infant, toddler, pre-adolescent, adolescent, adulthood, middle-age, old age. | Student seminar | 5 |
|  | **-Theory of nursing practice**  -Meta paradigm of nursing –characterized by four central concepts i.e. nurse, person (client/patient), health and environment. | -Explain the basic concepts of conceptual and theoretical models of nursing | -To cover Theory of nursing practiceMeta paradigm of nursing –characterized by four central concepts i.e. nurse, person (client/patient), health and environment | Didactic lecture through power point projections  Students seminar on  Nursing theories | 10 |
|  | **Nursing process.**  -Assessment: Tools for assessment, methods, recording.  -Planning: Techniques for planning care, types of care plans.  -Implementation of care, recording.  -Evaluation: Tools for evaluation, process of evaluation. | -Explain the concept, uses, format and steps of nursing process  -Documents nursing process as per the format | -To teach and discuss about Critical Thinking: Thinking and Learning, Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing, Nursing Process  -Overview: Application in Practice, Nursing process format: Current format, INC, Assessment:  -Collection of Data: Types, Sources, methods:  -Formulating Nursing judgment, Data interpretation  -Nursing Diagnosis: Identification of client problems, - Nursing diagnosis statement,  -Difference between medical and nursing diagnosis, Planning: Establishing priorities, Establishing goals and expected outcomes, Selection of interventions :Protocols and Standing orders, Writing the Nursing care plan,  -Implementation: Implementing the plan of care,  -Evaluation:  Outcome of care, Review and Modify, Documentation and Reporting | Group discussion  Teachers seminar | 10 |
|  | **-Quality assurance**: nursing standards, nursing audit, total quality management.  -Role of council and professional bodies in maintenance of standards. | Discuss quality assurance. | -To cover **Quality assurance**: nursing standards, nursing audit, total quality management.  -Role of council and professional bodies in maintenance of standards. | Interactive session stressors  Integrated vertical teaching | 5 |
|  | **-Primary health care concept:**  -Community oriented nursing  -Holistic nursing  -Primary nursing  -Family oriented nursing concept:  -Problem oriented nursing  -Progressive patient care  -Team nursing | Describe Primary health care concept | -To cover Community oriented nursing Holistic nursing, Primary nursing ,Family oriented nursing concept:  -Problem oriented nursing  -Progressive patient care, Team nursing | Group discussion  Teachers seminar | 5 |

**References**

**Syllabus books**

1. Potter p. a., Perry, A. G., Fundamentals of Nursing, Mosby publishers, 9th ed.
2. S. Anuradha, A Textbook of Fundamental of Nursing, Vijayam publication, 1st edition, 2015
3. Swearingen, P.L., All-in-One Nursing Care Planning Resource: Medical-Surgical, Pediatric, Maternity and Psychiatric-Mental Health (All in One Care Planning Resource), Elsevier Health Publisher, 4th edition.
4. Doenges, M.E., Moorhouse, M.F., Murr, A.C., Nurse's Pocket Guide: Diagnoses, Prioritized Interventions and Rationales, F.A. Davis Company, 14th edition
5. Taylor, C., Lillis, C., Lynn, C., Fundamentals of Nursing (Fundamentals of Nursing: The Art & Science of Nursing Care, Lippincott Williams and Wilkins publisher, 8th edition
6. Lynn, P., Taylor's Clinical Nursing Skills: A Nursing Process Approach, Lippincott Williams and Wilkins Publisher, 4th Revised edition
7. NANDA International, Nursing Diagnoses 2015-17: Definitions and Classification, Wiley-Blackwell Publications, 10 edition.
8. Treas, L.S., Wilkinson, J.M., Basic Nursing Concepts,Skills& Reasoning, F A Davis publisher, 1 edition, 2014
9. Jarvis, Physical Examination and Health Assessment, Elsevier Health publisher, 7 edition (15 February 2015)
10. Ackley, Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care, Elsevier Health publisher, 11 edition (2016)
11. Perry, Clinical Nursing Skills and Techniques, Elsevier Health Publisher, 8 edition (14 February 2013

**BIOCHEMISTRY AND BIOPHYSICS**

**Paper Code: 04110102**

Placement: First Year

**TIME ALLOTTED:**

**Section A (Biochemistry) - Theory 30 hrs.**

**Section A (Biophysics) - Theory 30 hrs.**

**Preamble**

Biochemistry and Biophysics is a growing enterprise worldwide, driven primarily by the widespread realization of the major contribution that can be made to biological science by a combination of truly state-of-the-art physical measurements with modern molecular biology. The field occupies a unique and central position at the intersection of the biological, chemical, physical, and medical sciences. It is a modest attempt to present the basic principles and practices of biochemistry and biophysics in simple, lucid and illustrative manner by incorporating their applications to healthcare and nursing practices. The content of textbook is divided into two sections; Section-A Biochemistry and Section-B Biophysics. Section-A includes basics of biochemistry, cell, water, electrolytes, enzymes, digestions and absorption of food. Furthermore, biochemical aspects and metabolism of carbohydrates, protein and fat has been presented. Section-B includes basic physical principles and healthcare/nursing applications of biophysics like motions, gravity, force, energy, work, heat, light, pressure, sound, electricity, electromagnetism, atomic energy and electronics. The content of biophysics has been presented using non-mathematical approach by incorporating adequate examples from healthcare and nursing sciences. In addition, it has been ensured that each physical principle is simply defined and discussed with its application to nursing practices.

**Goals**

The goals for programme endeavors to provide students a broad based training in biochemistry with a solid background of basic concepts as well as exposing them to the exciting advancements in the field. In addition to theoretical knowledge, significant emphasis has been given to provide hands on experience to the students in the forefront areas of experimental biochemistry.

**Objectives**

At the end of the class the students can be able to:

1. Identify the basic principles of bio-chemistry and biophysics.
2. Synthesize the knowledge of these principles in various nursing situation.

**TEACHING STRATEGIES:-**

**Method of Teaching**

* Lecture-cum-discussion
* Seminar/Presentations
* Project
* Lab demonstration
* Experiments and tests.

**Methods of Evaluation**

* Quiz, Tests (Term)
* Assignments/Term paper
* Presentations and lab re-demonstration.
* Project work

**SECTION A: BIOCHEMISTRY**

**COURSE CONTENTS**

**Theory: 30 hours**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S. NO** | **TOPIC** | **LEARNING OBJECTIVE** | **TEACHING GUIDELINES** | **METHODOLOGY** | **TIME** |
| 1. | Introduction: -Importance of bio-chemistry in nursing.  -Study of cell and its various components. | -Discuss the importance of bio-chemistry of nursing  -Discuss the study of cell and its various components. | -To cover the importance of bio-chemistry in carrying out the nursing activity.  -To cover the scientific study of cell.  -To cover various components of cell in human body. | -Didactic lecture through Power point project.  -Group discussion on various components of cell. | 2 hr. |
| 2 | Water and Electrolytes: Water- Sources, property & function in human body.  -Water and fluid balance.  -Electrolytes of human body, function, sources. | -Discuss the water’s sources its property and function in human body.  -Explain the water and fluid balance.  -Discuss the electrolytes in human body its function and sources | -To cover Water and Electrolytes: Water- Sources, property & function in human body.  -Water and fluid balance.  -Electrolytes of human body, function, sources | -Didactic lecture through -Power Point Presentation.  -SIS on water and electrolytes sources. | 4 hr |
| 3 | Enzymes  -Mechanism of action  -Factors affecting enzyme activity  -Diagnostic application  -Precaution for handling specimens for enzyme estimation.  -Digestion and absorption of carbohydrates, protein and fat.  -Various factors influencing the digestion and absorption, mal-absorption syndrome. | -Define enzymes. What is the mechanism of action of enzymes?  -Discuss the factors affecting enzyme activity and diagnostic application.  -What type of precaution should be taken for handling specimen for enzyme estimation?  -Explain the digestion and absorption of carbohydrate, protein and fat.  -Discuss the various factors influencing the digestion, absorption and mal-absorption syndrome. | -To cover Enzymes  -Mechanism of action  -Factors affecting enzyme activity  -Diagnostic application  -Precaution for handling specimens for enzyme estimation.  -Digestion and absorption of carbohydrates, protein and fat.  -Various factors influencing the digestion and absorption, mal-absorption syndrome | -Didactic lecture through -Power Point Presentation.  -SIS on Various factors influencing the digestion and absorption, mal-absorption syndrome. | 5 hr |
| 4 | Carbohydrate:-catabolism of carbohydrate for energy purposes.  Mitochondrial oxidation and oxidation phosphorylation.  -Fat of glucose in body, storage of glucose in body, glycogenesis and glycogenolysis and neoglucogenesis, blood glucose and its regulation.  Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia. | -Describe the catabolism of carbohydrate for energy purpose.  -Discuss the Mitochondrial oxidation and oxidation phosphorylation.  -Explain the storage of glucose in body.  -Define the glycogenesis and glycogenolysis and neoglucogenesis.  -Describe glucose and its regulation in body.  -What is GTT.  -Define hypoglycemia, hyperglycemia and glycemia. | -To cover Carbohydrate:-catabolism of carbohydrate for energy purpose.  -Mitochondrial oxidation and oxidation phosphorylation.  -  -Fat of glucose in body, storage of glucose in body, glycogenesis and glycogenolysis and neoglucogenesis, blood glucose and its regulation.  -Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia. | -Didactic lecture through -Power Point Presentation.  -SIS on glycogenesis and glycogenolysis and neoglucogenesis  -SIS on Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia | 7hr |
| 5 | -Protein : amino acid ,hormones  -Essential amino acid. Biosynthesis of protein in the cell.  -Role of nucleic acid in protein synthesis.  Nitrogenous constitutes of urine, blood, their origin- urea cycle, uric acid formation, gout.  -Plasma proteins and their functions. | -Describe amino acid and hormones.  -Discuss the essential amino acids and biosynthesis of protein in cell.  -What is the role of nucleic acid in protein synthesis?  -Discuss the Nitrogenous constitutes of urine, blood, their origin- urea cycle, uric acid formation, gout.  -Explain plasma protein and their function. | -To cover Protein : amino acid ,hormones  -Essential amino acid. Biosynthesis of protein in the cell.  -Role of nucleic acid in protein synthesis.  -Nitrogenous constitutes of urine, blood, their origin- urea cycle, uric acid formation, gout.  -Plasma protein and their function. | Didactic lecture through Power Point Presentation.  -SIS on Essential amino acid. Biosynthesis of protein in the cell.  -Role of nucleic acid in protein synthesis.  -Lecture on Plasma protein and their function | 7hr |
| 6 | -Fat: Biosynthesis of fat and storage of fat in the body.  -Role of liver in fat metabolism.  -Biological importance of important lipids and their functions  -Cholesterol and lipoprotein  sources, occurrence and distribution blood level and metabolismKetone bodies and utilization.  -Inter-relationship in metabolism and cellular control of metabolic processes. | -Discuss the biosynthesis and storage of fat in body.  -Describe the role of liver in fat metabolism.  -Discuss the Biological importance of important lipids and their function.  -Explain the ketone bodies and their utilization.  -Explain the Cholesterol and lipoprotein.  - Discuss the inter-relationship in metabolism and cellular control of metabolic process. | -To cover Fat: Biosynthesis of fat and storage of fat in the body.  -Role of liver in fat metabolism.  -Biological importance of important lipids and their function  -Cholesterol and lipoprotein  -sources, occurrence and distribution  -blood level and metabolism  -Ketone bodies and utilization.  -Inter-relationship in metabolism and cellular control of metabolic processes. | Didactic lecture through Power Point Presentation.  -SIS  -SIS on Nitrogenous constitutes of urine, blood, their origin- urea cycle, uric acid formation, gout.  -lecture on function of plasma protein. | 5hr |

**Textbook:**

1. Vasudevan (DM), Text Book of Biochemistry, J.P.Brothers Publication New Delhi,

2. Lehninger, Principles of Biochemistry, Worth Publishers, NewYork, 3rd Edition, 2002.

3. Manoj Kr. Sharma, Biochemistry for Nurses

4. D.C. Sharma, Biochemistry for Nurses

5. S. P. Singh, Principles of Biochemistry

6. ShwetaSingla, Medical Biochemistry for Nurses

7. S.N.Raju, Nutrition & Biochemistry

**SECTION B: BIOPHYSICS**

**COURSE CONTENTS**

**Theory: 30 hours**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S. NO** | **TOPIC** | **LEARNING OBJECTIVE** | **TEACHING GUIDELINES** | **METHODOLOGY** | **TIME** |
| 1. | -Introduction : Concepts of unit and measurements  -Fundamental and derived units.  -Units of length, weight, mass, time. | -Discuss the concept of unit and measurement.  -Describe the Fundamental and derived units.  -Explain the units of length, mass, time. | -To cover units and measurement.  Uses of units and measurement.  -Various examples of fundamental and derived units.  -Various units of length, weight, mass and time. | -Didactic lecture on concept of units and measurements.  -Lecture cum discussion on fundamentals and derived units.  -Didactic lecture on power point presentation on Units of length, weight, mass, time. | 2hr. |
| 2. | -Vector and scalar motion, speed, velocity and acceleration. | -Discuss the vector and scalar motion.  -Define speed and velocity.  - Discuss acceleration and its methods. | -To cover the vector and scalar motion. Methods of speed and velocity.  -Acceleration and its various methods. | -Lecture cum discussion on  -Vector and scalar motion, speed, velocity and acceleration | 2hr. |
| 3. | -Gravity: specific gravity, centre of gravity, principles of gravity.  -Effect of gravitational force on human body.  -Application of principles of gravity in nursing. | -Describe the gravity, specific gravity and centre of gravity.  -Enlist the principles of gravity. | -To cover gravity, specific gravity and centre of gravity.  -Principles of gravity. | -Lecture cum discussion on gravity, specific gravity and centre of gravity.  -Principles of gravity | 3 hr. |
| 4. | -Force: Work, Energy: Their units of measurement.  -Type and transformation of energy, forces of body, static force.  -Principles of machines, friction and body mechanics.  Simple mechanics- lever and body mechanics, pulley and traction, incline plane, screw.  -Application of these principles in nursing. | -Describe force, work and energy and their units of measurement.  -Discuss the types and transformation of energy.  -Explain the principles of machines, friction and body mechanics.  -Explain about simple mechanics. | -To cover the definition of force, energy, work and their measurement. Types and transformation of energy, forces of body, static force. Principles of machines, friction and body mechanics. Simple mechanics- lever and body mechanics, pulley and traction, incline plane, screw.  -Application of these principles in nursing. | -Lecture cum discussion.  -Demonstration and test. | 3hrs |
| 5. | -Heat: Nature, measurement, transfer of heat.  -Effects of heat on matter  -Relative humidity, specific heat  Temperature scales  -Regulation of body temperature  -Use of heat for sterilization  -Application of these principles in nursing. | -Discuss heat, its nature, measurement and methods of heat transfer.  -Describe effects of heat on matter.  -What is relative humidity and specific heat?  -Define regulation of body temperature and types of temperature scale.  -Describe the use of heat for sterilization.  -Discuss application of these principles in nursing. | -To cover Heat: Nature, measurement, transfer of heat.  -Effects of heat on matter  -Relative humidity, specific heat  -Temperature scale Regulation of body temperature  -Use of heat for sterilization  -Application of these principles in nursing | -Lecture cum discussion.  -Demonstration and test. | 3hrs |
| 6. | -Light : Laws of reflection  -Focusing elements of eye, defective vision and its correction, use of lenses.  -Relationship between energy, frequency and wave length of light  -Biological effects of light  Use of light in therapy.  -Application of these principles nursing. | -Explain the light and various laws of reflection.  -Define defective vision and its correction and uses of lenses.  -Describe the relationship between energy, frequency and wave length of light.  -What are the biological effects of light and uses of lights in therapy?  -Discuss the application of these principles in nursing. | -To cover Light : Laws of reflection  -Focusing elements of eye, defective vision and its correction, use of lenses.  -Relationship between energy, frequency and weave length of light  -Biological effects of light  Use of light in therapy.  -Application of these principles nursing | -Lecture cum discussion.  -Demonstration and test. | 3 hrs |
| 7. | -Pressures: Atmospheric pressure, hydrostatic pressure, osmotic pressure.  -Measurements of pressure in the body.  -Arterial and venous blood pressures  Ocular pressure  Intracranial pressure  -Application of these principles in nursing | -Discuss the various types of pressure.  -Explain the measurement of pressure in body.  -Define the arterial and venous blood pressure, ocular and intracranial pressure.  -Discuss the application of these pressures in nursing. | -To cover Pressures: Atmospheric pressure, hydrostatic pressure, osmotic pressure.  -Measurements of pressure in the body.   * Arterial and venous blood pressure * Ocular pressure * Intracranial pressure * Application of these principles in nursing | -SIS  -Demonstration and test | 3hrs |
| 8. | -Sound : frequency, velocity and intensity  -Vocalization and hearing  -Use of ultrasound, noise pollution and its prevention  -Application of these principles in nursing. | -Discuss the sound its frequency, velocity and intensity.  - Define vocalization and hearing.  -Describe use of ultrasound.  -Define noise pollution and its prevention.  -Discuss the application of these principles in nursing. | -To cover Sound : frequency, velocity and intensity  -Vocalization and hearing  -Use of ultrasound, noise pollution and its prevention  -Application of these principles in nursing. | -Lecture cum discussion.  -Demonstration and test. | 3 hr. |
| 9. | -Electricity and electromagnetism: Nature of electricity, voltage, current, Resistance and their units  -Flow of electricity in solids, electrolytes, gases and vacuum  -Electricity and human body  ECG, EEG, EMG, ECT  Pace makers and defibrillation  Magnetism and electricity  MRI scanning, CAT scan | -Describe the electricity and electromagnetism.  -Define nature of electricity, voltage and current.  -Define Resistance and their units.  -Describe flow of electricity in solids, electrolytes and human body.  -Discuss the electricity and human body.  -Define ECG, EEG, EMG, ECT.  -Discuss pacemakers and defibrillation.  -Define Magnetism, electricity, MRI scanning, CAT scan. | -To cover Electricity and electromagnetism: Nature of electricity, voltage, current, Resistance and their units  Flow of electricity in solids, electrolytes, gases and vacuum  Electricity and human body  ECG, EEG, EMG, ECT  Pace makers and defibrillation  Magnetism and electricity  MRI scanning, CAT scan | 1. SIS.  2. Demonstration and test. | 4 hr. |
| 10. | -Atomic energy: Structure of atom, Isotopes and isobars.  -Radioactivity : use of radioactive isotopes  -Radiation protection units and limits, instruments used for detection of ionizing radiation, X-rays. | -Describe Atomic energy, Structure of atoms, Isotopes and isobars.  -Discuss Radioactivity and use of radioactive isotopes.  -Describe radiation protection units, limits and instruments used for detection of ionizing radiation, X-ray. | -To cover Atomic energy: Structure of atoms, Isotopes and isobars.  -Radioactivity : use of radioactive isotopes  -Radiation protection units and limits, instruments used for detection of ionizing radiation, X-rays. | -SIS.  -Demonstration and test. | 2hr. |
| 11. | -Principles of electronics: common electronic equipments used in patient care. | -Describe Principles of electronics: common electronic equipments used in patient care. | -To cover Principles of electronics: common electronic equipments used in patient care. | -Lecture cum discussion.  -Demonstration and test. | 2 hr |

**POST BASIC B.SC. NURSING**

**PSYCHOLOGY**

**Paper Code: 04110104**

Time allotted: Theory: 60 hrs

Practical – 15 hrs

**Preamble**

This course is designed to reorient and widen the student's knowledge of fundamentals of psychology. The student is offered an opportunity to apply the theoretical concepts in the clinical setting and thereby understand the psychodynamics of patient behavior. This course would also help the student to develop an insight into her own behavior.

**Goals**

At the end of the course, the students will

1. Apply psychological principles while performing nursing duties.
2. Distinguish the psychological processes during health and sickness.
3. Analyze own behavior patterns.
4. Tabulate the psychological needs of the patients for planning nursing care.
5. Participate in psychometric assessment of the client

**Teaching methodology**

1. Student Interactive session
2. Project based learning
3. Student seminar
4. Panel Discussion
5. Teacher seminar

**PSYCHOLOGY**

**COURSE CONTENTS**

**Theory: 60 Hours ( 4 credits)**

**Practical: 15**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S. NO** | **CONTENT OF TOPICS** | **LEARNING OBJECTIVES** | **TEACHING OBJECTIVES** | **METHODOLOGY** | **TIME** |
| **1** | Introduction: Definition of psychology, scope and methods of psychology.  Relationship with other subjects. | -Explain the concept of psychology, scope and methods of psychology | -To teach and discuss about Discuss the scope and methods of psychology | Interactive session with the   * Integrated vertical teaching | 5hrs |
| **2** | Sensation, Attention and Perception: Definitions  Sensory processes: Normal and abnormal  Attention and distraction: contributory factors.  Characteristics of perception, Perception: normal and abnormal | Discuss the – Sensation, Attention and Perception:  Sensory | To teach and discuss about sensory process, sensation ,attention ,perception | * Interactive session Integrated vertical teaching | 5hrs |
| **3** | Motivation: Definition and· nature of motivation Biological and social motives Frustration and conflicts, Self-actualization | Discuss the nature of motivation Biological | To teach and discuss motivation | * Interactive session with the student regarding motives, self actualization * Teaching seminar | 6 hrs |
| **4** | Emotions: Definition of emotions, Expression and perception  Emotions in sickness | Discuss the emotions in sickness | To teach and discuss about Expression and perception  Emotions in sickness | * Interactive session with the student regarding nursing management of patient in sickness * Teachers seminar | 05hrs |
| **5** | Personality: Definition, Constituents of personality in sickness and nursing | Discuss the Personality in sickness and nursing | To teach and discuss about personality, constituents | * Interactive session with the student regarding constituents of personality * Teachers seminar | 5hrs |
| **6** | Psychological aspects of nursing  Behaviour and sickness. Psychological needs of Child and adolescents Adult  Aged  Attendants  Chronically ill individual | Discuss the aspects of nursing behavior and sickness | To teach and discuss about psychology needs | Interactive session with the student regarding psychology needs | 7 hrs |
| **7** | Individual differences  Significance of individual differences.  Heredity and environment.  Role of individual differences both in health and sickness.  Implications of individual differences in nursing. | Discuss the Significance of individual differences.  Heredity and environment | To teach and discuss about  Role of individual differences both in health and disease | * Interactive session with the student regarding significance of individual * Teachers seminar | 6 hrs |
| **8** | Intelligence and Abilities: Definition  Intelligence and abilities during sickness. Measurement of intelligence and abilities. | Discuss the intelligence level, abilities, measurement of intelligence and abilities | To teach and discuss intelligence, abilities | * Interactive session with the student regarding abilities level * Teachers seminar | 5hrs |
| **9** | Learning: Definition, Conditions of learning, Laws of learning Learning during health and sickness | Discuss the Basic learning process Developmental needs of various stages in life | To teach and discuss about learning process ,law of learning | Interactive session with the student regarding Individual and his environment | 6 hrs |
| **11** | Attitudes: Definition, Development and modification  Role of attitudes in health and sickness. | Discuss the development and modification of attitudes | To teach and discuss about development and modification of attitude | Interactive session with students regarding role attitude in health and sickness | 5hrs |
| **12** | Concept of mental hygiene & mental health  Characteristics of a mentally healthy person,  Defense mechanisms | Discuss the concept of mental health | To teach and discuss about concept of mental health | Interactive session with students regarding characteristics of mentally healthy person | 5hrs |

**Reference Books:**

1. Morgan C. T, & King, *Introduction to Psychology*, Megrow bill international.

2. Andrew Mc Ghee, *Psychology on Applied to Nursing*, Livingstone Nursing texts.

3. Anthikad, Psychology for Graduate Nurses

4. Sreevani, Psychology for Nurses

5. Philip E Vernon, *The Measurement of Abilities*, University of London Press Ltd.

6. Lt. Col. F. B. Khan, Introduction to Psychology for Nurses

6. Kuppuswamy, Prabhu P.H, *General Psychology*, Asia Publishing Home, Bombay, New Delhi.

**NUTRITION AND DIETETICS**

**Paper Code: 04110104**

PLACEMENT: **IST year**

**TIME ALLOTTED:**

**Theory: 30 hrs**

**Practical: 15 hrs**

**Preamble**:-

Dietetics is the science and art of feeding individuals based on the principles of nutrition. It can also be said to be the “*science and art of human nutritional care*.” Diet therapy and its application in patient related settings is a major focus of dietetics. Thus, the field of dietetics can be related to: (a) nutrition care and intervention focused on the individual and (b) nutrition care and intervention focused on the group.

**Goals:**

The primary goal of the nutrition & dietetics is to train post basic nursing students with basic principles and procedures of the concerning domain. They required the knowledge of nutrition component in management of various diseases /disorders at clinical settings. At the community level basic understanding of the nutritional screening procedures will help them to screen out subject/population at nutritional risk. Knowledge of existing national nutritional programmes will be greatly helpful to combat identified nutritional problems at community level.

**Objectives:**

At the end of the course, the student will

1. Describe importance of nutrition for human health and wellness through lifespan.

2. Identify and manage various nutritional related problems at clinical settings.

3. Plan therapeutic diets for various diseases and disorders at clinical settings.

4. Explain the various national nutritional problems and existing programmes.

5. Screening and nutritional management of individual/community at risk.

6. Teach, guide, and supervise grass root community health workers.

**Teaching Learning Activities**

1. **Methods of Teaching:**

Student Interactive Session

Spot Group discussion

Student Seminar

Project Based learning

1. **A.V Aids:**

White board

Graphic Aids

LCD projector

Computer

**METHODS OF ASSESSMENT:**

Written examination

Objective type

Short notes

Assignments

Presentation

Seminars

Projects

**COURSE CONTENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S. No** | **TOPIC** | **Learning objective** | **Teaching Guidelines** | **Methodology** | **Time** |
| **1** | **Introduction to nutrition and dietetics.**  **Balanced diet, factors on which it depends.**  **Factors to be considered in planning**  **Guide available for planning**  **Food hygiene, preparation and preservation**  **Review of nutrients micro & macro.** | At the end of the session student should be able to describe importance of nutrition for human health and concept and guidelines for planning of balance diet and related terminologies/ definitions.  At the end of the session student should be able to explain the role of various micro and macronutrients in human health and related deficiency disorders.  The student should be able to understand various food preparation and preservation methods and the importance of food sanitation and hygiene for human health. | To cover the topic-  Definition of the term Food, Nutrition, Nutrients, Dietetics, Balance Diet, Health, Malnutrition, Under Nutrition, Over Nutrition, Basic five food groups: Cereals & grains, pulses & legumes, milk & meat products, Fruit & vegetable, Fats & sugars. RDA & its use.  Planning balance diet with the use of five food group system according to RDA.  To cover the topic-  Carbohydrates, fats, proteins, minerals and vitamins.  . To cover the topic-  Various methods of food preparation (dry heat/moist heat methods), preservation and food hygiene. | .  Lectures,  Power point presentation  SIS  Power point presentation  Student Seminars  Video presentation  Spot Group Discussion | 04  03  03 |
| **2** | **Introduction to dietary therapy**  **Routine hospital diets**  **Therapeutic diet under each unit.** | At the end of the session student should be able to describe various therapeutic diets as well as different Routine Hospital Diets used for patients according to specific disease. | To cover the topic- Introduction to diet therapy. Routine hospital diets. Therapeutic diet under each unit i.e. Cardiovascular diseases, Gastrointestinal diseases, Renal disorders, Endocrine and metabolic disorders, Allergy, Infections and fevers, Pre and post operative stage, Deficiency diseases and malnutrition, overweight and  underweight | .Didactic lecture through Power point projections.  Students seminars on Therapeutic diets  Project based learning | 8 hrs |
| **3** | **Infant and child Nutrition.**  **Feeding of normal, premature infants**  **Supplementary feeding of infants , weaning of infants**  **Psychology of infants and child feeding**  **Feeding in sick child**  **Deficiency states**  **Feeding pre-school child**  **School lunch programme** | At the end of the session student should be able to explain nutrition for infant and children, their requirements special feeding methods used, weaning &deficiency disorders, school lunch programme. | To cover the topic- Infant and child Nutrition Feeding of normal infants: factors to be considered in planning, nutritional requirements. Feeding of premature infants: factors to be considered in planning, nutritional requirements. Supplementary feeding of infants: Advantage and method of introduction. Weaning, effects on mother and child. Psychology of infant and child feeding. Feeding the sick child. Diet in diseases of infancy and childhood. Deficiency states - malnutrition and under nutrition. Feeding pre-school child: nutritional needs, factors to be considered in planning diets. Problems in feeding. School lunch programme: Advantages, Need in India | Didactic lecture through Power point projections.  Project based learning  SIS | 2  4 |
| **4** | **Community Nutrition.**  Community Nutrition: Need for community nutrition programme. Substitutes for non-vegetarian foods. Selection of cheap and nutritious foods. Nutrition education-needs and methods. Methods of assessing nutritional status of individual/group. Community. Current nutritional problems and national programmes. | At the end of the session student should be able to explain the concept of community nutrition, various methods of nutritional screening and national nutritional problems and programmes of government to combat all theses**.** | To cover the topic-  Nutritional needs for special groups: infant, child, adolescent, pregnant woman, lactating mother and old people.  -Substitutes for non-vegetarian foods.  -Selection of cheap and nutritious foods. Nutrition education ­needs and methods.  -Methods of assessing nutritional status of individual/group. community.  -Current nutritional problems and national programmes. | Video presentation  Spot Group Discussion  Problem based learning | 2  4 |

|  |  |
| --- | --- |
| **PRACTICUM (15 hrs)**- | Methods of cooking and 'cookery rules. Simple preparation of beverages. Soups, cereals and pulses eggs, vegetables and meat. Menu Plans. Preparation of supplementary food for infants. Food for toddlers. Low cost nutritious dishes for vulnerable groups. Dietary case study of patient on special diet and planning of low cost dietary instructions for home adaptations. Planning of therapeutic diets |

**Reference book:**

1. S.N.Raju, Nutrition & Biochemistry

2. Antia, E. P., Clinical Dietetics and Nutrition, Oxford University Press, New Delhi.

3. Corrine H. Robinson, Normal and Therapeutic Nutrition, Oxford and IBH Publications.

4. Indrani, Nursing Manual of Nutrition & Therapeutic Diet

5. Patwardhan V. N, Nutrition in India, 1961.

6. Hervietta Flick, Introduction to Nutrition, Mac Millon Publishing Co.

7. Mudambi, Fundalmental of Food, Nutrition & Diet Therapy

8. Joshi v.d., Hand Book of Nutrition and Dietetics, Vora Medical Publications

9. Swaminathan M., Hand Book of Food and Nutrition, Bangalore printing and publishing

**MATERNAL NURSING**

**Paper Code: 04110105**

Placement: First year

**TIME ALLOTTED:**

Theory: **60 hrs**

Practical: **240 hrs**

**PREAMBLE**

Midwifery and obstetrical nursing is a [nursing](https://en.wikipedia.org/wiki/Nursing) specialty area concerned with the care of normal and high risk pregnant women during antenatal, natal and postnatal periods in hospitals and community settings. The midwifery nurses in today’s scenario are managing normal and high risk neonates and participate in family welfare programs as well.

Midwifery and obstetrical nursing is one of the huge groups of professionals in the field of nursing. Advances in this specialty have resulted in midwifery and obstetrical nursing evolving into its own specialty.

Many years ago majority of hospital nurses worked on wards. Today licensed midwives can work in a variety of positions, inpatient clinics, emergency departments, [HMO’s](https://en.wikipedia.org/wiki/HMO), administration, community health centers, home health care, [ambulatory](https://en.wikipedia.org/wiki/Ambulatory_care) care, and skilled [nursing homes](https://en.wikipedia.org/wiki/Nursing_homes) and Family welfare departments.

**GOALS**

The primary goal of the subject is to train nursing students with basic procedures that they are required to practice in the patient bedside in order to give effective and efficient care to the patient. The area of care is not only restricted to the hospital setting but instead can be extended to nursing homes and all kinds of health care agencies.

**OBJECTIVES:**

At the end of the course, the student will

1. Describe the physiology of pregnancy, labour and puerperium.

2. Manage normal pregnancy, labour and puerperium.

3. Explain the physiology of lactation and advice on management of breast

Feeding.

4. Be skilled in providing pre and post-operative nursing care in obstetric

conditions.

5. Identify and manage high risk pregnancy including appropriate referrals.

6. Propagate the concept and motivate acceptance of family planning methods.

7. Teach, guide and supervise auxiliary midwifery personnel.

**Teaching Learning Activities**

1. **Methods of Teaching:**

√ Lecture

√ Demonstration & Discussion

√ Supervised practice √ Seminar

√ Role play

√ Workshop

√ Conference

√ Skill training

√ Simulations

√ Field visits

1. **A.V Aids:**

√ Slide Projector

√ White board

√ Graphic Aids

√ Programmed – Video shows

√ Models & Specimens

√ LCD projector

√ Computer

**METHODS OF ASSESSMENT:**

√ Written examination

√ Objective type

√ Short notes

√ Assignments

√ Case studies/care notes

√ Clinical presentation

√ Seminars

√ Project

**Maternal Nursing**

**Time Allotted: Theory -60hrs**

**Practical - 240 hrs**

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| **S. No** | **TOPIC** | **Learning objective** | **Teaching Guidelines** | **Methodology** | **Time** |
| **I** | **Introduction and historical review**  􀂾 Planned parenthood  􀂾 Maternal morbidity and mortality rates  􀂾 Legislations related to maternity benefits, MTP acts, incentives for family  planning etc., | Enumerate the various trends and historical aspects in midwifery. | To coverPlanned parenthood  Maternal morbidity and mortality rates, Legislations related to maternity benefits, MTP acts, incentives for family  planning etc., | Interactive session with the students regarding history and changing trends in midwifery.  Essay writing on legal and ethical aspects and on national policy related to maternal health.  Students seminar on role of a nurse in midwifery and obstetrical care. | **5** |
| **II** | **Review of the anatomy and physiology of female reproductive system**.  􀂾 Female pelvis (normal and contracted)  􀂾 Review of foetal development | Discuss the female reproductive organs, maternal pelvis.  2. Explain the maternal pelvis.  3. Enumerate the fetal development. | To coverFemale pelvis(normal and contracted)  Review of foetal development | Students seminar | **10** |
| **III** | **Physiology and management of pregnancy, labour and puerperium**  􀂾 Signs and symptoms and diagnosis of pregnancy  􀂾 Antenatal care  􀂾 Pregnant women with HIV/AIDS  􀂾 Management of common gynecological problems. | 2.Describe the normal pregnancy  3.Explain the physiological changes during pregnancy  4.Enumerate the diagnosis of pregnancy  5.Explain the screening and assessment of antenatal women  6.Discuss the various adjustment issues related to the pregnancy | To coverSigns and symptoms and diagnosis of pregnancy  Antenatal care, Pregnant women with HIV/AIDS Management of common gynecological problems. | Didactic lecture through Power point projection on assessment and management of pregnancy.  .Teacher seminar on normal pregnancy and physiological changes during pregnancy. | **15** |
| **IV** | **The New born baby**  􀂾 Care of the baby at birth including resuscitation  􀂾 Essential Newborn Care  􀂾 Feeding  􀂾 Jaundice and infection  􀂾 Small and large for date babies  􀂾 Intensive care of the new born  􀂾 Trauma and haemorrhage. | Describe the assessment and management of normal neonate. | To coverCare of the baby at birth including resuscitation  Essential Newborn Care Feeding, Jaundice and infection, Small and large for date babies  Intensive care of the new born  Trauma and haemorrhage | .Didactic lecture through Power point projections.  2. Students seminars on essential new born care.  3. Clinical posting and demonstrations on different level of neonatal care.  4. Report writing on neonatal care. | **10** |
| **V** | **Management of abnormal pregnancy, labour and puerperium**  􀂾 Abortion, ectopic pregnancy and vesicular mole.  􀂾 Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease.  􀂾 Urinary infections, Antepartum hemorrhage  􀂾 Abnormal labour (malposition and malpresentation)  􀂾 Uterine inertia  􀂾 Disorders or puerperium  􀂾 Management of engorged breast, cracked nipples, breast abscess and mastitis  􀂾Pueperal sepsis  􀂾Post partum haemorrhage  􀂾 Inversion and prolapse of uterus, obstetrical emergencies  􀂾 Obstetrical operations i.e. forceps, vacuum, episiotomy, caesarean section. | Describe management of abnormal labour and Obstetrical emergencies  Describe the physiology of puerperium.  Describe the management of women during postnatal period. | **To cover** Abortion, ectopic pregnancy and vesicular mole. Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease, Urinary infections, Ante partum hemorrhage  Abnormal labour (malposition and malpresentation),Uterine inertia, Disorders or puerperium, Management of engorged breast, cracked nipples, breast abscess and mastitis  􀂾Pueperal sepsis  􀂾Post partum haemorrhage  􀂾 Inversion and prolapse of uterus, obstetrical emergencies  􀂾 Obstetrical operations i.e. forceps, vacuum, episiotomy, caesarean section. | Didactic lecture through Power point projections.  Clinical posting demonstration on assessment and management of postnatal women.  Teacher seminar on abnormal labor, CPD and Contracted pelvis | **10** |
| **VI** | Drugs in obstetrics  􀂾 Effects of drugs during pregnancy, labour and puerperium on mother and baby. | Describe indication dosage, action, side effects and nurses responsibilities in the administration of drugs used for mothers | To coverEffects of drugs during pregnancy, labour and puerperium on mother and baby. | Teacher seminar on different drugs used in obstetrics | **5** |
| **VII** | National Welfare programmes for women  􀂾 National Family welfare programme  􀂾 Infertile family  􀂾 Problems associated with unwanted pregnancy  􀂾 Unwed mothers. | Appreciate the importance of family welfare programme.  2.Describe the methods of contraception and role of nurse in family welfare programme | TocoverNational Welfare programmes for women  National Family welfare programme, Infertile family  Problems associated with unwanted pregnancy, Unwed mothers. | Interactive session with the students regarding population trends.  Debate on problems in India.  Essay writing on Concepts, aims, importance and history of family welfare | **5** |

**Practicum**

**1. The students will**

a. Be posted in antenatal clinic, MCH clinic, antenatal ward, labour room, postnatal ward, maternity OT, MTP room.

b. Visit welfare agencies for women and write observation report.

c. Follow nursing process in providing care to 3-6 patients.

d. Write at least two nursing care studies, and do a presentation.

e. Give at least one planned health teaching to a group of mothers.

**2. Practice following nursing procedures.**

a. Antenatal and post natal examination, per vaginal exam.

b. Conduct normal delivery, stitching of episiotomy, (For ame candidates minimum conduct of 5 deliveries).

c. Motivation of family for adopting family planning methods.

d. Motivate family for planned parenthood.

e. Assist in various diagnostic and therapeutic procedures including IUD insertion and removal.

**Textbook**:

1. Fraser (DM), MMyles Textbook of Midwives, Churchill Livingstone, 14th Edtion, 2003

**References**:

1. Dutta (DC), Textbook of Obstetrics, New Central Book Agency.

2. Lowdermilk, Maternity Nursing, Mosby, 7th Edition.

3. Willams, Obstetrics, McGrawhill, 22’ Edition.

4. Bobak, Maternity Nursing Care, Elsevier.

5. Maternity & Child Health Nursing Care for the childbearing family, LWW, 5ch edition.

6. Wong, Maternity Child Nursing Care, Mosby, 3 Edition

**ENGLISH**

Paper Code: 04110106

**Placement: First Year**

**Time allotted: Theory -60 hrs (4 credits)**

**Preamble:**

This course is designed to help the student understand and usage of English language required for their professional work.

OBJECTIVES

1. Ability to speak and write grammatically correct English

2. Effective skill in reading and understanding the English language

3. Skill in report

**COURSE CONTENTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S. NO** | **CONTENT OF TOPICS** | **LEARNING OBJECTIVES** | **TEACHING OBJECTIVES** | **METHODOLOGY** | **TIME** |
| 1 | -Remedial study of grammar  -Review of grammar, vocabulary and effective use of dictionary  -Prepare task oriented seminars.  -Symposia and panel discussion. | Explain the Vocabulary, effective use of dictionary.  Elaborate symposia, seminar and panel discussion | Discuss and review about grammar | FGD  SIS  Panel Discussion | 8 |
| 2 | -The ability to understand selected passage and express meaning in one’s own words.  -Reading and comprehension of the prescribed books. | Able to understand selected passage and express meaning in one’s own words. Reading and comprehension of the prescribed books. | Teach Reading and comprehension of the prescribed books. | SIS | 6 |
| 3 | The study of various forms of composition:  (a) Note taking  (b) Diary  (c) Nurses notes, anecdotal records  (d) Writing of Summary  (e) Nurses reports on health problems  The student will submit one sample of each item from her own practical experience. | The student will able to submit one sample of each item from her own practical experience. | Teach and discuss about various composition | SIS  PBL  Debate | 23 |
| 4 | Verbal Communication  Oral reports  Summarization of discussion  Debate  Listening comprehension - Film, Cassette and Radio. | Describe Oral reports summarization of discussion, debate | Teach verbal communication reports | SIS  SS  GD | 23 |

**Practicum:**

1. The clinical experience in the wards and bed side nursing will provide opportunity for students to fulfill the objectives of learning language.

2. Assignment on writing and conversation through participation in discussion, debates, seminars and symposia. The students will gain further skills in task oriented communication.

**Books Recommended:**

1. Meena. *English.*

2. Sidhu. *An Intensive Course in English: A Remedial Workbook*. Chennai: Orient Longman.

3. Jain, R. C. *English Grammar and Composition*.

4. Raman chadha, Remedial study of English, Lotus Publication

**ENVIRONMENTAL STUDIES**

PAPER CODE: 04110107

**Placement: First year TIME ALLOTTED:**

Theory : **04 credits**

**Preamble**

Environmental studies is a multidisciplinary academic field which systematically studies human interaction with the environment in the interests of solving complex problems. Environmental studies brings together the principles of sciences, commerce/ economics and social sciences so as to solve contemporary environmental problems. It is a broad field of study that includes the natural environment, the built environment, and the sets of relationships between them. The field encompasses study in basic principles of ecology and environmental science, as well as associated subjects such as ethics, geography, policy, politics, law, economics, philosophy, environmental sociology and environmental justice, planning, pollution control and natural resource management.

**Objectives**

1. Creating the awareness about environmental problems among people
2. Imparting basic knowledge about the environment and its allied problems.
3. Developing an attitude of concern for the environment.
4. Motivating public to participate in environment protection and environment improvement.
5. Acquiring skills to help the concerned individuals in identifying and solving environmental problems.
6. Striving to attain harmony with Nature.

**Environmental studies**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S. NO** | **CONTENT OF TOPICS** | **LEARNING OBJECTIVES**  **(at the end of the session the student should be able to)** | **TEACHING OBJECTIVES** | **METHODOLOGY** | **TIME** |
| **1** | **Content:**  The multidisciplinary nature of environmental studies:  Definition, scope and importance  Need for public awareness | 1. Define environmental studies 2. Discuss scope of EVS 3. Discuss need for public awareness | To teach and discuss about the multidisciplinary nature of environmental studies: Definition, scope and importance, Need for public awareness | * Interactive session with the students regarding factors influencing health, causes and risk factors for illness. * Integrated vertical teaching on body defenses and illness behavior. | 2hrs |
| **2** | **Natural Resources:**  Renewable and Non-renewable resources:  Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.  Water resources: use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.  Mineral resources: use and exploitation, environmental effects of extracting and using mineral resources, case studies.  Food Resources: World food problems, Changes caused by agriculture and overgrazing, Effect of modern agriculture, Fertilizer-pesticide problems, Water logging, salinity, Case studies  Energy resources: growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, case studies.  Land resources: land as a resource, land degradation, man induced landslides, soil erosion and desertification  Role of an individual in conversation of natural resources.  Equitable use of resources for sustainable lifestyle. | Discuss on forest resources  Discuss on water resources  Discuss on mineral resources  Discuss on food resources  Discuss on energy resources  Discuss on land resources | To teach and discuss about Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.  Water resources: use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. Mineral resources: use and exploitation, environmental effects of extracting and using mineral resources, case studies. Food Resources: World food problems, Changes caused by agriculture and overgrazing, Effect of modern agriculture, Fertilizer-pesticide problems, Water logging, salinity, Case studies  Energy resources: growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, case studies.  Land resources: land as a resource, land degradation, man induced landslides, soil erosion and desertification | * Didactic lecture through PowerPoint projections. * Teachers seminar on history of Nursing in India. * Interactive session with students regarding environmental resources. | 8hrs |
| **3** | Concept of an ecosystem  Structure and function of an ecosystem  Procedures, consumers and decomposers  Energy flow in the ecosystem  Ecological succession  Food chains, food webs ecological pyramids  Introduction, types, characteristic feature, structure and function of the following ecosystem:  Forest ecosystem  Grassland ecosystem  Desert ecosystem  Aquatic ecosystem (ponds, stream, lakes, rivers, oceans, estuaries) | 1. Describe ecosystem 2. List the functions of eco system 3. Describe the function of eco system | To teach and discuss about Concept of an ecosystem, . Structure and function of an ecosystem, Procedures, consumers and decomposers, Energy flow in the ecosystem, Ecological succession, Food chains, food webs ecological pyramids, introduction, types, characteristic feature, structure and function of the following ecosystem:Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem (ponds, stream, lakes, rivers, oceans, estuaries) | * Didactic lecture through PowerPoint projections. * Visit to local Hospital * Student seminar on admission discharge procedure. | 6hrs |
| **4** | **Biodiversity and its conservation**  Introduction- Definition: genetic, species and ecosystem diversity  Biogeographically classification of India  Value of diversity: consumptive use, productive use, social, ethical, aesthetic and  option value  Biodiversity at global, National and local levels  India as a mega-diversity nation  Hot –sport of diversity  Threat to biodiversity: habitant loss, poaching of wildlife, man-wildlife conflicts  Endangered and endemic species of India  Conservation of biodiversity: In- situ and Ex-situ conservation of biodiversity | 1. Describe genetic, species and eco system diversity. 2. Describe biodiversity at local, national and global levels. 3. Discuss on conservation of biodiversity | To teach and discuss on Biodiversity and its conservationIntroduction- Definition: genetic, species and ecosystem diversity, biogeographically classification of India, Value of diversity: consumptive use, productive use, social, ethical, aesthetic and option value, Biodiversity at global, National and local levels, India as a mega-diversity nation, Hot –sport of diversity,  Threat to biodiversity:  habitant loss, poaching of wildlife, man-wildlife conflicts, Endangered and endemic species of India, Conservation of biodiversity: In- situ and Ex-situ conservation of biodiversity | * Didactic lecture through PowerPoint projections * Role play and video film on the nurses interacting with the patient * Problem based learning | 8hrs |
| **5** | Environmental pollution  Definition  Cause, effects and control measures of:  Air pollution  Water pollution  Soil [pollution  Marine pollution  Noise pollution  Thermal pollution  Nuclear pollution  Solid waste Management: Causes, effects and control measures of urban and industrial wastes.  Role of an individual in prevention of pollution  Pollution case studies  Disaster management: floods, earthquake, cyclone and landslides | 1. Define environmental pollution 2. List the causes of environmental pollution 3. Discuss on solid waste management 4. Discuss on role of individua in managing pollution 5. Discuss on disaster management | To teach and discuss on environmental pollution Definition, Cause, effects and control measures of:Air pollution, Water pollution, Soil [pollution, Marine pollution, Noise pollution, thermal pollution, Nuclear pollution, Solid waste Management: Causes, effects and control measures of urban and industrial wastes, Role of an individual in prevention of pollution, Pollution case studies, Disaster management: floods, earthquake, cyclone and landslides | * Didactic lecture through PowerPoint projections. * Simulated learning | 8hrs |
| **6** | Social Issues and the environment:  From unsustainable to sustainable development  Urban problems related to energy  Water conservation, rain water harvesting, watershed management  Resettlement and rehabilitation of people, its problem and concerns. Case studies  Environmental ethics: Issues and possible solutions  Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies  Wasteland reclamation  Consumerism and waste products  Environment protection Act  Air(Prevention and control pollution)Act  Water(Prevention and control pollution) Act  Wildlife protection Act  Forest Conservation Act  Issues involved in enforcement of environment legislation   * Public awareness | 1. Discuss on water conservation 2. Discuss on global warming 3. Discuss on air prevention and control pollution act 4. Discuss on wasteland redemption 5. Discuss on wild life protection act | To teach and discuss on Social Issues and the environment: From unsustainable to sustainable development, Urban problems related to energy, Water conservation, rain water harvesting, watershed management, Resettlement and rehabilitation of people, its problem and concerns. Case studies, Environmental ethics: Issues and possible solutions, Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies, wasteland reclamation, consumerism and waste products, Environment protection Act, Air(Prevention and control pollution)Act, water(Prevention and control pollution) Act, wildlife protection Act, Forest Conservation Act, Issues involved in enforcement of environment legislation, Public awareness | * Didactic lecture through PowerPoint projections. * Simulated learning on recording and reporting. * Student seminar | 7hrs |
| **7** | **Human population and the environment**  Population growth, variation among nations  Population explosion- family welfare programme  Environment and human health  Human rights  Value education  HIV/AIDS  Women child welfare  Role of Information technology in environment and human health  Case studies | 1. Discuss on population explosion 2. List the human rights 3. Explain value education 4. Brief on women and child welfare | To teach and discuss on Human population and the environment: Population growth, variation among nations, population explosion- family welfare programme, Environment and human health, Human rights, Value education, HIV/AIDS, Women child welfare, Role of Information technology in environment and human health, Case studies | * Simulated learning of assessment of vital signs * Didactic lecture through PowerPoint regarding abnormalities in vital signs * Supervised clinical practice | 6hrs |
| **8** | **Field Work**  Visit to a local area to document environment asserts- river/forest/grassland/hill/mountain  Visit to a local polluted site-urban/rural/industrial/ agriculture  Study of common plants, insects, birds  Study of simple ecosystems-pond, river, hill, slopes, etc | 1. Brief on ecosystem | To visit local area to document environment asserts- river/forest/grassland/hill/mountain  Visit to a local polluted site-urban/rural/industrial/ agriculture  Study of common plants, insects, birds | Simulated learning regarding health assessment.   * Didactic lecture through PowerPoint projections regarding abnormal findings * Supervised clinical practice | 5hrs |

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17. Sharma, B.K. Environmental Chemistry. Meerut: Geol Publ. House.
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**MICROBIOLOGY**

**Paper Code: 04110201**

PLACEMENT: **First Year**

**TIME ALLOTTED:**

Theory : **60 hrs**

Practical :**30 hrs**

**PREAMBLE**

This course reorients the students to the fundamentals of Microbiology and its various sub-divisions. It provides opportunities to gain skill in handling and use of microscope for identifying various micro-organisms. It also provides opportunities for safe handling of materials containing harmful bacteria and methods of destroying microorganisms.

**OBJECTIVES**

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

1. Identify common disease producing micro-organisms.

2. Explain the basic principles of microbiology and their significance in health and disease.

3. Demonstrate skill in handling specimens

4. Explain various methods of dis-infection and sterilization.

5. Identify the role of the nurse in hospital infection control system.

**Teaching Learning Activities**

1. **Methods of Teaching:**

* Lecture
* Demonstration & Discussion
* Laboratory method
* Supervised practice √ Seminar
* Role play
* Workshop
* Conference
* Skill training
* Simulations
* Field visits

1. **A.V Aids:** 
   * + Slide Projector
     + White board
     + Graphic Aids
     + Programmed – Video shows
     + Models & Specimens
     + LCD projector
     + Computer

**METHODS OF ASSESSMENT:**

√ Written examination

√ Objective type

√ Short notes

√ Assignments

√ Case studies/care notes

√ Clinical presentation

√ Seminars

√ Project

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| **S. No** | **TOPIC** | **Learning objective** | **Teaching Guidelines** | **Methodology** | **Time** |
| 1 | Structure and classification of microbes Morphological types  Size and form of bacteria  Motility.  Classification of Micro-organisms.  Practical : Use of microscope  Common examination: Smear, Blood, Modules, Yeasts | * Explain the concepts and principles of microbiology and their importance in nursing. | **To cover** Structure and classification of microbes Morphological types, Size and form of bacteria, Motility.  Classification of Micro-organisms. | Teacher seminar | 4 |
| 2 | Identification of Micro-organisms  Discussion of laboratory methods  Diagnosis of bacterial diseases.  **Practical:** Staining techniques- gram staining, acid fast staining  Hang drop preparation | Describe the structure, classification morphology and growth of bacteria.  Identify Micro-organisms. | **To cover** Identification of Micro-organisms  Discussion of laboratory methods  Diagnosis of bacterial diseases. | SIS  Demonstration | 3 |
| 3 | Growth and Nutrition of Microbes  Temperature  Moisture  Blood  **Practical:** preparation of media and culture techniques  Collection, handling and transportation of various specimens. | Discuss growth and nutrition of microbes | **To cover** Growth and Nutrition of Microbes Temperature ,Moisture  Blood | Focus Group Discussion  Student Seminar | 4 |
| 4 | Destruction of Micro-organisms.  Sterilization and disinfection  Chemotherapy and antibiotics  Effects of heat and cold  Hospital infection control procedure and role of nurses  **Practical:** Sterilization methods- physical, chemical and Mechanical  ‘ | Describe the methods of infection control.  Identify the role of nurse in hospital infection control program. | **To cover** Destruction of Micro-organisms.  Sterilization and disinfection  Chemotherapy and antibiotics  Effects of heat and cold  Hospital infection control procedure and role of nurses | Demonstration  Laboratory method  SIS | 8 |
| 5 | Gram positive bacilli  Tuberculosis and Leprosy  Anaerobes  Cocci  Spirochaet  Rickettsiae  Practical: identification and study of various bacteria | Describe the different disease producing organisms.  Streptococci, pneumococci and staphylococci, corynebacteria, spirochetes and gonococci. Enteric bacteria. Posting in infection control department. | **To cover** Gram positive bacilli Tuberculosis and Leprosy ,Anaerobes ,Cocci  Spirochaete ,Rickettsiae | SIS  Seminar | 5 |
| 6 | Pathogenic Fungi  Dermatophytes  Systemic mycotic infection  Laboratory diagnosis of mycotic infection | Identification and study of the following pathogenic fungi | **To cover** Pathogenic Fungi  Dermatophytes ,Systemic mycotic infection ,Laboratory diagnosis of mycotic infection | SIS  Seminar | 7 |
| 7 | Immunity  Immunity and hypersensitivity –Skin test  Antigen and antibody reaction  Immunization in disease.  **Practical:** Demonstration of serological methods. | Explain the concept of immunity, hyper – sensitivity and immunization | **To cover** Immunity  Immunity and hypersensitivity –Skin test  Antigen and antibody reaction  Immunization in disease | SIS  Seminar  Spot Group Discussion | 9 |
| 8 | Parasites and vectors.  Characteristics and classification of parasites  Protozoal infection including amoebiasis Helminthes infection  Diagnosis of parasitic infection  Vectors and diseases transmitted by them.  Practical: identification of parasites and vectors | Discuss parasites and vectors | **To cover** Parasites and vectors.   * Characteristics and classification of parasites * Protozoal infection including amoebiasis Helminthes infection * Diagnosis of parasitic infection * Vectors and diseases transmitted by them. | SIS  Seminar  Spot Group Discussion | 7 |
| 9 | Viruses.  Classification and general character of viruses  Diseases caused by viruses in man and animal and their control. | **Discuss disease producing viruses.** | **To cover** Viruses. Classification and general character of viruses  Diseases caused by viruses in man and animal and their control | SIS  Seminar  Spot Group Discussion | 7 |
| 10 | Micro-organisms transmitted through food.  Food poisoning. Food borne infections. | DescribeMicro-organisms transmitted through food | **To cover** Micro-organisms transmitted through food.  Food poisoning. Food borne infections | SIS  Seminar  Spot Group Discussion | 6 |

**Practicum:**

Each student will practice in the laboratory as indicated in each unit of the courses outline. While giving nursing care in the wards they will practice collection and processing of specimens, prevention and control of hospital infections, sterilization, immunization, chemotherapy and maintenance of personal and environmental hygiene. Observation visit to incinerator, posting in CSSD and infection control department.

**References:**

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2. Arora, Microbiology for Nurses.

3. Malhotra, Medical Microbiology for Nurses.

4. Hug L. L, Muffet, Clinical Microbiology, J. B. Lippincott Co.

5. Anantnaryan, Textbook of Microbiology.

**CHILD HEALTH NURSING**

**Paper Code: 04110202**

**Placement:** First year

Theory Teaching Hours : 60 hrs

Practical Teaching Hours : 240 hrs

**PREAMBLE**

Pediatrics is the branch of [medicine](https://en.wikipedia.org/wiki/Medicine) that deals with the medical care of [infants](https://en.wikipedia.org/wiki/Infant), [children](https://en.wikipedia.org/wiki/Child), and [adolescents](https://en.wikipedia.org/wiki/Adolescent) and the age limit usually ranges from birth up to 18-21 years of age. The word pediatrics and its [cognates](https://en.wikipedia.org/wiki/Cognates) mean "healer of children"; they derive from two [Greek](https://en.wikipedia.org/wiki/Ancient_Greek) words:  (pais "child") and  (iatros "doctor, healer"). Pediatricians work both in [hospitals](https://en.wikipedia.org/wiki/Hospital), particularly those working in its specialized subfields such as [neonatology](https://en.wikipedia.org/wiki/Neonatology), and as [primary care physicians](https://en.wikipedia.org/wiki/General_practitioner). Pediatric nursing is the medical care of [neonates](https://en.wikipedia.org/wiki/Neonate) and children up to adolescence, usually in an in-patient hospital or day-clinic. The main role of pediatric nurses is to administer directly procedures and medicines to children according to prescribed [nursing care plans](https://en.wikipedia.org/wiki/Nursing_care_plan). Nurses also continually assess the patient by observing [vital signs](https://en.wikipedia.org/wiki/Vital_signs), and developing communication skills with children and family members and with medical teams. Being a support to children and their families is one component of direct nursing care. Awareness of the concerns of children and parents, being present physically at times of stress and implementing strategies to help children and family members cope are all part of the work.

**GOALS :**

* Normalize the life of the child during hospitalization in preparation for the family home, school and community.
* Minimize the impact of the child's unique condition.
* Foster maximal growth and development.
* Develop realistic, functional and coordinated home care plans for the children and families.
* Respect the roles of the families in the care of their children.

**OBJECTIVES:**

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

* Appreciate the history and developments in the field of pediatrics and pediatric nursing as a specialty
* Apply the concepts of growth and development in providing care to the pediatric clients and their families.
* Appreciate the child as a holistic individual
* Perform physical, developmental, and nutritional assessment of pediatric clients
* Apply nursing process in providing nursing care to neonates & children
* Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness.
* Recognize and manage emergencies in neonates
* Describe various recent technologies and treatment modalities in the management of high risk neonates
* Appreciate the legal and ethical issues pertaining to pediatric and neonatal nursing
* Prepare a design for layout and management of neonatal unit
* Incorporate evidence based nursing practice and identify the areas of research in the field of pediatric/neonatal nursing
* Recognize the role of pediatric nurse practitioner and as a member of the pediatric and neonatal health teaching
* Teach pediatric nursing to undergraduate students & in-service nurses
* Clinical presentations
* Nursing care plans
* Clinical Case studies
* Growth & developmental assessment
* Assessment & prescription of nursing interventions for sick children
* Health education related to disease conditions
* Nutritional assessment
* Project work
* Field visits

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| **S. No** | **TOPIC** | **Learning objective** | **Teaching Guidelines** | **Methodology** | **Time** |
| **1** | **Introduction:**   * Modern concept of child care * Internationally accepted rights of the child * National policy and legislation in relation to child health and welfare * National programmes related to child health and welfare * Changing trends in hospital, Care, preventive, promotive and curative 'aspects of child health. * Child morbidity and mortality rates. * Differences between an adult and child. * Hospital environment for a sick child. * The role of a paediatric nurse in caring for a hospitalized child. * Principles of pre and post operative care of infants 'and children * Paediatric nursing procedures. | Explain the modem concept of child care and principles of child health nursing.  Describe national policy programmes and legislation in relation to child  health and welfare  List major causes of death during infancy, early and late childhood  Describe the major functions and role of the paediatric nurse in caring for  a hospitalized child.  Describe the principles of child health nursing. | To Cover Historical development of Pediatrics and Pediatric Nursing in India, Current status of child health in India, Trends in Pediatrics and Pediatric Nursing,  Ethical and cultural issues in pediatric care ,Rights of children  National health policy for children, special laws and ordinances relating to children.  National goals ,Five year plans ,  National health programs related to child health. preparation for hospitalization, effects of hospitalization on the child and family Stressors and reactions related to developmental stages, play activities for ill hospitalized child. Nursing care of hospitalized child and family -principles and practices. | Teaching seminar on national health programmes, trends  Students seminar on rights of child  Project on collection of vital statistics related to child health.  Teaching seminar on hospital environment for a sick child  Interactive session stressors during hospitalization and reaction related to developmental stages. | 15 hrs. |
| **2** | The healthy child   * Growth and development from birth to adolescence * The needs of normal children through the stages of development and parental guidance. * Nutritional needs of children & infants breast-feeding, supplementary / artificial feeding and weaning. * Accidents, causes and prevention * Value of play and selection of play material * Preventive immunization | * Describe the normal growth & development of children at different ages   -Identify the needs of children at different ages & provide parental guidance  -Identify the nutritional needs of children at different ages and ways of  meeting the needs  -Appreciate the role of play for normal & sick children.  -Appreciate the preventive measures and strategies for children. | To cover Developmental assessment Physical assessment Nutritional assessment, Family assessment.  To cover Principles of growth and development, Concepts and theories of growth and development, Developmental tasks and special needs from infancy to adolescence, developmental milestones, | Conventional method on growth & development assessments  Demonstration on preventive paediatrics.  Student seminar on immunization & cold chain.  Demonstration on play therapy.  Role play  Videos Plotting of growth chart on growth & development & reflexes | 10 hrs. |
| **3** | Nursing care of a neonate   * Nursing care of a normal newborn * Neonatal resuscitation * Nursing management of a low birth weight baby * Nursing management of common neonatal disorders. * Organization of neonatal unit. Prevention of infections in the nursery. | -Provide care to normal &high risk neonates  -Perform neonatal resuscitation.  -Recognize and manage Common neonatal problems Describe the major functions and role of the paediatric nurse in caring for a hospitalized child. | To cover the care of the new born and family.  High risk newborn- pre term and term neonate and growth retarded babies,  Identification and classification of neonates with infections, | Conventional method on neonatal resuscitation.  Teaching seminar on neonatal problems.  Problem based learning on neonatal disorders | 10hrs. |
| **4** | Nursing management in common childhood diseases   * Nutritional deficiency disorders. * Respiratory disorders and infections * Gastrointestinal infections, infestations and congenital disorders. * Cardio vascular problem-congenital defects and rheumatic fever. * Genito-urinary disorder - Nephrotic syndrome, Wilms' tumor, infection and congenital disorders. * Neurological infections and disorders- convulsions, epilepsy, meningitis, hydrocephalus, spinabifida. * Hematological disorders - Anemias, thalassemia, ITP, Leukemia, hemophilia. * Disorders of skin eye and ears. * Common communicable diseases in children, their identification, nursing management in hospital and home and prevention * Paediatric emergencies- Poisoning, Foreign bodies, Hemorrhage, Burns and Drawing. | -Manage the child with behavioral and social problems.  -Identify the social and welfare services for challenged children . | To cover behavioural problem acc. To age group, social & psychiatric development, mentally , social & physically challenged childrens.child guidance clinic. | Visit to anganwadi schools, remand homes & adoption centers& orphanage, child guidance clinic. | 15 hrs |
| **5** | Management of behaviour disorders in children.  Management of challenged children  (a) Mentally challenged  (b) Physically challenged  (c) Socially challenged | Provide nursing care in behavior disorder |  | Teacher seminar  Student seminar | 10 hrs |

***PRACTICUM***

The student will:-

1. Be posted in paediatric medical and surgical ward, OPD in hospital, health centre and neonatal unit.
2. Visit a centre for handicapped children and child welfare centre and write observation report.
3. Write an observation study of normal children of various age groups in home/nursery school/creche
4. Follow nursing process in providing care to 3-6 children.
5. Write at least two nursing care studies and do a presentation
6. Give two planned health teachings, one in hospital and one in OPD /health centre.
7. Practice the following nursing procedures
8. Taking pediatric history
9. Physical assessment of children

10. Baby bath

11. Feeding

12. Restraining

13. Calculation of dosage of drugs and administration of medications and injections

14. Collection of specimens

15. Enema, bowel wash, colostomy irrigation

16. Steam and Oxygen inhalation

17. Preparation to assist with diagnostic tests and operations

18. Examination/Assessment of a newborn

19. Neonatal resuscitation

20. care of a baby in incubator and on ventilator

21. Photo therapy

22. Assist in exchange transfusion and other therapeutic procedures.

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2. Marlow. R. Dorothy and Reddy. A. Barbara: Textbook of Paediatric Nursing. 6th ed.W. B Saunders Company; 1961..
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**MEDICAL SURGICAL NURSING**

**Paper Code:04110203**

**Theory Teaching Hours : 90 hrs**

Placement – First year **Practical Teaching Hours: 270 hrs**

**PREAMBLE**

**Medical-surgical nursing** is a [nursing](https://en.wikipedia.org/wiki/Nursing) specialty area concerned with the care of adult patients in a broad range of settings. The [Academy of Medical-Surgical Nurses](https://en.wikipedia.org/wiki/Academy_of_Medical-Surgical_Nurses) (AMSN) is a specialty nursing organization dedicated to nurturing medical-surgical nurses as they advance their careers. Traditionally, medical-surgical nursing was an entry-level position that most nurses viewed as a stepping stone to specialty areas. Medical-surgical nursing is the largest group of professionals in the field of nursing. Advances in medicine and nursing have resulted in medical-surgical nursing evolving into its own specialty

Many years ago a majority of hospital nurses worked on wards, and everyone was a medical-surgical nurse. Today licensed medical-surgical nurses work in a variety of positions, inpatient clinics, emergency departments, [HMO’s](https://en.wikipedia.org/wiki/HMO), administration, outpatient surgical centers, home health care, [humanitarian relief work](https://en.wikipedia.org/wiki/Humanitarian_relief), [ambulatory](https://en.wikipedia.org/wiki/Ambulatory_care) surgical care, and skilled [nursing homes](https://en.wikipedia.org/wiki/Nursing_homes). Some military medical-surgical nurses serve on battlefields.

**GOALS**

The primary goal of medical surgical nursing is to widen the students knowledge and develop proficiency in caring for patients with medical surgical problems.

**OBJECTIVES**

1. Explain relevant anatomy and physiology of various system of the body.
2. Explain the Pathophysiology of various disorders.
3. Explain the actions, side effects and nursing implications in administering drugs for various disorders.
4. Discuss the recent advancement in the treatment and care of patients with medical surgical conditions.
5. Develop skill in giving comprehensive nursing care to patients following the steps of nursing process.
6. Assist the patients and their families in identifying and meeting their own health needs.
7. Appreciate the role of the nurse in the medical surgical health team.

**TEACHING STRATEGIES**

The interdisciplinary curriculum is based on both clinical and public health model for practice. The major focus is to provide quality care to patients and use of new technologies. Fellows are prepared to participate in multidisciplinary approach in planning, implementing, managing and evaluating programme. It is assumed that there will be approximately 360 teaching hours in one year period of fellowship course. Out of these, theory teaching will be 90 hours and practical will be of 270 hours.

**MEDICAL SURGICAL NURSING**

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| **S. No** | **Content** | **Learning objective** | **Teaching Guidelines** | **Methodology** | **Time** |
| **I** | Introduction to medical surgical nursing. Review of concepts of comprehensive nursing care in medical surgical conditions.  Nurse, patient and his/her family. Functions of nurse in the outpatient department. Intensive care unit | To explain about the introduction and concept of medical surgical nursing | To cover about introduction to medical surgical nursing. Review of concepts of comprehensive nursing care in medical surgical conditions.  Nurse, patient and his/her family. Functions of nurse in the outpatient department. Intensive care unit | Didactic lecture through power point projections.  Conventional method  Student interactive session. | 3 hrs |
| **II** | Nursing management of patient with specific problems. -Fluid and electrolyte imbalance. -Dyspnea and cough, respiratory obstruction  Fever  -Shock  Unconsciousness -Pain -Acute illness -Chronic illness -Terminal illness -Age related illness -Patient undergoing surgery  -Incontinence | To describe about the nursing management of various diseases | Nursing management of patient with specific problems. -Fluid and electrolyte imbalance. -Dyspnea and cough, respiratory obstruction  Fever  -Shock  Unconsciousness -Pain -Acute illness -Chronic illness -Terminal illness -Age related illness -Patient undergoing surgery  -Incontinence | Didactic lecture through power point projections  Case presentation  Student seminar  Panel discussion  Demonstration.  Vertical method | 6hrs |
| **III** | Nursing management of patient with neurological and neuro-surgical conditions. Review of anatomy and physiology of the nervous system. Pathophysiology, diagnostic procedures and management of: (a)    Cerebro-vascular accident. (b)    Cranial, spinal and peripheral neuropathies. (c)    Head-ache and intractable pain. (d)    Epilepsy. (e)    Infectious and inflammatory diseases and trauma of the Nervous System. (f)    Common disorders of the system. (g)    Recent advances in diagnostic and treatment modalities. | To Describe about the definition, causes, Pathophysiology, diagnostic procedure , management of various neurological conditions. | Nursing management of patient with neurological and neuro-surgical conditions. Review of anatomy and physiology of the nervous system. Pathophysiology, diagnostic procedures and management of: (a)    Cerebro-vascular accident. (b)    Cranial, spinal and peripheral neuropathies. (c)    Head-ache and intractable pain. (d)    Epilepsy. (e)    Infectious and inflammatory diseases and trauma of the Nervous System. (f)    Common disorders of the system. (g)    Recent advances in diagnostic and treatment modalities. | Didactic lecture  Lecture cum discussion  Demonstration  Group discussion  Panel discussion  Teacher seminar  Problem based learning.  Simulated method.  Case study method.  simulation method | 6hrs |
| **IV** | Nursing management of patient with cardiovascular problems.  Review of relevant anatomy and physiology of cardio vascular system. Pathophysiology, diagnostic procedures and management of (a)    Ischemic Heart diseases. (b)   Cardiac arrhythmias. (c)  Congestive heart failure. (d)    Rheumatic and other valvular heart diseases (e)    Endocarditis, cardiomyopathies, congenital heart diseases, hypertension, heart block (f)    Cardiac emergencies: cardiac arrest, acute pulmonary oedema, cardiac tamponade, cardiogenic shock, aneurysms and peripherovascular disorders, recent advancement in cardiology. | To Describe about the definition, causes, Patho-physiology, diagnostic procedure, management of various cardiovascular conditions. | Nursing management of patient with cardiovascular problems.  Review of relevant anatomy and physiology of cardio vascular system. Patho-physiology, diagnostic procedures and management of (a)    Ischemic Heart diseases. (b)    Cardiac arrhythmias. (c)    Congestive heart failure. (d)    Rheumatic and other valvular heart diseases (e)    Endocarditis, cardiomyopathies, congenital heart diseases, hypertension, heart block (f)    Cardiac emergencies: cardiac arrest, acute pulmonary oedema, cardiac tamponade, cardiogenic shock, aneurysms and peripherovascular disorders, recent advancement in cardiology. | Didactic lecture through power point projections  Demonstration  Panel Discussion  Group discussion  Teacher seminar  Case presentation  Vertical method  Conventional method  Problem based learning | 5hrs |
| **V** | Nursing management of patient with respiratory problems.  Review of anatomy and physiology of respiratory system, Pathophysiology, diagnostic procedures and management of upper respiratory tract infections.  (a)Bronchitis  (b)Asthma  (c)Emphysema, Empyema, Atelectasis, COPD  (d)Bronchiectasis  (e)Pneumonia  (f)Pulmonary tuberculosis  (g)Lung abscess  (h)Pleural effusion  (i)Tumours and Cysts  (j)Chest injuries  (k)Respiratory arrest and insufficiency  (l)Pulmonary embolism  (m)Drugs used in the management of these patients  (n)Special respiratory therapies. | To describe upper Respiratory problem Pathophysiology, Diagnostic procedure and management. | The student able to learn different upper respiratory diseases definition, causes, Pathophysiology, diagnostic procedure , management. | SIS,  PBL  FGD  SIS  SS  PD  Tutorial  SS  SIS  SIS  SIS  FGD  SIS | 8 hrs |
| **VI** | Nursing management of patient with genito-urinary problems.  Review of anatomy and physiology of the genito-urinary system  (a)Nephritis  (b)Renal calculus  (c)Acute renal failure  (d)Chronic renal failure  (e)End stage renal disease  3.Specialprocedures, dialysis, renal transplant  4.Drugs used in management of these patients  5.Congenital disorders, urinary infections  6.Benign prostate hypertrophy. | To describe genito-urinary problems. Patho physiology, Diagnostic procedure and management | The student able to learn genito-urinary problems. definition, causes, Patho physiology, diagnostic procedure , management. | SIS,  PBL  FGD  SIS  SS  PD  Tutorial  SS  SIS  SIS  SIS  FGD  SIS | 5hrs |
| **VII** | Nursing management of patients with problems of the digestive systems.  2.Review of anatomy and physiology of gastrointestinal system and accessory organs.  3.Pathophysiology, diagnostic procedures and management of  (a)G.I. Bleeding  (b)Peptic ulcer  (c)Infections  (d)Acute abdomen  (e)Colitis, diarrhea, dysentery & mal-absorption syndrome.  (f)Cholecystitis  (g)Hepatitis, hepatic coma and cirrhosis of liver  (h)Portal hypertension  (i)Pancreatitis  (j)Tumors, hernias, fistulas, fissures, hemorrhoids.  4.Drugs used in the management of these patients. | To describe problems of the digestive systems & gastrointestinal system and accessory organs Patho physiology, Diagnostic procedure and management | The student able to learn problems of the digestive systems & gastrointestinal system and accessory organs definition, causes, Patho physiology, diagnostic procedure , management. | SIS,  PBL  FGD  SIS  SS  PD  Tutorial  SS  SIS  SIS  SIS  FGD  SIS | 10hrs |
| **VIII** | Nursing management of patients with endocrine problems  2.Review. of anatomy and physiology and patho-physiology of patients with  (a)Thyroid disorders  (b)Diabetes mellitus  (c)Diabetes insipidus  (d)Adrenal tumour  (e)Pituitary disorders.  (f)Diagnostic procedures  3.Nursing management of patient with above problems.  4.Drugs used in endocrine problems. | To describe endocrine problems Pathophysiology, Diagnostic procedure and management | The student able to learn endocrine problems definition, causes, Pathophysiology, diagnostic procedure, management. | SIS,  PBL  FGD  SIS  SS  PD  Tutorial  SS  SIS  SIS  SIS  FGD  SIS | 5hrs |
| **IX** | Nursing management of patients with musculoskeletal problems.  2.Review of anatomy and physiology and pathophysiology  (a)Arthritis, osteomyelitis, bursitis,  (b)Fractures, dislocation and trauma  (c)Prolapsed disc  (d)Osteomalacia and osteoporosis  (e)Tumor  (f)Amputation  3.Diagnostic procedures  4.Nursing management of patients with above problems.  5.Prosthesis and rehabilitation  6.Transplant & replacement surgeries. | To describe Nursing management of patients with musculoskeletal problems Pathophysiology, Diagnostic procedure and management | The student able to learn Nursing management of patients with musculoskeletal problems definition, causes, Pathophysiology, diagnostic procedure , management. | SIS,  PBL  FGD  SIS  SS  PD  Tutorial  SS  SIS  SIS  SIS  FGD  SIS | 7 hrs |
| **X** | Nursing management of patients with disorders of female reproductive tract  2.Disorder of menstruation  3.Infections of the genital tract  4.Benign and malignant tumors of the genital tract  5.R.V.F., V.V.F.  6.Climateric changes and associated problems. | To describe nursing management of with disorders of female reproductive tract, menstrual disorder, genital tract infection, tumors, RVF, VVF & climatic changes | The student able to learn nursing management of with disorders of female reproductive tract, menstrual disorder, genital tract infection, tumors, RVF, VVF & climatic changes | SIS,  PBL  FGD  SIS  SS  PD  Tutorial | 5hrs |
| **XI** | Nursing management of patients with Oncological disorders.  -Types of neoplasms and related pathophysiology.  -Diagnostic procedures  -Modalities of treatment and nurse's role.  -Special therapies. - chemotherapy and radiotherapy  -Preventive measures, other therapies. | To describe Nursing management of patients with Oncological disorders.  Pathophysiology, Diagnostic procedure and management | The student able to learn Nursing management of patients with Oncological disorders definition, causes, Pathophysiology, diagnostic procedure , management. | SIS,  PBL  FGD  SIS  SS  PD  Tutorial  SS  SIS  SIS | 10hrs |
| **XII** | Nursing management of patient with burns.  Nursing management of patient with reconstructive surgeries | To describe Nursing management of patient with burns.  Nursing management of patient with reconstructive surgeries | The student able to learn patient with burns.  Nursing management of patient with reconstructive surgeries | SIS,  PBL  FGD  SIS | 2hrs |
| **XIII** | Nursing management of patients with common communicable diseases & STD'S  Nursing management of patients with immunological disorders including HIV / AIDS | To describe Nursing management of patients with common communicable diseases & STD'S | The student able to learn Nursing management of patients with common communicable diseases & STD'S | SIS,  PBL  FGD  SIS | 2hrs |
| **XIV** | Nursing management of patients with diseases of eye, ear, nose, throat & skin. | To describe Nursing management of patients with diseases of eye, ear, nose, throat & skin | The student able to Nursing management of patients with diseases of eye, ear, nose, throat & skin | SIS,  PBL  FGD  SIS | 6hrs |
| **XV** | Nursing management of patients with blood disorders  -Review of Anatomy & Physiology of Blood and Blood products.  -Patho-physiology, diagnostic procedures and management blood disorders -  (a)Anemia  (b)Leukemia  (c)Bleeding disorders  (d)Hemophilia  (e)Purpura etc.  4.Blood transfusion, safety checks, procedure and requirements management of adverse transfusion reaction, records for blood transfusion.  -Management and counseling of blood donors, phlebotomy procedure, and post donation management  -Blood bank functioning and hospital transfusion committee  -Bio-safety and waste management in relation to blood transfusion | To describe Nursing management of patients with Oncological disorders.  Pathophysiology, Diagnostic procedure and management | The student able to learn patients with blood disorders definition, causes, Pathophysiology, diagnostic procedure , management. | SIS,  PBL  FGD  SIS  SS  PD  Tutorial  SS  SIS  SIS  SIS  SIS  SIS  SIS | 5hrs |
| **XVI** | Nursing in emergencies.  -Cardiac emergencies  -Trauma  -Poisoning  -Crisis management: Thyroid crisis, Hypertensive crisis, adrenal crisis. | To describe Nursing in emergencies.  -Cardiac emergencies  -Trauma  -Poisoning  -Crisis management: Thyroid crisis, Hypertensive crisis, adrenal crisis. | The student able to learn Nursing in emergencies.  -Cardiac emergencies  -Trauma  -Poisoning  -Crisis management: Thyroid crisis, Hypertensive crisis, adrenal crisis. | SIS,  PBL  FGD  SIS  SS  PD  Tutorial  SS | 5hrs |

***PRACTICUM***

* Students should rotated in the selected medical & surgical areas, like Cardio' Thoracic, Neurology, Urology, Orthopedics, Gynecology, Oncology, Burns and Reconstructive surgical units.
* The students should given patient assignment. They have to practice patient centered comprehensive nursing.
* Each student is required to give planned health teachings, conduct clinical teaching, case presentation and drug study.

**REFERENCES**

1. Bruno Peulenic, Patrick Maxial, Medical Surgical Nursing- Pathophysiological Concept, J.B. Linnincott Co. Philadelnhia.

2. Sorensen and Luckmann, Basic Nursing -A Psycho-Physiological Approach, John Wright publishing Co.

3. Perry, Ann G. and Patricia A. Potter, Clinical Nursing Skills and Techniques, The C.V Mosby Co., 1990, St Louis.

4. Powell Mary, Orthopaedic Nursing, ELBS, 1976.

5. Sathoskar R. S., Pharmacology and Pharmacotherapeutics, Bombay popular Prakashan, Bombay.

6. Shackeltion, Alberta, Dent et al., Practical Nurse Nutrition Education, W. B Saunders. \* Latest editions of all the suggested books are recommended

SECOND YEAR

**SOCIOLOGY**

**Paper code: 04110301**

Placement – Second Year Theory Teaching Hours : 60

**PREMABLE**:-

**Sociology, the study of human social behavior and interaction, has become a component of many nursing education programs because it is believed that undertaking formal study of human behavior can assist nurses in providing care and performing thorough diagnosis.** Incorporating sociology into the study of nursing emphasizes the social nature of health care and helps nurses understand their role as a social agents whose job requires interaction with and understanding of many different types of people from a variety of different backgrounds. Interpersonal care can be an essential part of a nurse's role as a health care provider, and the study of sociology is believed to help nurses gain new insight into their patients lives and issues.

Sociology encourages and requires transformational learning which does not sit easily within the current practical and power context of much of nursing practice. However, when students engage with the wider issues, and understand that there are different ways of knowing and examine what it means to develop a sociological imagination an opportunity exists for them to develop into ‘knowledgeable doers’ who may transform both themselves, nursing practice and in turn society.

**GOAL:-**

At the end of the course students will be able to explain concepts of sociology related to community and social institutions in India and its relationship with health, illness and nursing.

**SPECIFIC OBJECTIVE :**

At the end of the class the students can be able to :

* State the importance of Sociology in Nursing
* Describe the interstate relationship of individual in society and community
* Describe the influence of culture and on health and disease
* Develop positive attitudes towards individual, family and community
* Identify various social groups and their interactions
* Explain the growth of population in India and its impact on health
* Describe the types of communities in India, their practices and the impact on health

**Method of Teaching**

* Lecture-cum-discussion
* Seminar
* Presentations
* Student interactive session
* Student/ teacher seminar

**Methods of Evaluation**

* Quiz, Tests (Term)
* Assignments/Term paper
* Presentations
* Project work

**COURSE CONTENTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S.NO** | **CONTENTS OF THE TOPICS** | **LEARNING OBJECTIVES** | **TEACHING OBJECTIVES** | **METHODOLOGY** | **TIME** |
| 1 | **Introduction**  Importance of study of sociology in nursing, relationship of anthropology, sociology, etc. | Explain the definition, nature ,scope, importance and application of sociology in nursing | To cover the introduction and definition of sociology.  To cover the nature, scope and former or specialist school of thought  To cover the importance/significance/utility of sociology and importance of studying sociology in India | 1.student Interactive session with the students regarding Definition, nature, scope  2.Didactic lecture through power point projections on Importance and application of Sociology in Nursing | 2 hrs |
| 2 | Individual & the Society  -Socialization  -Interdependence of the individual and society  -Personal disorganization | Discuss in detail about Society and Community, Nature of Society, Difference between Society and Community, Process of Socialization and Individualization, Personal disorganization | To cover meaning of individualization, society, evolution of society, characteristics of society, types of society, Community Process of Socialization and Individualization and Personal disorganization | * Didactic lecture through power point projections * Student interactive session | 5 hrs |
| 3 | **Culture**  -Nature of culture  -Evolution of culture  -Diversity and uniformity of culture | Elaborate the meaning of culture  Discuss the evolution of culture  Explain the diversity and uniformity of culture in detail | To cover definition of culture.  To cover the nature and characteristics of culture.  To cover the diversity and uniformity of culture  To cover Trans cultural society, Influence on health and disease | -Group discussion on definition of culture, concept of culture  -Student interactive session on diversity and uniformity of culture  -Problem based learning on Trans cultural society, Influence on health and disease | 5 hrs |
| 4 | **Social organization**  -Social groups, crowds and public groups, nations, race.  Social institutions: The family marriage, education, religion, arts, economic organization, political organization  -The urban and rural community in India: Ecology, characteristics of the village, characteristics of the town and city.  -Social stratification: Class and caste. | Explain the meaning and classification of groups, Primary & Secondary Group  -Discuss the In-group V/s. out-group, Class, Tribe, Caste  -Describe the Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction & Social  -Explain the Co-operation, Competition, Conflict  -Explain the Social Stratification | To cover Social groups, crowds and public groups, nations, race. Social institutions: The family marriage, education, religion, arts, economic organization, political organization  The urban and rural community in India: Ecology, characteristics of the village, characteristics of the town and city.  Social stratification: Class and caste. | Didactic lecture on meaning, definition of social process.  Student interactive session on types of groups  Student seminar | 15 hrs |
| 5 | **Social process**  Process of social interaction: competition, conflict-war, cooperation, accommodation and assimilation. | Describe the Nature and process of social change  Explain the Factors influencing cultural.  Discuss the cultural lag | To cover Nature and process of social change: Factors influencing cultural change. Cultural lag. | Group discussion on Society and population, Population distribution in India-Demographic characteristics.  Student seminar | 8 hrs |
| 6 | **Social change**  Social change  Nature and process of social change: factors influencing cultural change | Discuss the social change in detail including factors affecting social change. | To cover social change  Factors affecting social change. | -Didactic lecture  -Student interactive session  -Group discussion | 5 hrs |
| **7** | **Social Problems**  Social disorganization  Control &Planning : poverty, housing, illiteracy, food supplies, growth of urbanization, prostitution, minority groups, rights of women & children, child labour, child abuse, delinquency and crime, substance abuse. | * Discuss the Social disorganization * Elaborate the various social problems. * Briefly discuss the Social Welfare programs in India &   Role of Nurse | To cover Social disorganization  Control &Planning, social & Social Welfare programs in India  . | -Didactic lecture  -Student interactive session  -Group discussion | 10 hrs |

**REFERENCES:-**

1. Madan (GR), Indian Social Problems, Allied Publishers, Chennai.

2. Mehta (SA), Study of Rural Sociology in India, Chand & Co.

3. Ogbern (F), Handbook of Sociology, Eurasoa Publishing, New Delhi.

4. Majmudar (DN), An Introduction to Social Anthropology, Asia Publishing house,

Bombay.

5. Indirani (TK), Textbook of Sociology for Nurses, Jaypee Brothers, New Delhi, 2006.

6. Neeraja (KP), Textbook of Sociology for Nursing students, Jaypee Brothers, New Delhi

2005.

7. Rao (SD), Psychology and Sociology for Para medicals, Jaypee Brothers, New Delhi,

**COMMUNITY HEALTH NURSING**

Placement: Second Year

**Time allotted:**

Theory – 60hrs

Practical -240 hrs

**PREAMBLE**

The course enables the students to understand the national health care delivery system and to participate in the delivery of community health nursing.

**OBJECTIVES**

1. Explain the concept of various factors contributing to health of individual, family and community.

2. Identify the role of community health nurse

4. Describe epidemiological methods and principles of prevention and control of illness in the community.

5. Identify the role of personnel working in the community health set up. 6. Plan the work of community health nurse and supervise and train health workers.

**COURSE CONTENTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S.NO** | **CONTENTS OF THE TOPICS** | **LEARNING OBJECTIVES**  **(at the end of the session the student should be able to )** | **TEACHING OBJECTIVES** | **METHODOLOGY** | **TIME** |
| **I** | **Introduction**  -Introduction to community health –Concepts, Principles and elements of primary health care.  -Introduction to community health nursing.  Concepts of community health nursing –community nursing process.  -Objectives, scope and principles of community health nursing. | Describecommunity health –Concepts, Principles and elements of primary health care.  Objectives, scope and principles of community health nursing. | To cover community health –Concepts, Principles and elements of primary health care.  Objectives, scope and principles of community health nursing. | **SIS**  **SIS** | 8 hrs |
| **II** | -Family health services  -Concept, objectives, scope and principles.  -Individual family and community as a unit of service  -Principles and techniques of home visiting  -Establishing working relationship with the family.  -Working with families in relation to prevention of disease, promotion of health.  Care of the sick in the home, physically handicapped and mentally challenged. Surveillance and monitoring | Explain family health services, concept, objective scope & principles.  Describe Care of the sick in the home, physically handicapped and mentally challenged. Surveillance and monitoring | To cover family health services, concept, objective scope & principles.  Care of the sick in the home, physically handicapped and mentally challenged. Surveillance and monitoring | FGD  SIS  PBL  GD  Demonstration  SIS | **10hrs** |
| **III** | -Organization and administration of health services in India.  -National health policy  -Health care delivery system in India  -Health team concept  - Centre, State, district, urban health services, rural health services  -System of medicines  -Centrally sponsored health schemes  -Role of voluntary health organizations and international health agencies  Public health legislation. | Describe Organization and administration of health services in India | To cover Organization and administration of health services in India | FGD  SIS  PBL  GD  Demonstration  SIS | **10 hrs** |
| **IV** | Health Education  Aims, concepts and scope of the health education  National plan for health education Communication techniques  Methods and media for health education programmes  Planning for health education and role of nurse | Describe Health Education  Aims concepts and scope of the health education National plan for health education Communication techniques | To cover Health Education  Aims concepts and scope of the health education National plan for health education Communication techniques | FGD  SIS  PBL  GD  Demonstration  SIS | **8** |
| **V** | Role of the community health nurse.  National health programmes  Maternal and child health programmes  Family welfare and school health services Occupational health services.  As a member of the health team.  Training and supervision of health care workers. | Describe Role of the community health nurse | To cover Role of the community health nurse | FGD  SIS  PBL  GD  Demonstration  SIS | **8** |
| **VI** | Epidemiology  Definition-concepts, aims, objectives, methods, principles  Epidemiology – Theories and models  Application of Epidemiology, principles and concepts in community health. | Elaborate Epidemiology | To cover Epidemiology | FGD  SIS  PBL  GD  Demonstration  SIS | **8** |
| **VII** | Bio statistics and vital statistics  Introduction, definition and scope, legislation Report, recording and compiling of vital statistics at the local, state, national and international level.  Definitions and methods of computing vital statistics  Methods of presenting data  Management information system | Describe Bio statistic & Vital Statistics | To cover Bio statistic & Vital Statistics | FGD  SIS  PBL  GD  Demonstration  SIS | **8** |

***PRACTICUM***

* Each student will prepare a community profile.
* The students will be allotted families for gaining experience in identifying family health needs, health counselling and guidance and family budgeting for optimum health. .
* The students will participate in the activities of primary health centre.
* Sub-centre, MCH Centre.
* Visits will be made to selected health and welfare agencies, water purification plant and sewage disposal plant, Infectious disease hospital.
* Conduct health educational programmes for individual/groups/ community.

**References:**

1. J.Park, Community Health Nursing

2. Clark, June & Jill Handerson, *Community Health*, Churchill Livingstone,

3. Freeman B. Ruth, *Public Health Practices*, W. W. Saunders CO., Philadelphia.

4. K.K. Guline, Community Health Nursing

5. Park J. E, *Text Book of Preventive and Social Medicine*, Ms Banarsidas Bhanot CO.

6. Rao S. Kasthi, *An Introduction to Community Health Nursing*, B. I. Publishers.

# INTRODUCTION TO NURSING EDUCATION

Paper code: 04110303

Theory Teaching Hours : 60 hrs

Placement – Second year Practical Teaching Hours : 75 hrs

**NURSING EDUCATION**

**Preamble**

Nursing education consists of the theoretical and practical training provided to nurses with the purpose to prepare them for their duties as nurse care professionals. This education is provided to nursing students by experienced nurses and other medical professionals who have qualified or experienced for educational tasks. The aim of nursing education is a development of the nursing profession. One way to promote development is to clarify the professional role. The role definition for nursing is mostly transmitted through tacit knowledge. We consider that the professional development of the nursing profession requires a clear and well defined nurse role. It encourages accountability and commitment to lifelong learning which fosters improvement of quality care. It builds upon and extends competence acquired at the graduate levels, emphasizes application of relevant theories into nursing practice, education, administration and development of research skills.

**Goal:**

Nursing education is essential to prepare nurses to improve the quality of nursing education and practice in India. It prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society.

**Objectives:**

**Objectives**:

At the end of the course, the students will:

1. Describe the philosophy and principles of education.

2. Explain the teaching -: learning process

3. Develop the ability to teach, using various methods and media.

4. Describe the process of assessment.

5. Describe the administrative aspects of school of nursing

6. Participate in planning and organizing an in-service education programme.

7. Develop basic skill of counseling and guidance.

**TEACHING STRATEGIES**

**Activities**

Each student should:

1. Conduct five planned teaching using different method and media.

2. Prepare different types of teaching aids

3. Plan, organize and conduct in-service education programme.

4. Conduct at least one counseling session.

5. Prepare rotation plans.

**Method of Teaching**

* Lecture cum discussion
* Demonstration/return demonstration
* Seminar/presentation
* Project work
* Field visits
* In-service education program

**Method of Evaluation**

* Tests
* Presentation
* Project work
* Written assignments

**NURSING EDUCATION**

**CURRICULUM PLANNING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S.No** | **Topic** | **Learning objective** | **Teaching Guidelines** | **Methodology** | **Time** |
| 1. | **Introduction to Education:** Meaning of Education, aims , functions and principles   * Philosophy of education   Factors influencing development of philosophy of nursing education. | Describe the principles of Education and factors influencing philosophy of nursing education. | To cover concept education, Meaning of Education, aims , functions and principles | Didactic lecturer through power point projection    Role plays, Exercises  with audio/video tapes | 5 HRS |
| 2. | * Teaching Learning Process * Nature and characteristics of learning * Principles and maxims of learning * Formulating Objectives * Lesson planning | Explain the philosophy and teaching learning process | To cover the concept Philosophy of Education ,Factors influencing development of philosophy of nursing Education, Teaching Learning Process, Nature and characteristics of learning, Principles and maxims of learning, Formulating Objectives and Lesson planning | Didactic lecturer through power point projection  Role plays, Exercises  with audio/video tapes | 5HRS |
| 3. | **Methods of teaching**   * Teaching methods * Lecture * Discussion * Demonstration * Group discussion * Project * Role play * Panel discussion * Symposium * seminar * Field trip * Workshop * Exhibition * Programmed instruction * Computer assisted learning.   **Clinical teaching methods:**   * Case methods * case presentation * nursing rounds and reports * bedside clinic * conference (individual and group) * Recording of interaction process. | Develop the ability to teach using various methods and media | To cover the concept of Methods of teaching, Lecture, Discussion, Demonstration, Group discussion, Project, Role play Panel discussion, Symposium seminar, Field trip , Workshop Exhibition ,Programmed instruction ,Computer assisted learning. **Clinical teaching methods:** Case methods, case presentation, nursing rounds and reports ,bedside clinic ,conference (individual and group) ,recording of interaction process. | 1. Didactic lecturer through power point projection 2. Sociometry Group games Psychometric exercise followed by discussion Short Answer Objective type | 10 hrs |
| 4 | * Educational media * The communication process : factors affecting communication * Purposes and types of audio-visual aids. * Graphics aid: chalk-board, charts, graphs, posters, flash cards, flannel graph/khadigraph, bulletiri, cartoon, * Three dimensional aids: objects:' specimen, models, puppets. * Printed aids: pamphlets and leaflets * Projected aids: slides, films and televisions, VCR, VCP, overhead projector, camera, microscope. * Audio-aids: tape-recorder, public address system, computer | Develop the ability to teach using various methods and media | To Cover the concept of Educational media its Purposes and types of audio-visual aids.**,** Graphics aid: chalk-board, charts, graphs, posters, flash cards, flannel graph/ khadigraph, bulletiri, cartoon, Three dimensional aids: objects:' specimen, models, puppets. Printed aids: pamphlets and leaflets Projected aids: slides, films and televisions, VCR | Didactic Lecture Discussion, Conduct 5 teaching sessions using different methods & media  Demonstration Prepare different teaching aids- Projected and non- projected. | 10 HRS |
| 5 | * Methods of assessment * Purpose and scope of evaluation and assessment * Criteria for selection of assessment techniques and methods * Assessment of knowledge: essay type question, SAQ (Short Answer Questions), * MCQ (multiple choice questions), * Assessment of skills: Observation, Check list. Practical Examination, Viva, Objective structured clinical examination. * Assessment of attitude: Attitude scale. | Describe the process of assessment. | To cover the concept of **Methods of assessment,** Purpose and scope of evaluation and assessment **,**Criteria for selection of assessment techniques and methods Assessment of knowledge: essay type question, SAQ (Short Answer Questions), MCQ (multiple choice questions),  Assessment of skills: Observation, Check list. Practical Examination, Viva, Objective structured clinical examination.  Assessment of attitude: Attitude scale. | 1. Didactic lecturer through power point projection, Exercise on writing different types of assessment tools. | 10 HRS |
| 6 | * Management of School of Nursing * Planning of School of nursing, organization. * Recruitment of teaching staff, budget, facilities for the school, student selection and admission procedure, administrative planning for students, welfare services for students, maintenance of school records, preparation of annual reports. INC guidelines for school of nursing. | Describe the administrative aspects of school of nursing | To cover the concept Management of School of Nursing, Planning of School of nursing, organization. Recruitment of teaching staff, budget, facilities for the school, student selection and admission procedure, administrative planning for students, welfare services for students, maintenance of school records, preparation of annual reports. INC guidelines for school of nursing. | Lecture cum discussion & administrative visit to school and college of nursing | 10hrs |
| 7. | * Guidance and counseling definition * Basic principles of guidance and counseling * Organization of guidance and counseling services * Counseling process * Managing disciplinary problems * Management of crisis | Develop basic skill of counseling and guidance | To Cover the concept of Develop basic skill of counseling and guidance. | 1. Didactic lecturer through power point projection. 2. Role play on counseling in different situations followed by discussion. | 8HRS |
| 8. | **In-service education**   * Introduction to nature and scope of in-service education programme * Principles of adult learning * Planning for in-service programme * Techniques, and methods of staff education programme * Evaluation of in-service programme. | To describe the planning and organizing an in-service education programme. | To cover the concept of In-service education ,Introduction to nature and scope of in-service education programme, Principles of adult learning , Planning for in-service programme ,Techniques, and methods of staff education programme | Lecture Discussion, Plan & conduct in-service education, sessions for individuals, group & communities | 7HRS |

PRACTIUM

Each student should:

* Conduct five planned teaching using different methods and media.
* Prepare different types of teaching aids.
* Plan, organize and conduct in-service education programme
* Conduct at least one counseling session.
* Prepare rotation plans.

# INTRODUCTION TO NURSING RESEARCH & STATISTICS

**Paper Code: 04110304**

Theory Teaching Hours : 45

Placement – second year Practical Teaching Hours : 120

**PREAMBLE**

The course is designed to assist the students to develop an understanding of basic concepts of research and statistics, use the findings of nursing research in nursing practice, apply the knowledge in conducting project(s) and solve problems related to nursing using scientific method.

**Objectives**

At the end of the course, the students will:-

1. Define the terms and concepts of nursing research
2. Identify needs and scope of nursing research
3. Identify and define a research problem
4. Locate and list sources of literature for a specific study
5. Describe different research approaches, methods of data collection and sampling techniques with a special reference to survey method.
6. Develop tool for data collection
7. . Enumerate steps of data analysis and present data summary in tabular form
8. Use descriptive and co-relational statistics in data analysis
9. Conduct a group research project

**TEACHING STRATEGIES**

The interdisciplinary curriculum is based on both clinical and public health model for practice. The major focus is to provide quality care to patients and use of new technologies. Fellows are prepared to participate in multidisciplinary approach in planning, implementing, managing and evaluating programme. It is assumed that there will be approximately 45 HRS teaching hours in one year period of fellowship course. Out of these, theory teaching will be 120 practical .

**COURSE CONTENTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S.No** | **Topic** | **Learning objective** | **Teaching Guidelines** | **Methodology** | **Time** |
|  | *  Steps of scientific methods * Definition of research * Need for nursing research * Characteristics of good research. Research Process | * Describe the concept of research, terms, need and areas of research in nursing. * Explain the steps of research process. * Research and research process | To cover Introduction and need for nursing research , Definition of research and nursing research, Steps of scientific method, Characteristics of good research  Steps of research process- overview | Teacher seminar on  Needs for nursing research and steps of scientific method.  Interactive session on characteristics of good research. | 4 Hrs |
|  | * Statement of research problem. * Statement of purpose and objectives. * Definition of research terms. * Review of literature | * Identify and state the research problem and objectives * Review the related literature | To cover Research problem/question  Identification of problem area,  Problem statement, Criteria of a good research problem  Writing objectives, Teaching Learning Activities: Lecture Discussion.  Exercise on writing statement of problem and objectives | Teacher seminar on research problem  Exercise on writing statement of problem and objectives | 3 Hrs |
|  | Research approaches and designs  Historical, Survey and experimental | * Describe the research approaches and designs | To cover Research approaches and designs, Historical, Survey and experimental | Teacher seminar on research approaches and design. | 4 Hrs |
|  | * Sampling techniques and methods of data collection * Sampling * Instruments- questionnaire, interview * Observation schedule, records, measurements * Reliability and validity of instruments | * Explain the sampling and data collection | To cover Sampling and data collection  Definition of population Sample, sampling criteria, factors influencing  sampling process, types of sampling techniques, Data-why, what from whom, when and where to collect  Data collection methods and instruments:, Methods of data collection, Questioning, interviewing Observations, record analysis and  measurement | Teacher seminar on sampling and data collection. | 4Hrs |
|  | Analysis of data:   * Classification and summarization * Presentation * Interpretation of   Data | Analyze, interpret and summarize the research data | To Cover Analysis of data:Complication, , Summarization, presentation, interpretation of  Data | Teacher seminar on data analysis | 4 Hrs |
|  | * Communication of research findings * Writing research report : * -organizing materials for reports * -format of the report * Use of computers | * Communicate and utilize the research findings | To Cover Communication and utilization of Research, Communication of research findings, Verbal report, Writing research report .Writing scientific article/paper, Critical review of published research, Utilization of research findings | Student seminar on communication and utilization of research. | 3 hrs |
|  | * Descriptive statistics * Frequency distribution-types of measures-frequencies, class, interval, graphic methods of describing frequency. * Measure of central tendency-mode, median and mean * Measure of variability: range, standard deviation * Introduction to normal probability | * Explain the use of statistics, scales of measurement and graphical   Presentation of data.  Describe the measures of central tendency and variability and methods of correlation. | To Explain the use of statistics, scales of measurement and graphical presentation of data, Describe the measures of central tendency and variability and methods of correlation. | Vertical teaching on use of statistics and graphical presentation of data. | 10 Hrs |
|  | * Correlation * Computation by rank difference methods. * Uses of correlation co-efficient. | * Explain correlation and uses of correlation coefficient | To Cover Correlation Computation by rank difference methods,  Uses of correlation co-efficient | Teacher seminar on correlation. | 4 Hrs |
|  | * Biostatistics: Crude rates and standardized rates, ratio and estimation of the trends. | * Discuss Biostatistics | To Cover Biostatistics: Crude rates and standardized rates, ratio and estimation of the trends. | Teacher seminar on biostatistics. | 4hrs |
|  | * Introduction to computers in nursing * Introduction to computers and disk-operating system, * Introduction to word processing * Introduction to data base * Windows applications, word, excel, power point, multimedia. * Use of statistical packages. * Introduction to Internet & use of electronic mail   • Computer aided teaching & testing | Describe application of computer in nursing. | To cover Introduction to computers in nursing ,Introduction to computers and disk-operating system, Introduction to word processing Introduction to data base ,Windows applications, word, excel, power point, multimedia, Use of statistical packages.  Introduction to Internet & use of electronic mail , Computer aided teaching & testing | Student seminar on computer in nursing | 5 hrs |

**References:**

1. Basavanthappa, B.T, *Nursing Research*, Jaypee Brothers, 2003, New Delhi.

2. Mahajan, B.K, *Methods in Biostatistics*, Jayppe Brothers, 1999, New Delhi.

3. Rose Hott & Budin. Notter’s, Essentials *of Nursing Research*, Spinger Publisher, 1999, New York.

4. Patricial Nunhall. *Nursing Research*, James & Bar, 2001, Canada.

5. Caroly M.H, *Research Methods for Clinical Therapists Applied Project Design and Analysis*, 1999,Churchill Livingstone.

6. Indrani P.K., T.K, *Research Methods for Nurses*. Jayppe Brothers, 2005 New Delhi

7. Mahajan (BK), Methods in Biostatistics, Jaypee, 6th Edition. Suggested Reference:

8. Rao (S), Introduction to Biostatistics & Research methods, Riachard, 4th Edition.

9. Rao (V), A manual of Statistical and Anthropology, Jaypee, 2 Edition.

10. Norman, Biostatistics, B.C Decker, 2’ Edition.

11. Rao, Applied Statistics in Health Sciences, Jaypee.

12. Neg (KS), Biostatistics, AITBS

**PSYCHIATRIC NURSING**

Placement: Second year

Hours of Instruction

Theory – 60 Hours

Practical - 240 Hours

**CURRICULUM PLANNING**

**Course Description:**

This course is designed to assist students in developing expertise and in depth understanding in the field of Psychiatric Nursing. It will help students to develop advanced skills for nursing intervention in various Psychiatric conditions. It will enable the student to function as Psychiatric Nurse practitioner/specialist. It will further enable the student to function as educator, manager, and researcher in the field of Psychiatric Nursing.

**Objectives**: - At the end of the course, the students will be able to describe the psychiatric Nursing, its concept, and principles and apply their knowledge in clinical and classroom.

1. Identify and describe the philosophy and principles of mental health nursing.

2. Describe the historical development of mental health and psychiatric nursing.

3. Classify mental disorders.

4. Develop skill in history taking and performing mental status examination.

5. Describe etiological factors, psycho-pathology, clinical features, diagnostic criteria and treatment methods used for mental disorders.

6. Manage the patients with various mental disorders.

7. Communicate therapeutically with patients and their families.

**TEACHING STRATEGIES**

**Method of Teaching**

* Lecture cum discussion
* Demonstration/return demonstration
* Seminar/presentation
* Project work
* Field visits
* In-service education program

**Method of Evaluation**

* Tests
* Presentation
* Project work
* Written assignments

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.No** | **Topic** | | **Learning objective** | | **Teaching Guidelines** | **Methodology** | **Time** | |
| 1. | * Introduction and Historical Development * History of psychiatry * Historical development of mental health nursing. * Philosophy, principles of mental health and psychiatric nursing. * Concept of normal and abnormal behaviour. * Role and qualities of mental health and psychiatric nurse * Mental health team and functions of team members. * Legal aspects in psychiatry and mental health services. | | 1. Identify and describe the philosophy and principles of mental health nursing.  2. Describe the historical development of mental health and psychiatric nursing.  3. Identify the legal aspects in practice of mental health and psychiatric nursing. | | To cover the concept of History of psychiatry, Historical development of mental health nursing. Philosophy, principles of mental health and psychiatric nursing. Concept of normal and abnormal behaviour. Role and qualities of mental health and psychiatric nurse .Mental health team and functions of team members. | * Teacher seminar on   concept of Principles and practice of Psychiatric Nursing  . | 5 HRS | |
| **2.** | * Classification and assessment of mental disorders * Terminologies used in Psychiatry * Classification of mental disorders * Etiological factors and psychopathology of mental disorders * History taking and assessment methods for mental disorders. | | 1. Classify mental disorders.  2. Develop skill in history taking and performing mental status examination.  3. Describe Etiological factors and psychopathology of mental disorders | | **To cover the concept of** Classification and assessment of mental disorders ,Terminologies used in Psychiatry ,Classification of mental disorders ,Etiological factors and psychopathology of mental disorders ,History taking and assessment methods for mental disorders. | **Teacher seminar on concept of** Classification and assessment of mental disorders ,Terminologies used in Psychiatry ,Classification of mental disorders ,Etiological factors and psychopathology of mental disorders ,History taking and assessment methods for mental disorders. | **5hrs** | |
| 3 | * Therapeutic Communication * Communication process * Interview skills, therapeutic communication techniques. Nurse Patient | | Describe the therapeutic communication process, interview skills, therapeutic communication techniques. | | **To cover the concept of** therapeutic communication process, interview skills, therapeutic communication techniques | Student interactive session on the **concept of** therapeutic communication process, interview skills, therapeutic communication techniques | 5 HRS | |
| **4.** | Management of mental disorder  Etiological factors, psychopathology, types, clinical features diagnostic criteria, treatment and nursing management of patient with following disorders:  (a)Neurotic Disorders: Anxiety Neurosis, Depressive Neurosis, Obsessive Compulsive Neurosis, Phobic Neurosis and Hypochondriacal Neurosis, Stress related and Somatoform disorders.  (b)Psychotic Disorders: Schizophrenic form, affective and organic psychosis.  (c)Organic Brain Syndromes  (d)Psychosomatic disorders  (e)Personality disorders  (f)Disorders of childhood and adolescence. | | Manage the patients with various mental disorders. | | **To cover the concept of** Management of mental disorder  Etiological factors, psychopathology, types, clinical features diagnostic criteria, treatment and nursing management of patient with following disorders:  (a)Neurotic Disorders: Anxiety Neurosis, Depressive Neurosis, Obsessive Compulsive Neurosis, Phobic Neurosis and Hypochondriacal Neurosis, Stress related and Somatoform disorders.  (b)Psychotic Disorders: Schizophrenic form, affective and organic psychosis.  (c)Organic Brain Syndromes | **Teacher seminar on** Management of mental disorder, Etiological factors, psychopathology, types, clinical features diagnostic criteria, treatment and nursing management of patient with various disorders: | **15 hrs** | |
| 5. | * Management of patients with Substance use disorders * Substance use and misuse. * Dependence, intoxication and withdrawal   (a) Classification of psychoactive substances  (b) Etiological & contributory factors  (c) Psychopathology  (d) Clinical features  (e) Diagnostic criteria   * Treatment and nursing management of patient with substance use disorders. * Preventive and rehabilitative aspects in substance abuse. | | Describe the Management of patients with Substance use disorders | | To cover the concept of Management of patients with Substance use disorders Substance use and misuse.  Dependence, intoxication and withdrawal (a)Classification of psychoactive substances  (b)Etiological & contributory factors  ©Psychopathology  (d)Clinical features  (e)Diagnostic criteria  Treatment and nursing management of patient with substance use disorders.  Preventive and rehabilitative aspects in substance abuse. | Teacher seminar on Concept of management of patients with substance use disorders. | 5 HRS | |
| 6. | * Management of mental sub-normality * Classification of mental sub-normality * Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub-normality. | | * Describe the Management of mental sub-normality * Classification of mental sub-normality | | To cover the concept of Managing the patients with various mental disorders. | Teacher seminar onconcept of Management of mental sub-normality  Classification of mental sub-normality  Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub-normality. | 1. hrs | |
| **7.** | * Psychiatric Emergencies * Types of emergencies, Psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies. * Crisis Intervention therapy. | | **Describe the psychiatric emergencies,** Types of emergencies, Psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies. | | **To cover the concept of** Psychiatric Emergencies, Types of emergencies, Psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies.  Crisis Intervention therapy. | **Teacher seminar on** Psychiatric Emergencies Types of emergencies, Psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies. | **8 hrs** | |
| 8. | * Therapeutic Modalities * Principles, indication, contraindications and :role of nurse in various treatment methods:   (a) Therapeutic community and Milieu therapy  (b) Occupational therapy  (c) Psychotherapy  (d) Behaviour therapy  (e) Group therapy  (f) Family therapy  (g) Pharmacotherapy  (h) Electro convulsive therapy  (i) Other miscellaneous therapies. | | To explain the treatment modalities , principles | | To cover the concept of Therapeutic Modalities Principles, indication, contraindications and :role of nurse in various treatment methods:  (a)Therapeutic community and Milieu therapy  (b)Occupational therapy | Teacher seminar on To cover the concept of Therapeutic Modalities Principles, indication, contraindications and :role of nurse in various treatment methods | 5 hrs | |
| 9. | | * Preventive Psychiatry * Model of prevention * Role of nurse in preventive psychiatry * Psychiatric social work Community mental health nursing Community mental health agencies * National mental Health Programmes. | To identify the role of nurse in preventive psychiatry. | **To cover the** Concepts of Preventive Psychiatry ,Model of prevention ,Role of nurse in preventive psychiatry | | Teacher seminar on oncepts of Preventive Psychiatry ,Model of prevention ,Role of nurse in preventive psychiatry | 5 hrs |

***PRACTICUM***

The student will be provided opportunity to :

* Observe, record and report the behavior of their selected patients.
* Record the process of interaction.
* Assess the nursing needs of their selected patients, plan and

implement the nursing intervention.

* Counsel the attendant and family members of patient.
* Participate in the activities of psychiatric team.
* Write observation report after a field visit to the following place
  + - Child guidance clinic,
    - School/Special Schools (For mentally subnormal),
    - Mental Hospital,
    - Community mental health centres
    - De-addiction centre

**References**

1. Brown R. T. Feldman G. R., *Epilepsy -Diagnosis and Management*, Little Brown And Co., 1983, Toronto.

2. Beck M. C. Rawtins P. R. and et al, *Mental Health – Psychiatric Nursing*. The C.V. MosbyCo., Ltd. 1984, Toronto.

3. Coleman C. J, *Abnormal Psychology and Modern Life*. P. B. Tara and Sons Co. Pvt Ltd .1982.

4. Kaplan H. Saddock B, *Synopsis of Psychiatry*, William sand Wilkins, 1991, Bathmov.

5. Stuart W. G. Sundeen J. S, *Principles and Practice of Psychiatric Nursing*, Mosby Year book,1991, London.

6. Taylor C.M., *Essentials of Psychiatric Nursing,* 14th edition CV Mosby Co., 1982, London.

7. Bimlakapoor CV, *A Text book of Psychiatric Nursing, 4th* edition Mosby Co., 1982, Delhi.

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**INTRODUCTION TO NURSING SERVICE ADMINSTRATION**

**CODE: 04110402**

**PLACEMENT: Second year**  **HOURS OFINSTRUCTION**

THEORY: 60 Hours

TOTAL : 60 Hours

**PREAMBLE**

Nursing management consists of the performance of the leadership functions of governance and decision-making within organizations employing [nurses](https://en.wikipedia.org/wiki/Nurse). It includes processes common to all management like planning, organizing, staffing, directing and controlling. It is common for [registered nurses](https://en.wikipedia.org/wiki/Registered_nurse) to seek additional education to earn a [Master of Science in Nursing](https://en.wikipedia.org/wiki/Master_of_Science_in_Nursing) or [Doctor of Nursing Practice](https://en.wikipedia.org/wiki/Doctor_of_Nursing_Practice) to prepare for leadership roles within nursing. Management positions increasingly require candidates to hold an advanced degree in nursing.

Management of nursing services and administration is important subject in nursing. Nursing service is a part of total health organization which aims at satisfying the needs of patient and community. Nursing service administration is complex element in interaction and is organized to achieve excellence in nursing services. Management of nursing services and care initiate a set of human relationship at all levels of organization. It establishes adequate staffing pattern. Develop and implement proper communication system. Develop and implement a proper evaluation and periodic monitoring system.

It assists the hospital authorities for effective personnel management with proper job description and specification. It helps to formulate and interpret nursing policies, protocols etc. Assist in preparation of budget.

**GOALS**

* to prepare graduates to assume responsibilities as educators, administrators in a wide variety of professional settings
* to assist students in developing expertise and in depth understanding in the field of nursing management
* to develop advanced skills for administration and management of nursing services
* to function as nurse administrator and nurse manager.
* to function as educator, manager and researcher in the field of nursing management.

**OBJECTIVES**

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

1. Appreciate the history and development in the field of management of nursing services and education.

2. Describe the elements and process of management.

3. Describe the Management of nursing service in the hospital

4. Describe the function of personnel management.

5. Describe the role of the administrator in budget preparation.

6. Describe the ethical and legal responsibilities of nurse.

7 Explain the nursing practice standards of a professional nurse.

**TEACHING STRATEGIES**

* Interactive session with the students
* Seminar
* Didactic lecture through Power point projection
* Demonstrations
* Visits to professional bodies

**COURSE CONTENTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sr.No** | **Topic** | **Learning objective** | **Teaching guidelines** | **Methodology** | **Time** |
| **1** | **Introduction**   * Principles and practice of Administration * Significance, elements and principles of administration, * Organization of hospital – Definition, Aims, functions and classifications, health team. * Policies of hospital, different departments with special emphasis to department of * Nursing and office management. * Responsibilities of the nursing personnel especially of ward sister, medico legal aspects, concept of cost effectiveness. | Identify the principles of administration  Describe the elements and process of management | **To cover** Principles and practice of Administration  Significance, elements and principles of administration,  Organization of hospital – Definition, Aims, functions and classifications, health team. Policies of hospital, different departments with special emphasis to department of  Nursing and office management.  Responsibilities of the nursing personnel especially of ward sister, medico legal aspects, concept of cost effectiveness. | Didactic  Lecture through Power point projector.  Teacher Seminar | **10** |
| **2** | * Nursing unit Management * Physical layout of a nursing unit and necessary facilities * Factors affecting the quality of nursing care * Maintenance of a therapeutic environment * Administration of the unit-management of patient care * Maintenance of physical environment * Assignment of duties and time plan. * Patient assignment, safety measures, prevention of accidents and infections, * Maintenance of patients records and reports, legal responsibilities. * Maintenance of quality nursing care, nursing audit. | Describe the principles of administration applied to nursing. | **To cover** Nursing unit Management  Physical layout of a nursing unit and necessary facilities  Factors affecting the quality of nursing care  Maintenance of a therapeutic environment  Administration of the unit-management of patient care  Maintenance of physical environment  Assignment of duties and time plan.  Patient assignment, safety measures, prevention of accidents and infections,  Maintenance of patients records and reports, legal responsibilities.  Maintenance of quality nursing care, nursing audit | **Teacher**  **Seminar**    **Focus Group Discussion**  **Group Discussion** | **15** |
| **3** | Personnel management   * Staff recruitment and selection, appointment, promotions, personnel policies and job descriptions. * Job analysis. * Staffing the unit, staffing norms, rotation plan, leave planning, performance appraisal, staff welfare and management of disciplinary problems. | Explain the principles and methods of personnel management. | **To cover** Staff recruitment and selection, appointment, promotions, personnel policies and job descriptions, Job analysis.  Staffing the unit, staffing norms, rotation plan, leave planning, performance appraisal, staff welfare and management of disciplinary problems. | Teacher  Seminar  Group  Discussion  Student  Interactive  session | 10 |
| **4** | * Supervision * Principles of supervision, nature and objectives * Tools and techniques of supervision * Evaluation * Nursing audit * Staff development –orientation program * Skill training * Leadership development * Problem solving process. | Discuss the nature objectives and principles of supervision. | **To cover** Supervision  Principles of supervision, nature and objectives  Tools and techniques of supervision  Evaluation  Nursing audit  Staff development –orientation program  Skill training  Leadership development  Problem solving process. | **Group**  **Discussion**  **Student**  **Seminar**  **Teacher**  **seminar** | **10** |
| **5** | * Material management * Principles of material management * Quality control * Inventory, care of equipment, safekeeping * Role of nursing personnel in material management. | Discuss the principles of material management | **To cover** Material management  Principles of material management, Quality control, Inventory, care of equipment, safekeeping  Role of nursing personnel in material management. | **Teacher**  **Seminar**  **Group**  **Discussion** | **5** |
| **6** | * Financial Management * Budgeting – Principles of budgeting, audit. | Explain the principles of budgeting | **To cover** Financial Management  Budgeting – Principles of budgeting, audit. | **Teacher**  **Seminar** | **5** |
| 7 | * Organizational behavior * Group dynamic and human relation, organizational communication (hospital * information system) * Public relations, leadership styles and functions * Methods of reporting * Maintaining records and reports | Identity dynamics of organizational behaviour, styles and functions of effective  leadership. | To cover Organizational behavior, Group dynamic and human relation, organizational communication (hospital  information system)  Public relations, leadership styles and functions, Methods of reporting, Maintaining records and reports | Teacher  Seminar  Group  Discussion  Student  Interactive  session | 5 |

**PRACTICUM**

* Observe the functioning of nursing administration at various level i.e. institution, department, unit.
* Each student will practice ward management under supervision.

**REFRENCES**

* 1. Basavanthappa (BT), Nursing Administration, Jaypee Brother, New Delhi, 2002.
* Reference:
* 1. Stanhope(M), Public Health Nursing: Population-centered Health Care in the Community,
* Elsevier, 7th Edition, 2008.
* 2. T.N.A.I., A Community Nursing Manual, New Gian Offset Press, New Delhi, 1989.