AMBEDKAR GROUP OF INSTITUTIONS

Patna, Bihar

Group of Nursing,
Paramedical, Pharmacy, Mgmt, ITI & Professional Institution

Health Education

Ambedkar Institute of Higher Education
Chhitawa, Danapur, Patna-801503
Recognized by: Deptt. of Health, Govt. of Bihar, Indian Nursing Council, Govt. of India, N. Delhi
& Pharmacy Council of India - N. Delhi
Affiliated to: Bihar University of Health Sciences, Patna

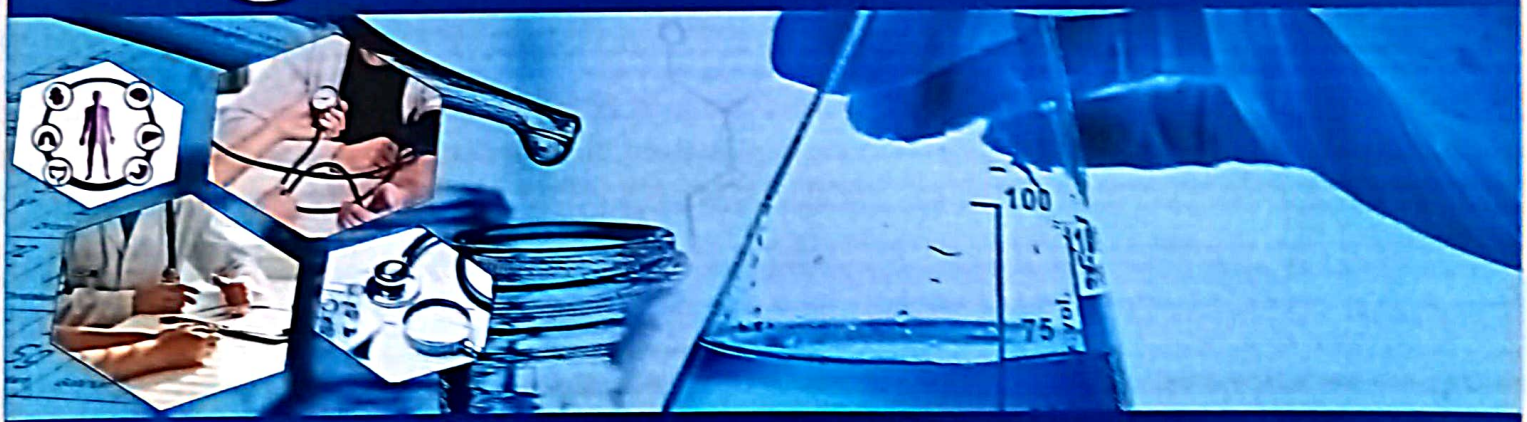
आहे प्रोफेशनल इंस्टीच्यूट
R.K. Puram Road, Mathiyapur More, Danapur, Patna
Recog by: Deptt. of Health, Govt. of Bihar &Nursing Council
Affiliated to: Bihar University of Health Sciences, Patna
Email: profesinstt.ap@gmail.com | Web: www.biharnursingcollege.in

SWAMI VIVEKANAND PROFESSIONAL INSTITUTE
Dehri-on-Sone, Rohtas, Bihar- 821307
Recognized by: Deptt. of Health, Govt. of Bihar
& Pharmacy Council of India, N. Delhi
Affiliated to: Bihar University of Health Sciences, Patna

Ambedkar College of Education
Amalabh Sasaram, Rohtas, Bihar- 821307
Recognized by: Deptt. of Health, Govt. of Bihar, Nursing Council &
Pharmacy Council of India - N. Delhi
Affiliated to: Bihar University of Health Sciences, Patna

ममता इंस्टीच्यूट ऑफ एजुकेशन
Daraundha, Siwan, Bihar- 841233
Recognized by: Deptt. of Health, Govt. of Bihar, Nursing Council &
Pharmacy Council of India - N. Delhi
Affiliated to: Bihar University of Health Sciences, Patna
Email: mmnursing07@gmail.com | Web: www.mmnursing.com

Ambedkar Law College
Chhitawa, Danapur, Patna - 801503 (Bihar)
Recognized by: BAR COUNCIL OF INDIA, New Delhi
Affiliated to: Patliputra University, Patna



SYLLABUS

B.Sc.

1st Year

Admin Office -
GOLA ROAD MORE,
BAILEY ROAD, PATNA-801503 (Bihar)
Email: aiheservice@gmail.com
Web: www.aihe.in / paramedicalbihar.in

Mob:- 8102916973
Pharmacy Department
Email: mpharmancycollege2019@gmail.com

Nursing/Para/Pharmacy Mob:-9386806864, 9386806865, 9334687761 H.O:- 9386806860/67/62, 8102916973

COURSES OF INSTRUCTION

S.No.	SEMESTER	COURSE NO.	COURSES/ SUBJECTS	Theory (hrs.)	Lab (hrs.)	Clinical (hrs.)	Total (hrs.)
1	First	1	General Science * (Refresher Course)	80			80
		2	Communicative English*	40			40
		3	Applied Anatomy and Applied Physiology	100			100
		4	Applied Sociology & Applied Psychology	100			100
		5	Nursing Foundations I	120	80	160	360
			TOTAL	440	80	160	760
2	Second	1	Applied Biochemistry	20			20
		2	Applied Nutrition and dietetics	40			40
		3	Nursing Foundations II including First Aid Module	120	120	320	560
		4	Introduction to community Health Nursing* (Including Health care Policy & regulation and Environmental Science)	40		80	120
		5	Self study and co curricular	20+20=40			40
			TOTAL	220	120	400	780
3	Third	1	Applied Microbiology and Infection Control including	40	40		80
		2	Pharmacology I	20			20
		3	Pathology I	20			20
		4	Medical Surgical Nursing I/ Adult Health Nursing I with integrated pathophysiology including BCLS module	120	40	480	640
		5	Professionalism, Professional Values and Ethics including Bioethics	20			20
		6	Self study/Co curricular	20			20
			TOTAL	220	80	480	800

Fourth	1	Pharmacology II	40			40
	2	Pathology II and Genetics	20			20
	3	Adult Health Nursing II including Geriatric Nursing with Health Assessment Module	120	40	480	640
	4	Educational Technology/ Nursing education	40	40		80
	5	Self study/Cocurricular	20			20
		TOTAL	**220**	**80**	**480**	**800**
Fifth	1	Child Health Nursing I including FBNC, Essential Newborn Care(ENBC), IMNCI and PLS/PALS, modules	80	40	160	280
	2	Mental Health Nursing I	80		80	160
	3	Nursing Management and Leadership	60		80	140
	4	Nursing Research and Statistics	40		80(Project)	120
	5	Health/ Nursing Informatics and technology	30	20		50
	6	Introduction to Forensic Nursing and Indian laws	20			20
	7	Self study/Cocurricular	20			20
		TOTAL	**310**	**60**	**400**	**790**
Sixth	1	Child Health Nursing II	20		80	100
	2	Mental Health Nursing II	20		160	180
	3	Community Health Nursing I including Epidemiology and standard treatment protocols	100		160	260
	4	Midwifery /Obstetrics and Gynecology (OBG) Nursing I including SBA module	40	40	160	240
	5	Self study/Cocurricular	20			20
		TOTAL	**180**	**40**	**560**	**800**

Seventh	1	Community Health Nursing II	40		80	120
	2	Midwifery/ Obstetrics and Gynecology (OBG) Nursing II	80	40	560	680
	3	Self study/Cocurricular	20			20
		TOTAL	**120**	**40**	**640**	**820**
Eight (Internship) -22 weeks	1	Community Health Nursing- 4 weeks				
	2	Adult Health Nursing- 6 weeks				
	3	Child Health Nursing- 4 weeks				
	4	Mental Health Nursing- 4 weeks				
	5	Midwifery- 4 weeks				
		TOTAL	**22× 88 hrs/week**			**1056**

SCHEME OF EXAMINATION

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

I SEMESTER

S.No	Course	Assessment (Marks)				
		Internal	End semester **College exam**	End semester **University Exam**	**Hours**	**Total marks**
	Theory					
1	General Science	25	25		1	50
2	Communicative English	25	25		1	50
3	Applied Anatomy & Physiology	25		75	3	100
4	Applied Sociology & Psychology	25		75	3	100
5	Nursing Foundations I	*25				
	Practical					
6	Nursing Foundations I	*25				

*** Will be added to the internal marks of Nursing Foundations I& II Theory and Practical respectively in the next semester (Total weightage remains the same)**

Example:

Nursing Foundations Theory
Nursing Foundations I theory in I semester Internal marks will be added to Nursing Foundations I & II Theory Internal in the second semester and average of the two semester will be taken.

MESTER

S.No	Course	Assessment (Marks)				
		Internal	College exam*	University Exam*	Hours	Total marks
	Theory					
1	Applied Biochemistry and applied Nutrition & Dietetics	25		75	3	100
2	Nursing Foundations (I & II)	25 I Sem-25 & II Sem-25 (with average of both)		75	3	100
3	Introduction to Community Health Nursing (Including Health Care Policy and Regulation and Environmental Science)	25	25		1	50
	Practical					
4	Nursing Foundations (I & II)	50 I Sem-25 & II Sem-25		50		100

SYLLABUS

GENERAL SCIENCE

PLACEMENT: I SEMESTER

THEORY: 4Credits (80 hours)

DESCRIPTION: The course is designed to enable students to refresh their knowledge and understanding gained during the previous education that will enhance their ability to apply the same in nursing practice.

COMPETENCIES

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

1. Recal and refresh their knowledge and understanding of concepts, principles and application of Physics and identify its relevance to nursing.
2. Recall and refresh their knowledge and understanding of concepts, principles and application of Chemistry and identify its relevance to nursing.
3. Recall and refresh their knowledge and understanding of concepts, principles and application of Chemistry and identify its relevance to nursing.

COURSE OUTLINE

UNIT	TIME	LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
I-X	20 hours	Review and recall the knowledge and application of concepts and principles of Physics	**PHYSICS** I. Physical World and Measurement • Physical world • Units and Measurements II. Kinematics • Motion in a straight line • Motion in a plane • Uniform circular motion III. Laws of motion • Laws of conservation of linear momentum and its applications • Laws of friction IV. Work, energy and power • kinetic energy, work-energy, power. • conservation of mechanical energy (kinetic and potential energies) V Motion of system of	• Lecture cum discussion • Self-directed learning • Assignments	• MCQ • Short answer • Evaluation of assignments

			particles and rigid body- System of particles and rotational motion VI. Gravitation VII. Properties of bulk matter- • Mechanical properties of solids, fluids • Thermal properties of matter VIII. Thermodynamics IX. Behaviour of perfect gases and kinetic theory of gases X. Oscillation of waves • Oscillations • Waves		
I-XIV	20 hours	Review and recall the knowledge and application of concepts and principles of Chemistry	**CHEMISTRY** I. Some basic concepts of chemistry II. Structure of atom III. Classification of elements and periodicity in properties IV. Chemical bonding and molecular structure V. States of matter: gases and liquids VI. Chemical thermodynamics VII. Equilibrium VIII. Redox reactions IX. Hydrogen X. S-Block elements XI. P-Block elements XII. Organic chemistry-some basic principles and techniques XIII. Hydrocarbons XIV. Environmental chemistry	• Lecture cum discussion • Self-directed learning • Assignments	• MCQ • Short answer • Evaluation of assignments

I-X	40 hours	Review and recall the knowledge and application of concepts and principles of Biology	**BIOLOGY** I. Diversity in Living World • Biodiversity • Salient features and classification of plants and animals II. Structural Organization in Animals and Plants: • Plant tissues- Morphology, anatomy and functions of different parts of flowering plants • Animal tissues; Morphology, anatomy and functions of different systems III. Cell Structure and Function • Plant cell and animal cell-structure and functions • Cell division: Cell cycle, mitosis, meiosis and their significance IV. Plant Physiology • Transport in plants • Transport of food: Mineral nutrition- Essential minerals, macro and micronutrients and their role • Nitrogen metabolism • Photosynthesis- Factors affecting photosynthesis • Respiration: Exchange of gases; Cellular respiration, Energy V. Human Physiology • Digestion and absorption • Breathing and Respiration: Respiratory	• Lecture cum discussion • Self-directed learning • Assignments	• MCQ • Short answer • Evaluation of assignments

			system in humans; Mechanism of breathing and its regulation in humans, • Body fluids and circulation • Human circulatory system • Human excretory system–structure and functions • Locomotion and Movement • Skeletal system and its function • Nervous system in humans • Sense organs -eye and ear. • Human endocrine system VI. Reproduction • Sexual reproduction in flowering plants • Human Reproduction: Male and female reproductive systems, Reproductive health VII. Genetics and Evolution • Chromosomes and genes • Sex determination in humans • Structure of DNA and RNA, Gene expression and regulation VIII. Biology and Human Welfare • Health and Disease: Pathogens; parasites causing human diseases • Basic concepts of immunology, Microbes in human welfare		

			• Sewage treatment, energy generation and biofertilizers IX. Biotechnology and Its Applications • Biotechnology in health and agriculturc X. Ecology and environment • Population and ecological adaptations • Air pollution and its control; Water pollution and its control • Solid waste management, Radioactive waste management, Greenhouse effect and global warming, Ozone depletion, Deforestation		

COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits (40 hours)

DESCRIPTION:

The course is designed to enable students to enhance ability to speak and write the language (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.

COMPETENCIES

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

1. Identify the significance of Communicative English for healthcare professionals
2. Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence
3. Demonstrate attentive listening in different hypothetical situations
4. Converse effectively, appropriately and timely within the given context as an individual or to the team they are communicating with either face to face or by other means
5. Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc…
6. Analyse the situation and apply critical thinking strategies
7. Enhance expressions through writing skills
8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

COURSE OUTLINE

TIME	LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
3 hours	Identify the significance of communicative English	**Communication** • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals?	• Definitions with examples, illustrations and explanations • Identifying competencies/ communicative strategies in LSRW • Reading excerpts on the above and interpreting them through tasks	• Checking for understanding through tasks
5 hours	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	**Introduction to LSRGW** • L- Listening: Different types of listening • S-Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R- Reading: Medical vocabulary, • Gr-Grammar: Understanding tenses, linkers • W- writing simple sentences and short paragraphs - emphasis on correct grammar	• Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech- C, V, Stress and Intonation with tasks based on these through audio/ video and texts • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions	• Through 'check your understanding' exercises'

5 hours	Demonstrate attentive listening in different hypothetical situations	**Attentive Listening** • Focusing on listening in different situations- announcements, descriptions, narratives, instructions, discussions, demonstrations • Reproducing Verbatim • Listening to academic talks/ lectures • Listening to presentation	• Listening to announcements, news, documentaries with tasks based on listening • With multi choice, Yes/No and fill in the blank activities	Checking individually against correct answers • Listening for specific information • Listening for overall meaning and instructions • Listening to attitudes and opinions • Listening to audio, video and identify key points
9 hours	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	**Speaking-Effective Conversation** • Conversation situations- informal, formal and neutral • Factors influencing way of speaking- setting, topic, social relationship, attitude and language • Greetings, Introductions, requesting, asking for and giving permission, speaking personally and casual conversations • Asking for Information, Giving instructions and directions	• Different types of speaking activities related to the content • Guided with prompts and free discussions • Presentation techniques • Talking to peers and other adults. • Talking to patients and Patient attenders • Talking to other healthcare professionals • Class room conversation scenario based learning tasks	Individual and group/ peer assessment through live speaking tests • Presentation of Situation in emergency and routine • Handoff • Reporting in doctors/nurses' rounds • Case presentation • Face to face oral communication • Speaking individually (Nurse to nurse/patient/doctor) and to others in the group • Telephonic talking

		• Agreeing and disagreeing, giving opinions • Describing people, places, events and things, narrating, reporting & reaching conclusions • Evaluating and comparing • Complaints and suggestions • Telephone conversations • Delivering presentations		
5 hours	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	**Reading** • Reading strategies, reading notes and messages • Reading relevant articles and news items • Vocabulary for everyday activities, abbreviations and medical vocabulary • Understanding visuals, graphs, figures and notes on Instructions • Reading reports and interpreting them • Using idioms and phrases, spotting errors, vocabulary for	• Detailed tasks and exercises on reading for information, inference and evaluation • Vocabulary games and puzzles for medical lexis • Grammar activities	Reading/summarizing/Justifying answers orally • Patient document • Doctor's Prescription of care • Journal/news reading and interpretation • Notes/Reports

		presentations • Remedial Grammar		
5 hours	Enhance expressions through writing skills	**Writing Skills** • Writing patient tory • Note taking • Summarising • Anecdotal records • Letter writing • Diary/ Journal iting • Report writing • Paper writing skills • Abstract writing	• Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar • Guided and free tasks • Different kinds of letter writing tasks	Paper based assessment by the teacher/trainer against set band descriptors • Presentation of situation • Documentation • Report writing • Paper writing skills • Verbatim reproducing • Letter writing • Resume/CV
8 hours	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	**LSRW Skills** • Critical thinking strategies for listening and reading • Oral reports, presentations • Writing instructions, letters and reports • Error analysis regarding LSRW	• Valuating different options/ multiple answers and interpreting decisions through situational activities • Demonstration -individually and in groups • Group Discussion • Presentation • Role Play • Writing reports	• Consolidated assessment orally and through written tasks/ exercises

APPLIED ANATOMY& APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER **THEORY:** 5 Credits (100 hours)

Anatomy -50 hours & Physiology -50 hours

APPLIED ANATOMY

THEORY: 2.5 Credits (50 hours)

DESCRIPTION: The course is designed to assists student to acquire the knowledge of the normal structure of human body, identify alteration in anatomical structure with emphasis on clinical application to practice nursing.

COMPETENCIES:

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

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

COURSE OUTLINE

N	TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
	6	Define the terms relative to the anatomical position Describe the anatomical planes Define and describe the terms used to describe movements	**Introduction to anatomical terms and organization of the human body** • Introduction to anatomical terms relative to position- anterior, ventral, Posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar • Anatomical planes (axial/transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane) • Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination,	• Lecture cum Discussion • Use of models • Video demonstration • Use of microscopic slides	• Quiz • MCQ • Short Answer questions

		Apply the knowledge in performing nursing procedures/skills	biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis • Major muscles involved in nursing procedures		
I	4	Describe the structure of renal system	**The Renal System** • Structure of kidney, ureters, bladder, urethra • Application and implication in nursing	• Lecture	• MCQ • Short answer
	4	Describe the structure of reproductive system	**The Reproductive System** • Structure of male reproductive organs • Structure of female reproductive organs • Structure of breast	• Lecture	• MCQ • Short answer
	6	Describe the structure of nervous system including the distribution of the nerves, nerve plexuses Describe the ventricular system	**The Nervous system** • Review Structure of neurons • CNS, ANS and PNS (Central, autonomic and peripheral) • Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex • Ventricular system, formation, circulation, and drainage Application and implication in nursing	• Lecture • Explain with models • Video slides	• MCQ • Short answer

APPLIED PHYSIOLOGY **THEORY:** 2.5 Credits (50 hours)

DESCRIPTION: The course is designed to assists student to acquire comprehensive knowledge of the normal functions of the organ systems of the human body to facilitate understanding of physiological basis of health, identify alteration in functions and provide the student with the necessary physiological knowledge to practice nursing.

COMPETENCIES

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

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

COURSE OUTLINE

Γ	TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
	3 hrs	Describe the physiology of cell, tissues, membranes and glands	**General Physiology-Basic concepts** • Cell physiology including transportation across cell membrane • Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis • Cell cycle • Tissue- formation, repair • Membranes and glands- functions • Application and implication in nursing	• Review – discussion • Lecture cum discussion • Video demonstrations	• Quiz • MCQ • OSPE • Short Answer questions

5hrs	Describe the physiology and mechanism of respiration Identify the muscles of respiration and examine their contribution to the mechanism of breathing	**Respiratory system** • Functions of respiratory organs • Physiology of respiration • Pulmonary circulation- functional features • Pulmonary ventilation, Exchange of gases • Carriage of oxygen and Carbon- dioxide, Exchange of gases in tissue • Regulation of respiration • Hypoxia, cyanosis, dyspnoea, periodic breathing • PFT • Respiratory changes during exercise • Aging changes • Application and implication in nursing	• Lecture • Video slides	• Essay • Short answer • MCQ
6hrs	Describe the functions of digestive system	**Digestive system** • Functions of the organs of digestive tract • Saliva-composition, regulation of secretion and functions of saliva • Composition and function of gastric juice, mechanism and regulation of gastric secretion • Composition of pancreatic juice, function, regulation of pancreatic secretion • Functions of liver, gall bladder and pancreas • Composition of bile and function • Secretion and Function of small and large intestine • Movements of alimentary tract • Digestion in mouth, stomach, small intestine, large intestine, Absorption of food • Metabolism of CHO, fat and proteins • Application and	• Lecture cum discussion • Video slides	• Essay • Short answer • MCQ

		implications in nursing		
hrs	Explain the functions of the heart, and physiology of circulation	**Circulatory and lymphatic system** • Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output • Blood pressure and Pulse • Circulation- principles, factors influencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate-regulation of heart rate, Normal value and variations • Cardiovascular homeostasis in exercise and posture • Aging changes • Application and implication in nursing	• Lecture • Discussion • Video/slides	• Short answer • MCQ
4hrs	Describe the composition and functions of blood	**Blood** • Blood-Functions, Physical characteristics, Components • Formation of blood cells • Erythropoiesis, Functions of RBC, RBC life cycle • WBC- types, functions • Platelets-Function and production of platelets • Clotting mechanism of blood, clotting time, bleeding time, PTT • Hemostasis –role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation • Blood groups and types • Functions of reticulo-endothelial system, Immunity • Application in nursing	• Lecture • Discussion • Videos	• Essay • Short answer • MCQ

4hrs	Identify the major endocrine glands and describe their functions	**The endocrine system** • Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. • Other hormones • Alterations in disease • Application and implication in nursing	• Lecture • Explain using charts	• Short answer • MCQ
4hrs	Describe the structure of various sensory organs	**The sensory Organs** • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing	• Lecture • Video	• Short answer • MCQ
4hrs	Describe the functions of bones, joints, various types of muscles, its special properties and nerves supplying them	**Musculo-skeletal system** • Bones- Functions, movements of bone s of axial and appendicular skeleton, Bone healing • Joints and joint movements • Alteration of joint disease • Properties and Functions of skeletal muscles – mechanism of muscle contraction • Structure and properties of cardiac muscles and smooth muscles • Application and implication in nursing	• Lecture • Discussion • Video presentation	• Structured essay • Short answer • MCQ
4hrs	Describe the physiology of renal system	**Renal system** • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function • Application and implication in nursing	• Lecture • Charts and models	• Short answer • MCQ

ars	Describe the structure of reproductive system	**The Reproductive System** • Female reproductive system- Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast • Male reproductive system- Spermatogenesis, hormones and its functions, semen • Application and implication in providing nursing care	• Lecture • Explain using charts, models, specimens	• Short answer • MCQ
7hrs	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	**Nervous system** • Overview of nervous system • Review of types, structure and functions of neurons • Nerve impulse • Review functions of Brain- Medulla, Pons, Cerebrum, Cerebellum • Sensory and Motor Nervous system • Peripheral Nervous system • Autonomic Nervous system • Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus • Vestibular apparatus • Functions of cranial nerves • Autonomic functions • Physiology of Pain- somatic, visceral and referred • Reflexes • CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier • Application and implication in nursing	• Lecture cum Discussion • Video slides	• Brief structured essays • Short answer • MCQ • Critical reflection

APPLIED SOCIOLOGY AND PSYCHOLOGY

PLACEMENT: I SEMESTER

THEORY: 5 Credits (100 Hours)

Sociology-2 credits (40hrs) & Psychology -3 credits (60hrs)

DESCRIPTION: This course is designed to enable the students to develop understanding about basic concepts of sociology and psychology and its application in personal and community life, health, illness and nursing. It further provides students opportunity to recognize the significance and application of soft skills and self-empowerment in the practice of nursing.

COMPETENCIES

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

1. Identify the scope and significance of sociology in nursing
2. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients
3. Identify the impact of culture on health and illness
4. Develop understanding about types of family, marriage and its legislation
5. Identify different types of caste, class, social change and its influence on health and health practices
6. Develop understanding about social organization and disorganization and social problems in India
7. Integrate the knowledge of clinical sociology and its uses in crisis intervention
8. Identify the importance of psychology in individual and professional life
9. Develop understanding of the biological and psychological basis of human behaviour
10. Identify the role of nurse in promoting mental health and dealing with altered personality
11. Perform the role of nurses applicable to the psychology of different age groups
12. Identify the cognitive and affective needs of clients
13. Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.
14. Demonstrate basic understanding of psychological assessment and nurse's role
15. Apply the knowledge of soft skills in workplace and society
16. Apply the knowledge of self-empowerment in workplace, society and personal life

COURSE OUTLINE

TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
1hr	Describe the scope and significance of sociology in nursing	**Introduction** • Definition, nature and scope of sociology • Significance of sociology in nursing	• Lecture • Discussion	• Essay • Short answers
10hrs	Describe the individualization, Groups, processes of Socialization, social change and its importance	**Social structure** • Basic concept of society, community, association and institution • Individal and society • Personal disorganization • Social group- meaning, characteristics, and classification. • Social processes- definition and forms, Co-opcration, competition, conflict, accommodation, assimilation, isolation • Socialization- characteristics, process, agencies of socialization • Social change- nature, process, and role of nurse • Structure and characteristics of urban, rural and tribal community. • Major health problems in urban, rural and tribal communities • Importance of social structure in nursing profession	• Lecture cum Discussion	• Essay type • Short answers • objective type
5hrs	Describe culture and its impact on health and disease	**Culture** • Nature, characteristic and evolution of culture • Diversity and uniformity of culture • Difference between culture and civilization • Culture and socialization • Transcultural society • Culture, Modernization and its impact on health and disease	• Lecture • Panel discussion	• Essay • Short answer

5hrs	Explain family, marriage and legislation related to marriage	**Family and Marriage** • Family- characteristics, basic need, types and functions of family • Marriage- forms of marriage, social custom relating to marriage and importance of marriage • Legislation on Indian marriage and family. • Influence of marriage and family on health and health practices	• Lecture • Family case study	• Essay, • Short answer • Case study report
5hrs	Explain different types of caste and classes in society and its influence on health	**Social stratification-** • Introduction- Characteristics & forms of stratification • Function of stratification • Indian caste system- origin and characteristics • Positive and negative impact of caste in society. • Class system and status • Social mobility-meaning and types • Race- concept, criteria of racial classification • Influence of class, caste and race system on health.	• Lecture • Panel discussion • Community Survey	• Essay type • Short answer • Objective type • Report of community survey
12hrs	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	**social organization and disorganization-** • Social organization- meaning, elements and types • Voluntary associations • Social system- definition, types, role and status as structural element of social system. • Interrelationship of institutions • Social control- meaning, aims and process of social control • Social norms, moral and values • Social disorganization- definition, causes, Control and planning	• Lecture • group • Discussion • Observational visit	• Essay type • Short answer, • Objective type question • Visit report

			• Major social problems- poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS • Vulnerable group- elderly, handicapped, minority and other marginal group. • Fundamental rights of individual, women and children • Role of nurse in reducing social problem and enhance coping • Social welfare programmes in India		
	2hrs	Explain clinical sociology and its application in the hospital and community	**Clinical sociology** • Introduction to clinical sociology • Sociological strategies for developing services for the abused • Use of clinical sociology in crisis intervention	• Lecture, • Group discussion • Role play	• Essay • Short answer

APPLIED PSYCHOLOGY

I	2hrs	Describe scope, branches and significance of psychology in nursing.	**Introduction** • Meaning of Psychology • Development of psychology - Scope, branches and methods of psychology • Relationship with other subjects • Significance of psychology in nursing • Applied psychology to solve everyday issues	• Lecture cum Discussio n	• Essay • Short answer
	3hrs	Describe biology of human behaviour	**Biological basis of behaviour- Introduction** • Body mind relationship • Genetics and behaviour • Inheritance of behaviour • Brain and behaviour. • Psychology and sensation- sensory process -normal and abnormal	• Lecture • Discussio n	• Essay and short answer type

5hrs	Explain mentally healthy person and defence mechanisms	**Mental health and mental hygiene** • Concept of mental health and mental hygiene • Characteristic of mentally healthy person • Warning signs of poor mental health • Promotive and preventive mental health strategies and services • Defense mechanism and its implication • Frustration and conflict- types of conflicts and measurements to overcome • Role of nurse in reducing frustration and conflict and enhancing coping.	• Lecture • Case discussio n • Role play	• Essay type • Short answer • Objective type
5hrs	Describe psychology of people in different age groups and role of nurse	**Developmental psychology** • Psychological needs of various groups in health and sickness- Infancy, childhood, adolescence, adulthood and old age • Introduction to child psychology and role of nurse in meeting the psychological needs of children • Psychology of vulnerable individuals- challanged, women, sick etc. • Role of nurse with vulnerable group	• Lecture • Group • discussio n	• Essay • Short answer
4hrs	Explain personality and role of nurse in identification and improvement in altered personality	**Personality** • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality-Introduction • Alteration in personality • Role of nurse in Identification of individual personality and improvement in altered personality.	Lecture Discussion Demonstratio n	Essay and short answer type Objective type
14hrs	Explain cognitive process and their applications	**Cognitive process** • **Attention**- definition, types, determinants, duration, degree and alteration in attention • **Perception** - Meaning of Perception, principles, factor affecting perception, • **Intelligence** - Meaning of intelligence - Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests - Mental deficiencies • **Learning** -Definition of learning, types of learning, Factors influencing learning - Learning process, Habit formation	• Lecture • Discussio n	• Essay and short answer type • Objective type

		• **Memory**-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting • **Thinking**- types, level, reasoning and problem solving. • **Aptitude**- concept, types, individual differences and variability • Psychometric assessment of cognitive processes-Introduction • Alteration in cognitive processes		
6hrs	Describe motivation, emotion, attitude and role of nurse in emotionally sick client.	**Motivation and emotional processes** • **Motivation**- meaning, concept, types, theories of motivation, motivation cycle, biological and special motives • **Emotions** - Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness - handling emotions in self and other • Stress and adaptation- stress, stressor, cycle, effect, adaptation and coping • **Attitudes** - Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness • Psychometric assessment of emotions and attitude-Introduction • Role of nurse in caring for emotionally sick client	• Lecture • Group Discussio n	• Essay and short answer type • Objective type
4hrs	Explain psychological assessment and tests and role of nurse	**Psychological assessment and tests - introduction** • Types, development, characteristics, principles, uses, interpretation • Role of nurse in Psychological assessment	• Lecture • Discussion • Demonstrati on	• Short answer type • Assessment of practice
12hrs	Explain concept of soft skill and its application in work place and society	**Application of soft skill** • Concept of soft skill • Types of soft skill – visual, aural and communication skill • The way of communication • Building relationship with client and society • *Interpersonal Relationships (IPR)*· Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers • Survival strategies- managing time, coping stress, resilience, work- life balance	• Lecture • Group Discussio n • Role play	• Essay and short answers

		• Applying soft skill to workplace and society • Use of soft skill in nursing		
5hrs	Explain self-empowerment	**Self-empowerment** • Dimensions of self-empowerment • Self-empowerment development • Importance of women's empowerment in society • Professional etiquette and personal grooming • Role of nurse in empowering others	• Lecture • Discussion	• Short answers • Objective type

NURSING FOUNDATIONS I

PLACEMENT: 1st SEMESTER THEORY: 6 Credits (120 Hours)
(Skill Lab): 2 Credits (80 hours)

DESCRIPTION: This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

COMPETENCIES

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

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

COURSE OUTLINE

TIME (HRS) T & L/SL	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
5 T	Describe the concept of health and illness	**Introduction to health and illness** • Concept of Health: Definitions (WHO), Dimensions • Maslow's hierarchy of needs • Health - Illness continuum • Factors influencing health • Causes and risk factors for developing illnesses • Illness: Types, Illness behavior • Impact of illness on patient and family	• Lecture • Discussion	• Essay • Short answers • Objective type
5 T 2 L	Describe the levels of Illness prevention and care, health care	**Health Care delivery Systems: Introduction of basic concepts & meanings** • Levels of Illness Prevention-	• Lecture • Discussion • Experiential learning – Visit	• Essay • Short Answers • Objective

		services	primary (health promotion), secondary and tertiary • Levels of care-Primary, Secondary and Tertiary • Types of health care agencies/ Services-Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities • Hospitals: Types, Organization and Functions • Health care teams in hospitals-members and their Role	to Primary Health Centre (observation of real settings)	type • Visit report
	12 T	Trace the history of Nursing Explain the concept, nature and scope of nursing Describe values, code of ethics and professional conduct for nurses in India	**History of Nursing and Nursing as a profession** • History of Nursing, History of Nursing in India • Contributions of Florence Nightingale • Nursing: Definition- Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel • Nursing as a profession- Definition and Characteristics/ criteria of profession • Values: Introduction-meaning and importance • Code of ethics and professional conduct for nurses-Introduction	• Lecture • Discussion • Case discussion • Role plays	• Essay • Short answers • Objcctivc type
V	8 T 3 L	Describe the process, principles, and types of communication Explain therapeutic, non therapeutic and professional communication Communicate effectively with patients, their families and team	**Communication and Nurse patient relationship** • Communication: Levels, Elements and Process, Types, Modes, Factors influencing communication • Methods of effective communication/ Therapeutic Communication Techniques • Barriers to effective communication / Nontherapeutic Communication techniques • Professional communication • Helping Relationships (Nurse Patient Relationship): Purposes and Phases • Communicating effectively with patient, families and team members • Maintaining effective human relations	• Lecture • Discussion • Role play and video film on Therapeutic Communication	• Essay • Short Answers • Objective type

	members	and communication with vulnerable groups (children, women, physically and mentally challenged and elderly)		
T 2 L	Describe the purposes, types and techniques of recording and reporting Maintain records and reports accurately	**Documentation and Reporting** • Documentation: Purposes of Reports and Records • Confidentiality • Types of Client records/ Common Record-keeping forms • Methods/ Systems of documentation/ Recording • Guidelines for documentation • Do's and Don'ts of documentation/ Legal guidelines for Documentation/ Recording • Reporting: Change-of shift reports, Transfer reports, Incident reports	• Lecture • Discussion • Demonstration	• Essay • Short Answers • Objective type
15 T 20 L	Describe principles and techniques of monitoring and maintaining vital signs Assess and record vital signs accurately	**Vital signs** • Guidelines for taking vital signs ➢ *Body temperature*: o Definition, Physiology, Regulation, Factors affecting body temperature o Assessment of body temperature: sites, equipment and technique o Temperature alterations: Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia o Fever/ Pyrexia- Definition, Causes, Stages, Types, • Nursing Management o Hot and Cold applications ➢ *Pulse*: o Definition, Physiology and Regulation, Characteristics, Factors affecting pulse o Assessment of pulse: sites, equipment and technique o Alterations in pulse ➢ *Respiration:* o Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration o Assessment of respirations: technique o Arterial Oxygen saturation o Alterations in respiration ➢ *Blood pressure*: o Definition, Physiology and Regulation, Characteristics, Factors	• Lecture • Discussion • Demonstration and Re-demonstration	• Essay • Short answers • Objective type • Document the given values of temperature, pulse, and respiration in the graphic sheet

		affecting BP o Assessment of BP: sites, equipment and technique, Common Errors in BP Assessment o Alterations in Blood Pressure • Documenting Vital Signs		
25 T 10 L	Describe the purpose and process of health assessment	**Health assessment** • Interview techniques • Observation techniques • Purposes of health assessment • Process of Health assessment o Health history o Physical examination: ▪ Methods- Inspection, Palpation, Percussion, Auscultation, Olfaction ▪ Preparation for examination: patient and unit ▪ General assessment ▪ Assessment of each body system ▪ Documenting health assessment findings	• Modular learning **Health assessment module** • Lecture cum Discussion • Demonstration	• Essay • Short Answers • Objective type
3 T	Maintain equipment and linen	**Equipment and Linen** • Types: Disposables and reusable o Linen, rubber goods, glassware, metal, plastics, furniture • Introduction: Indent, maintenance, Inventory		
10 T 4 L	Describe the basic principles and techniques of infection control and biomedical waste management	**Introduction to Infection control in Clinical setting Infection** • Nature of infection, • Chain of infection • Types of infection • Stages of infection • Factors increasing susceptibility to infection • Body defenses against infection: Inflammatory response & Immune response • Health care associated infection (Nosocomial infection) **Introductory concept of Asepsis: Medical & Surgical asepsis Precautions** • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions **Biomedical Waste management**- Types	• Lecture • Discussion • Demonstration • Observation of autoclaving and other sterilization techniques • Visit to Infection Control Department	• Essay • Short answers • Objective type

		of hospital waste, waste segregation and hazards		
12 T 20 L	Identify and meet the comfort needs of the patients	**Comfort, Rest & Sleep and Pain** • Comfort – o Factors Influencing Comfort o Types of beds & bed making o Therapeutic positions o Comfort devices • Sleep and Rest - o Physiology of sleep o Factors affecting sleep o Promoting Rest and sleep o Sleep Disorders • Pain (Discomfort) o Physiology o Common cause of pain o Types o Assessment o Pharmacological and Non-pharmacological pain relieving measures o Invasive techniques of pain management o CAM (Complementary & Alternative healing Modalities)	• Lecture • Discussion • Demonstration and re demonstration	• Essay • Short answers • Objective type
3 T 5 L	Describe the concept of patient environment	**Promoting Safety in Health Care Environment** • Physical environment: Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type
		• Reduction of Physical hazards: fire, accidents • Fall Risk Assessment • Role of nurse in providing safe and clean environment • Safety devices: o Restraints- Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints- Skill and Practice guidelines Other Safety Devices: Side rails, Grab bars, Ambu alarms, non-skid slippers etc.		

6 T 2 L	Explain and perform admission, transfer, and discharge of a patient	**Hospital Admission and discharge** • Admission to the hospital Unit and preparation of unit o Admission bed o Admission procedure o Medico-legal issues o Roles and Responsibilities of the nurse • Discharge from the hospital o Types: Planned discharge, LAMA and Abscond, Referrals and transfers o Discharge Planning o Discharge procedure o Medico-legal issues o Roles and Responsibilities of the nurse o Care of the unit after discharge	• Lecture • Discussion • Demonstration •	• Essay • Short answers • Objective type
8 T 10 L	Demonstrate skill in caring for patients with restricted mobility	**Mobility and Immobility** • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement • Principles of body mechanics • Factors affecting Body Alignment and activity • Exercise- Types and benefits • Effects of Immobility • Maintenance of normal Body Alignment and Activity • Alteration in Body Alignment and mobility • Nursing interventions for impaired Body Alignment and Mobility: assessment, types, devices used, method o Range of motion exercises o Muscle strengthening exercises o Maintaining body alignment: positions o Moving o Lifting o Transferring o Walking • Assisting clients with ambulation • Care of patients with Immobility using Nursing process approach • Care of patients with casts and splints	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answers • Objective type
4 T 2 L	Describe the principles and practice of patient education	**Patient education** • Patient Teaching: Importance, Purposes, Process • Integrating nursing process in patient teaching	• Discussion Role plays	• Essay • Short answers • Objective type

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER THEORY: 1credit (20 hours)

DESCRIPTION: The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing.

COMPETENCIES

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

1. Describe the metabolism of carbohydrates and its alterations
2. Explain the metabolism of lipids and its alterations
3. Explain the metabolism of proteins and amino acids and its alterations
4. Explain clinical enzymology in various disease conditions
5. Explain acid base balance, imbalance and its clinical significance
6. Describe the metabolism of hemoglobin and its clinical significance
7. Explain different function tests and interpret the findings
8. Illustrate the immunochemistry

COURSE OUTLINE

T	TIME	LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
	5 hours	Describe the metabolism of carbohydrates and its alterations	**Carbohydrates** • Digestion, absorption and metabolism of carbohydrates and related disorders • Regulation of blood glucose • Diabetes Mellitus - type 1 & type 2, symptoms, complications & management in brief • Investigations of Diabetes Mellitus o OGTT: Indications, Procedure, Interpretation and types of GTT curve o Mini GTT, extended GTT, GCT, IV GTT o HbA1c (Only definition) • Hypoglycemia-definition & causes	• Lecture cum discussion using charts and slides • Demonstration of laboratory tests	• Essay • Short answers • Very short answers
	4 hours	Explain the metabolism of lipids and its	**Lipids** • Fatty acids: Definition, classification	• Lecture, • Discussion	• Essay • Short

	alterations	• Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids • Digestion, absorption & metabolism of lipids & related disorders • Compounds formed from cholesterol • Ketone bodies (name, types & significance only) • Lipoproteins – types & functions (metabolism not required) • Lipid profile • Atherosclerosis (in brief)	• Explain using Charts/ Slides • Demonstration of laboratory tests	answers • Very short answers
5hours	Explain the metabolism of amino acids and protcins Identify alterations in disease conditions	**Proteins** • Classification of amino acids based on nutrition, metabolic rate with examples • Digestion, absorption & metabolism of protein & related disorders • Biologically important compounds synthesized from various amino acids (only names) • In born errors of amino acid metabolism – only aromatic amino acids (in brief) • Plasma protein – types, function & normal values • Causes of proteinuria, hypoproteinemia, hyper-gamma globinemia • Principle of electrophoresis, normal & abnormal electrophoretic patterns (in brief)	• Lecture cum Discussion • Explain using charts, models Slides	• Essay • Short answers • Very short answers
1 hour	Explain clinical enzymology in various disease conditions	**Clinical Enzymology** • Isoenzymes – Definition & properties • Enzymes of diagnostic importance in o Liver Diseases-ALT, AST, ALP, GGT o Myocardial infarction-CK, cardiac troponins, AST, LDH o Muscle diseases-CK, Aldolase o Bone diseases-ALP o Prostate cancer-PSA, ACP	• Lecture cum Discussion • Explain using Charts & slides	• Essay • Short answers • Very short answers

2 hours	Explain acid base balance, imbalance and its clinical significance	**Acid base maintenance** • pH - definition, normal value • Regulation of blood pH – blood buffer, respiratory & renal • ABG – normal values • Acid base disorders –types, definition & causes	• Lecture cum Discussion • Explain using Charts/ slides	• Short answers • Very short answers
1 hours	Describe the metabolism of hemoglobin and its clinical significance	**Heme catabolism** • Heme degradation pathway • Jaundice – type, causes, urine & blood investigations (van den berg test)	• Lecture cum Discussion • Charts/ slides	• Short answers • Very short answers
1hour	Explain different function tests and interpret the findings	**Organ function tests (biochemical parameters & normal values only)** • Renal • Liver • Thyroid	• Lecture cum Discussion • Visit to Lab • Explain using Charts/slides	• Short answers • Very short answers
1 hour	Illustrate the immunochemistry	**Immunochemistry** • Structure & functions of immunoglobulin • Investigations & interpretation- ELISA	• Lecture cum Discussion • Explain using Charts/ slides • Demonstration of Lab tests	• Short answers • Very short answers

NURSING FOUNDATIONS - II

NURSING FOUNDATIONS II (SEMESTER II)

THEORY: 6 Credits (120 Hours)
(Lab-L/Skill Lab-SL): 3 Credits (120hours)

1. Identify and meet the hygienic needs of patients
2. Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings
3. Assess the Nutritional needs of patients and provide relevant care under supervision
4. Identify and meet the elimination needs of patient
5. Interpret findings of specimen testing applying the knowledge of normal values
6. Promote oxygenation based on identified oxygenation needs of patients under supervision
7. Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology
8. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication
9. Calculate conversions of drugs and dosages within and between systems of measurements
10. Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness
11. Explain loss, death and grief
12. Describe sexual development and sexuality
13. Identify stressors and stress adaptation modes
14. Integrate the knowledge of culture and cultural differences in meeting the spiritual needs
15. Explain the introductory concepts relevant to models of health and illness in patient care
16. Perform first aid measures during emergencies

***Module used in teaching/learning:**

II Semester: First Aid-40 Hours (including Basic CPR)

COURSE OUTLINE

ME RS) & SL	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
Γ 5 L	Identify and meet the hygienic needs of patients	**Hygiene** • Factors Influencing Hygienic Practice • Hygienic care: Indications and purposes, effects of neglected care o Care of the Skin- (Bath, feet and nail, Hair Care) o Care of pressure points o Assessment of Pressure Ulcers using Braden Scale and Norton Scale o Pressure ulcers- causes, stages and manifestations, care and prevention o Perineal care/Meatal care o Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)	• Lecture • Discussion • Demonstration	• Essay • Short answers Objective type
4 T L	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process approach	**The Nursing Process** • Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing • Nursing Process Overview o **Assessment** ▪ Collection of Data: Types, Sources, Methods ▪ Organizing Data ▪ Validating Data ▪ Documenting Data o **Nursing Diagnosis** ▪ Identification of client problems, risks and strengths ▪ Nursing diagnosis statement- parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis ▪ NANDA approved diagnoses	• Lecture • Discussion • Demonstration Supervised Clinical practice	• Essay • Short answers • Objective type Evaluation of care plan

		▪ Difference between medical and nursing diagnosis o **Planning** ▪ Types of planning ▪ Establishing Prioritics ▪ Establishing Goals and Expected Outcomes- Purposes, types, guidelines, Components of goals and outcome statements ▪ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders ▪ Introduction to Nursing Intervention Classification and Nursing Outcome Classification ▪ Guidelines for writing care plan o **Implementation** ▪ Process of Implementing the plan of care ▪ Types of care - Direct and Indirect o **Evaluation** ▪ Evaluation Process, Documentation and Reporting		
5 T 5 L	Identify and meet the Nutritional needs of patients	**Nutritional needs** • Importance • Factors affecting nutritional needs • Assessment of nutritional status • Review: special diets- Solid, Liquid, Soft • Review on therapeutic diets • Care of patient with Dysphagia, Anorexia, Nausea, Vomiting ▪ Mccting Nutritional nccds: Principlcs, equipment, procedure, indications o Oral o Enteral: Nasogastric/ Orogastric, o Introduction to other enteral feeds- types, indications, Gastrostomy, Jejunostomy o Parenteral- TPN	• Lecture • Discussion • Demonstration • Exercise • Supervised Clinical practice	• Essay • Short answers • Objective type • Evaluation of nutritional assessmen t & diet planning
10 T 10 L	Identify and meet the elimination needs of patient	**Elimination needs** • Urinary Elimination o Review of Physiology of Urine Elimination, Composition and characteristics of urine o Factors Influencing Urination o Alteration in Urinary Elimination o Facilitating urine elimination:	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type

		assessment, types, equipment, procedures and special considerations o Providing urinal/bed pan o Care of patients with ▪ Condom drainage ▪ Intermittent Catheterization ▪ Indwelling Urinary catheter and urinary drainage ▪ Urinary diversions ▪ Bladder irrigation • Bowel Elimination o Review of Physiology of Bowel Elimination, Composition and characteristics of feces o Factors affecting Bowel elimination o Alteration in Bowel Elimination o Facilitating bowel elimination: Assessment, equipment, procedures ▪ Enemas ▪ Suppository ▪ Bowel wash ▪ Digital Evacuation of impacted feces ▪ Care of patients with Ostomies (Bowel Diversion Procedures)		
4 T 3 L	Explain various types of specimens and identify normal values of tests Develop skill in specimen collection, handling and transport	**Diagnostic testing** • Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications o Complete Blood Count o Serum Electrolytes o LFT o Lipid/Lipoprotein profile o Serum Glucose- AC, PC, HbA1c o Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar-GRBS) o Stool Routine Examination o Urine Testing- Albumin, Acetone, pH, Specific Gravity o Urine Culture, Routine, Timed Urine Specimen o Sputum culture o Overview of Radiologic & Endoscopic Procedures	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type

L	Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy	**Oxygenation needs**
		• Review of Cardiovascular and Respiratory Physiology
		• Factors affecting respiratory functioning
		• Alterations in Respiratory Functioning
		  • Conditions affecting
		  o airway
		  o movement of air
		  o diffusion
		  o Oxygen transport
		  • Alterations in oxygenation
		  • Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure
		  o Maintenance of patent airway
		  o Oxygen administration
		  o Suctioning- oral, tracheal
		  o Chest physiotherapy- Percussion, Vibration & Postural drainage
		  o Care of Chest drainage- principles & purposes
		  o Pulse Oximetry- Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation
		• Restorative & continuing care
		  o Hydration
		  o Humidification
		  o Coughing techniques
		  o Breathing exercises
		  o Incentive spirometry
			• Lecture
			• Discussion
			• Demonstration & Re-demonstration
				• Essay
				• Short answers
				• Objective type

7 T
8 L
	Describe the concept of fluid, electrolyte balance	**Fluid, Electrolyte, and Acid – Base Balances**
		• Review of Physiological Regulation of Fluid, Electrolyte, and Acid – Base Balances
		• Factors Affecting Fluid, Electrolyte, and Acid – Base Balances
		• Disturbances in fluid volume:
		  o Deficit-
		  ▪ Hypovolemia
		  ▪ Dehydration
		  o Excess-
		  ▪ Fluid overload
		  ▪ Edema
		• Electrolyte imbalances (hypo and hyper)
		  o Acid-base imbalances
		  ▪ Metabolic- acidosis & alkalosis
			• Lecture
			• Discussion
			• Demonstration
				• Essay
				• Short answers
				• Objective type
				• Problem solving- calculations

		▪ Respiratory- acidosis & alkalosis o Intravenous therapy ▪ Peripheral venipuncture sites ▪ Types of IV fluids ▪ Calculation for making IV fluid plan ▪ Complications of IV fluid therapy ▪ Measuring fluid intake and output ▪ Administering Blood and Blood components ▪ Restricting fluid intake ▪ Enhancing Fluid intake		
22 T 20 L	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of measurements Administer oral and topical medication and document accurately under supervision	**Administration of Medications** • Introduction-Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • Factors influencing Medication Action • Medication orders and Prescriptions • Systems of measurement • Medication dose calculation • Principles, 10 rights of Medication Administration • Errors in Medication administration • Routes of administration • Storage and maintenance of drugs and Nurses responsibility • Terminologies and abbreviations used in prescriptions and medications orders • Developmental considerations • Oral, Sublingual and Buccal routes: Equipment, procedure • Introduction to Parenteral Administration of Drugs- Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. • Equipment- Syringes & needles, cannulas, Infusion sets - parts, types, sizes • Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules o Care of equipment: decontamination and disposal of syringes, needles, infusion sets o Prevention of Needle-Stick Injuries	• Lecture • Discussion • Demonstration & Redemonstration	• Essay • Short answers • Objective type

		• Topical Administration: Types, purposes, site, equipment, procedure o Application to skin & mucous membrane o Direct application of liquids, Gargle and swabbing the throat o Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina o Instillations: Ear, Eye, Nasal, Bladder, and Rectal o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal o Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/ tracheal (steam, oxygen and medications)- purposes, types, equipment, procedure, recording and reporting of medications administered • Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intrapleural, intraarterial		
7 T 4 L	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	**Sensory needs** • Introduction • Components of sensory experience- Reception, Perception & Reaction • Arousal Mechanism • Factors affecting sensory function • Assessment of Sensory alterations- sensory deficit, deprivation, overload & sensory poverty • Management o Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) **Care of Unconscious Patients** • Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations • Assessment and nursing management of patient with unconsciousness, complications	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type
5 T 5 L	Explain loss, death and grief	**Care of Terminally ill, death and dying** • Loss- Types • Grief, Bereavement & Mourning • Types of Grief responses • Manifestations of Grief	• Lecture • Discussion • Case discussions	• Essay • Short answers

		• Factors influencing Loss & Grief Responses • Theories of Grief & Loss-Kubler Ross 5 Stages of Dying • The R Process model (Rando's) • Death- Definition, Meaning, Types (Brain & Circulatory Deaths) • Signs of Impending Death • Dying patient's Bill of Rights • Care of Dying Patient • Physiological changes occurring after Death • Death Declaration, Certification, Autopsy, Embalming • Last office/Death Care • Counseling & supporting grieving relatives • Placing body in the Mortuary • Releasing body from Mortuary • Overview- Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia	• Death care/last office	• Objective type
		PSYCHOSOCIAL NEEDS (A-D)		
3 T	Develop basic understanding of self- concept	**A. Self-concept** • Introduction • Components (Personal Identity, Body Image, Role Performance, Self Esteem) • Factors affecting Self Concept • Nursing Management	• Lecture • Discussion • Demonstration • Case Discussion/ Role play	• Essay • Short answers • Objective type
2 T	Describe sexual development and sexuality	**B. Sexuality** • Sexual development throughout life • Sexual health • Sexual orientation • Factors affecting sexuality • Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse • Dealing with inappropriate sexual behavior	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type
3 T 3 L	Describe stress and adaptation	**C. Stress and Adaptation-Introductory concepts** • Introduction • Sources, Effects, Indicators & Types of Stress • Types of stressors • Stress Adaptation- General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS) Manifestation of stress- Physical & psychological	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type

		• Coping strategies/ Mechanisms • Stress Management o Assist with coping and adaptation o Creating therapeutic environment • Recreational and diversion therapies		
6 T	Explain culture and cultural norms Integrate cultural differences and spiritual needs in providing care to patients under supervision	**D. Concepts of Cultural Diversity and Spirituality** • Cultural diversity o Cultural Concepts- Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation o Transcultural Nursing o Cultural Competence o Providing Culturally Responsive Care • Spirituality o Concepts- Faith, Hope, Religion, Spirituality, Spiritual Wellbeing o Factors affecting Spirituality o Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience o Dealing with Spiritual Distress/Problems	• Lecture • Discussion	• Essay • Short answers • Objective type
6 T	Explain the significance of nursing theories	**Nursing Theories: Introduction** • Meaning &Definition, Purposes, Types of theories with examples, Overview of selected nursing theories- Nightingale, Orem, Roy • Use of theories in nursing practice	• Lecture • Discussion	• Essay • Short answers • Objective type
20 T 20 L	Explain and apply principles of First Aid during emergencies	**First Aid & Emergencies *** • Definition, Basic Principles, Scope & Rules • First Aid Management o Wounds, Hemorrhage & Shock o Musculoskeletal Injuries: Fractures, Dislocation, Muscle injuries o Transportation of Injured persons o Respiratory Emergencies & Basic CPR o Unconsciousness o Foreign Bodies- Skin, Eye, Ear, Nose, Throat & Stomach o Burns & Scalds o Poisoning, Bites & stings o Frostbite & Effects of Heat o Community Emergencies	• Lecture • Discussion • Demonstration & Re-demonstration • Module completion **National Disaster Management Authority (NDMA) First aid module**	• Essay • Short answers • Objective type • OSCE

NURSING FOUNDATIONS I & II – (SKILL LAB & CLINICAL)

PLACEMENT: Semester I & II

Skill Lab: 200 (80+120) hours

Clinical: 480 (160 + 320) hours

Semester I- Lab 80 Hours (2 Credits), Clinical- 160 Hours (2 Credits)

Semester II- Lab- 120 Hours (3 Credits), Clinical- 320 Hours (4 Credits)

COMPETENCIES

SEMESTER I

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

1. Maintain effective human relations (projecting professional image)
2. Communicate effectively with patient, families and team members
3. Demonstrate skills in techniques of recording and reporting
4. Demonstrate skill in monitoring vital signs
5. Care for patients with altered vital signs
6. Perform health assessment of each body system
7. Demonstrate skill in implementing standard precautions and use of PPE
8. Demonstrate skill in meeting the comfort needs of the patients
9. Provide safe and clean environment
10. Demonstrate skill in admission, transfer, and discharge of a patient
11. Demonstrate skill in caring for patients with restricted mobility
12. Plan and provide appropriate health teaching following the principles.

SEMESTER II

13. Implement basic nursing techniques in meeting hygienic needs of patients
14. Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach
15. Identify and meet the Nutritional needs of patients
16. Plan and Implement care to meet the elimination needs of patient
17. Develop skills in instructing and collecting samples for investigation.
18. Perform simple lab tests and analyze & interpret common diagnostic values
19. Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation
20. Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances
21. Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness
22. Care for terminally ill and dying patients

23. Identify stress and assist patients to adopt various coping strategies
24. Acquire skills in assessing and performing First Aid during emergencies

Skill Lab

Use of mannequins and simulators

S. NO	COMPETENCIES	MODE OF DEMONSTRATION
	Semester I	
1.	Therapeutic Communication and Documentation	Role Play
2.	Vital signs	Simulator/ Standardized patient
3.	Physical Examination	Simulator/ Mannequin / Standardized patient
4.	Medical and Surgical Asepsis	-
5.	Pain Assessment	Standardized patient
6.	Comfort Devices	Mannequin
7.	Therapeutic Positions	Mannequin
8.	Physical Restraints and Side rails	Mannequin
9.	ROM Exercises	Standardized patient
10.	Ambulation	Standardized patient
11.	Moving and Turning patients in bed	Mannequin
12.	Changing position of helpless patients	Mannequin/ Standardized patient
13.	Transferring patients bed to stretcher/ wheel chair	Mannequin/ Standardized patient
14.	Admission, Transfer, Discharge & Health Teaching	Role Play
	Semester II	
15.	Sponge bath, oral hygiene, perineal care	Mannequin
16.	Nutritional Assessment	Standardized Patient
17.	Nasogastric tube feeding	Trainer/ Simulator
18.	Providing bed pan & urinal	Mannequin
19.	Catheter care	Catheterization Trainer
20.	Bowel wash, enema, insertion of suppository	Simulator/ Mannequin
21.	Oxygen administration- face mask, venture mask, nasal prongs	Mannequin
22.	Administration of medication through Parenteral route- IM, SC, ID, IV	IM injection trainer, ID injection trainer, IV arm (Trainer)
23.	Last Office	Mannequin
24.	CPR	CPR Mannequin

SEMESTER I- 10 weeks- 16 hours/ week

CLINICAL POSTINGS- General Medical/Surgical Wards

al	Duration in Weeks	Learning Outcomes	Procedural Competencies/Clinical Skills (Supervised clinical practice)	Clinical Requirements	Assessment Methods
ral cal cal ds	2	Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of recording and reporting	**Communication and Nurse patient relationship** • Maintaining Communication with patient and family and interpersonal relationship • Documentation and Reporting o Documenting patient care and procedures o Verbal report o Written report		• OSCE
,,	2	Demonstrate skill in monitoring vital signs Care for patients with altered vital signs	*Vital signs* • Monitor/measure and document vital signs in a graphic sheet o Temperature (oral, tympanic, axillary) o Pulse (Apical and peripheral pulses) o Respiration o Blood pressure o Pulse oximetry • Interpret and report alteration • Cold Applications- Cold Compress, Ice cap, Tepid Sponging • Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter	Care of patients with alterations in vital signs- 2	• Assessment of clinical skills using checklist • OSCE
,,	2	Perform health assessment of each body system	**Health assessment & Infection control in Clinical settings** *Health Assessment* • Nursing/ Health history taking • Perform physical examination: o General o Body systems	• History Taking- 2 • Physical examination- 2	• Assessment of clinical skills using checklist • OSCE

	Demonstrate skill in implementing standard precautions and use of PPE	• Use various methods of physical examination- Inspection, Palpation, Percussion, Auscultation, Olfaction • Identification of system wise deviations • Documentation of findings *Infection control in Clinical settings* • Hand hygiene • Use of PPE		• Assessment of clinical skills using checklist • OSCE
2	Demonstrate skill in meeting the comfort needs of the patients	**Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment** *Comfort, Rest & Sleep* • Bed making- o Open o Closed o Occupied o Post-operative o Cardiac bed o Fracture bed • Comfort devices o Pillows o Over bed table/cardiac table o Back rest o Bed Cradle • Therapeutic Positions o Supine o Fowlers (low, semi, high) o Lateral o Prone o Sim's o Trendelenburg o Dorsal recumbent o Lithotomy o Knee chest *Pain* • Pain assessment and provision for comfort		• Assessment of clinical skills using checklist • OSCE
	Provide safe and clean environment	*Promoting Safety in Health Care Environment* • Care of Patient's Unit • Use of Safety devices: o Side Rails • Restraints (Physical) • Fall risk assessment and Post Fall Assessment	• Presentation on Physical restraints- 1 • Fall risk assessment - 2	• Assessment of clinical skills using checklist • OSCE

	Demonstrate skill in implementing standard precautions and use of PPE	• Use various methods of physical examination- Inspection, Palpation, Percussion, Auscultation, Olfaction • Identification of system wise deviations • Documentation of findings *Infection control in Clinical settings* • Hand hygiene • Use of PPE		• Assessment of clinical skills using checklist • OSCE
2	Demonstrate skill in meeting the comfort needs of the patients	**Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment** *Comfort, Rest & Sleep* • Bed making- o Open o Closed o Occupied o Post-operative o Cardiac bed o Fracture bed • Comfort devices o Pillows o Over bed table/cardiac table o Back rest o Bed Cradle • Therapeutic Positions o Supine o Fowlers (low, semi, high) o Lateral o Prone o Sim's o Trendelenburg o Dorsal recumbent o Lithotomy o Knee chest *Pain* • Pain assessment and provision for comfort		• Assessment of clinical skills using checklist • OSCE
	Provide safe and clean environment	*Promoting Safety in Health Care Environment* • Care of Patient's Unit • Use of Safety devices: o Side Rails • Restraints (Physical) • Fall risk assessment and Post Fall Assessment	• Presentation on Physical restraints- 1 • Fall risk assessment - 2	• Assessment of clinical skills using checklist • OSCE

	2	Demonstrate skill in admission, transfer, and discharge of a patient	**Hospital Admission and discharge, Mobility and Immobility and Patient education** *Hospital Admission and discharge* Perform & Document: • Admission • Transfer • Planned Discharge		• Assessment of clinical skills using checklist • OSCE
		Demonstrate skill in caring for patients with restricted mobility	*Mobility and Immobility* • Range of Motion Exercises • Assist patient in: o Moving o Turning o Logrolling • Changing position of helpless patient • Transferring (Bed to and from chair/ wheelchair/ stretcher)		• Assessment of clinical skills using checklist • OSCE
		Plan and provide appropriate health teaching following the principles	*Patient education*	• Individual teaching - 1	• Assessment of clinical skills using checklist • OSCE
	4	Implement basic nursing techniques in meeting hygienic needs of patients Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	**<u>SEMESTER II (16 weeks x 20 hours/week)</u>** **Hygiene & The Nursing Process** *Hygiene* • Care of Skin & Hair: -Sponge Bath/ Bed bath -Care of pressure points & back massage - Pressure sore risk assessment using Braden/ Norton scale -Hair wash -Pediculosis treatment • Oral Hygiene • Perineal Hygiene • Catheter care *The Nursing Process* • Prepare Nursing care plan for the patient based on the given case	• Nursing care plan Patient with Pain-1 Patient with Fever-1	• Assessment of clinical skills using checklist • OSCE • Evaluation of Nursing process with criteria

3	Identify and meet the Nutritional needs of patients Plan and Implement care to meet the elimination needs of patient Develop skills in instructing and collecting samples for investigation. Perform simple lab tests and analyze & interpret common diagnostic values	**Nutritional needs, Elimination needs& Diagnostic testing** *Nutritional needs* • Nutritional Assessment • Preparation of Nasogastric tube feed • Nasogastric tube feeding *Elimination needs* Providing -Urinal -Bedpan • Insertion of Suppository • Enema • Urinary Catheter care • Care of urinary drainage *Diagnostic testing* • Specimen Collection o Urinc routinc and culturc o Stool routine o Sputum Culture • Perform simple Lab Tests using reagent strips o Urine- Glucose, Albumin, Acetone, pH, Specific gravity • Blood-GRBS Monitoring	• Nutritional Assessment- 1 • Clinical Presentation on Care of patient with Nasogastric tube feeding-1 • Clinical Presentation on Care of patient with Constipation-1 • Lab values-interpretation	• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist • OSCE
3	Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation Identify and demonstrate skill in caring for patients with fluid, electrolyte and	**Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances** *Oxygenation needs* • Oxygen administration Methods o Nasal Prongs o Face Mask/ Venturi Mask • Steam inhalation • Chest Physiotherapy • Deep Breathing & Coughing Exercises • Oral Suctioning *Fluid, Electrolyte, and Acid – Base Balances* • Maintaining intake output chart • Identify & report	•Presentation on methods of Oxygen administration • Presentation on Blood & Blood Component therapy	• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist • OSCE

	acid – base imbalances	complications of IV therapy • Observe Blood & Blood Component therapy • Identify & Report Complications of Blood & Blood Component therapy		
3	• Explain the principles, routes, effects of administration of medications • Calculate conversions of drugs and dosages within and between systems of Measurements • Administer drugs by the following routes-Oral, Intradermal, Subcutaneous, Intramuscular, Intra Venous Topical, inhalation	**Administration of Medications** • Calculate Drug Dosages • Preparation of lotions & solutions • Administer Medications o Oral o Topical o Inhalations o Parenteral ▪ Intradermal ▪ Subcutaneous ▪ -Intramuscular ▪ Instillations o Eye, Ear, Nose-instillation of medicated drops, nasal sprays, irrigations		• Assessment of clinical skills using checklist • OSCE
2	Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness Care for terminally ill and dying patients Identify stress and assist patients to adopt various coping strategies	**Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying& Stress and Adaptation** *Sensory Needs and Care of Unconscious patients* • Assessment of Level of Consciousness using Glasgow Coma Scale *Terminally ill, death and dying* • Death Care *Stress and Adaptation*	• Nursing rounds on care of patient with altered sensorium Presentation on dying patient's bill of rights Presentation on Relaxation techniques	• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist

1	Demonstrate skills in assessing and performing First Aid during emergencies	**First aid and Emergencies**
		• Bandaging Techniques
		  ○ Basic Bandages:
		  ▪ Circular
		  ▪ Spiral
		  ▪ Reverse-Spiral
		  ▪ Recurrent
		  ▪ Figure of Eight
		  ○ Special Bandages:
		  ▪ Caplin
		  ▪ Eye / Ear Bandage
		  ▪ Jaw Bandage
		  ▪ Shoulder Spica
		  ▪ Thumb spica
		  ▪ Triangular Bandage/ Sling (Head & limbs)
		  ▪ Binders
		  ▪ Basic CPR
			• Mock drill- Fire Safety
			• Module completion National Disaster Management Authority (NDMA) First aid module
				• Assessment of clinical skills using checklist
				• OSCE (first aid competencies)

INTRODUCTION TO COMMUNITY HEALTH NURSING

PLACEMENT : II SEMESTER

THEORY : 2 Credits (40 Hours)
PRACTICUM: Clinical-1 Credit (80 Hrs)

DESCRIPTION: This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environment, environmental health and sanitation, nutrition and food safety. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum.

COMPETENCIES:

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

1. Explore the evolution of public health in India and community health nursing
2. Explain the concepts and determinants of health
3. Identify the levels of prevention and health problems of India
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
6. Discuss health care policies and regulations in India
7. Demonstrate understanding about an overview of environmental science
8. Identify the role and significance of environmental protection and preservation
9. Relate the influence of environmental factors and sanitation on health and disease
10. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
11. Identify the importance of food safety in prevention of food borne diseases
12. Discuss basic issues and concepts of Behavior Change Communication (BCC) and Social Behavior Change Communication (SBCC) and identify the methods of BCC to target the audience
13. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings

COURSE OUTLINE

TIME (Hours)	LEARNING OUTCOMES	CONTENT	TEACHING / LEARNING ACTIVITIES	ASSESSMENT METHODS
4 T	Define public health, community health and community health nursing Explain the evolution of	**Concepts of Community Health and Community Health Nursing** • Definition of public	• Lecture, Discussion • Explain using chart, graphs • Community	• Short answers • Essay type and

	public health in India and scope of community health nursing Explain various concepts of health and disease, dimensions and determinants of health Explain the natural history of disease and levels of prevention Discuss the health problems of India	health, community health and community health nursing • Public health in India and its evolution and Scope of community health nursing • *Review:* Concepts of health & Illness/disease- Definition, dimensions and determinants of health and disease • Natural history of disease • Levels of prevention- Primary, Secondary & tertiary prevention- Review • Health problems (Profile) of India	needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community) • Explain using examples	objective type • Survey report
8 T	Describe health planning and its steps, and various health plans, and committees Discuss health care delivery system in India at various levels Describe SDGs, primary health care and comprehensive primary health care (CPHC) Explain health care policies and regulations in India	**Health Care Planning and Organization of Health Care at various levels** • Health planning steps • Health planning in India –various committees and commissions on health and family welfare and Five Year plans • Participation of community and stakeholders in health planning • Health care delivery system in India- Infrastructure and Health sectors, Delivery of health services at sub centre (SC)PHC, CHC, District level, state level and national level, • Sustainable development goals (SDGs), Primary	• Lecture • Discussion • Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC) • Directed	• Short answers • Essay type • Evaluation of Field visit reports & presentation

		Health Care and Comprehensive Primary Health Care (CPHC)- elements, principles • CPHC through SC/Health Wellness Center (HWC) • National Health Care Policies and Regulations o National Health Policy (1983, 2002, 2017) o National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM o National Health Protection Mission (NHPM) o Ayushman Bharat o Universal Health Coverage	reading	
15 T	Identify the role of an individual in the conservation of natural resources Describe ecosystem, its structure, types and functions Explain the classification, value and threats to biodiversity Enumerate the causes, effects and control measures of environmental pollution Discuss about climate change, global warming,	**Environmental Science, Environmental Health, and Sanitation** • *Natural resources:* **Renewable and non-renewable resources, natural resources and associated problems-** Forest resources, water resources, mineral resources, food resources, energy resources and land resources Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles • *Ecosystem:* Concept, structure and functions of ecosystems, Types & Characteristics- Forest ecosystem, Grassland	• Lecture • Discussion • Debates on environmental protection and preservation • Explain using Charts, graphs, Models, films, slides	• Short answers • Essay type • Field visit reports

	acid rain, and ozone layer depletion Enumerate the role of an individual in creating awareness about the social issues related to environment List the acts relation to environmental protection and preservation Describe the concept of environmental health and sanitation Describe water conservation, rain water harvesting and water shed management Explain waste management	ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem • *Biodiversity:* classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity • *Environmental pollution:* Introduction, Causes, effects and control measures of: Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health • Climate change, global warming-eg. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health • Social issues and environment: sustainable development, urban problems related to energy, water and environmental ethics • Acts related to environmental protection and preservation **Environmental health & Sanitation** • Concept of environment health and sanitation • Concept of safe water, sources of water, waterborne diseases, water purification processes, household	• Directed reading • Visits to water supply & purification sites • Observe rain water harvesting plants • Visit to Sewage disposal and treatment sites, and waste disposal sites	

		purification of water • Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water • Concepts of water conservation-rain water harvesting and water shed management • Concept of Pollution prevention • Air & noise pollution • Role of nurse in prevention of pollution • Solid waste management, human excreta disposal & management and sewage disposal and management • Commonly used insecticides and pesticides		
4 T 3 T	Describe the various nutrition assessment methods at the community level Plan and provide diet plans for all age groups including therapeutic diet Describe the national nutrition programs and provide nutrition counseling and education to all age groups Identify early the food borne diseases, and perform initial management and referral appropriately	**Nutrition Assessment and Nutrition Education** • *Review of Nutrition* o Concepts, types o Meal planning -aims, steps & diet plan for different age groups o Nutrition assessment of individuals, families and community by using appropriate methods • Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status • General nutritional	• Lecture • Discussion • Demonstration • Role play • Market visit • Nutritional assessment for different age groups	• Performance assessment of nutrition assessment for different age groups • Evaluation on nutritional assessment reports