

# COMMUNICATION & EDUCATION TECHNOLOGY

**Placement: Second Year**

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

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

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

<b>III</b>	T=5 P=1	<ul style="list-style-type: none"> <li>• Develop effective Human relations In context of nursing</li> </ul>	<b>Human Relations</b> <ul style="list-style-type: none"> <li>• Understanding self</li> <li>• Social behavior Social attitudes</li> <li>• Individual and Group &amp; Groups and individual</li> <li>• Human relations in context of nursing</li> <li>• Group Dynamics</li> <li>• Team Work</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussions</li> <li>• Group Games</li> <li>• Psychometric exercises followed by discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Long/short answers</li> <li>• Objective type</li> <li>• Respond to test based on critical incidents</li> <li>• Anecdotal records</li> </ul>
<b>IV</b>	T=10 P=5	<ul style="list-style-type: none"> <li>• Develop basic skills of counseling and guidance</li> </ul>	<b>Guidance and counseling</b> <ul style="list-style-type: none"> <li>• Definition, meaning, purpose, scope &amp; need.</li> <li>• Basic Principles</li> <li>• Areas of counseling</li> <li>• Organization of counseling services</li> <li>• Approaches to counseling</li> <li>• Attributes and skills of counselor</li> <li>• Issues for counseling in nursing students and nursing personnel</li> <li>• Counseling process steps &amp; techniques</li> <li>• Tools for collecting information</li> <li>• Problem solving approaches Management of crisis and referral</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussions</li> <li>• Role play on counseling in different situations followed by discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Long/short answers</li> <li>• Objective type Assess performance in role play situations</li> </ul>

<b>V</b>	T=10 P=8	<ul style="list-style-type: none"> <li>• Describe the Philosophy and principles of education</li> <li>• Explain teaching learning process</li> </ul>	<b>Principles of Education &amp; Teaching Learning Process</b> <ul style="list-style-type: none"> <li>• Education: meaning philosophy aims, functions, &amp; principles</li> <li>• Nature &amp; Characteristics of learning</li> <li>• Principles and maxims of teaching</li> <li>• Domains of objectives &amp; formulation of general and specific objective</li> <li>• Lesson planning Classroom management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Exercise on writing objectives</li> <li>• Prepare lessons plan</li> <li>• Microteaching</li> </ul>	<ul style="list-style-type: none"> <li>• Long/Short answers</li> <li>• Objective type</li> <li>• Assess lesson plans</li> <li>• Assess teaching sessions</li> </ul>
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<b>VI</b>	T=10 P=5	<ul style="list-style-type: none"> <li>• Demonstrate teaching skills in various teaching methods in clinical, classroom &amp; community settings.</li> </ul>	<b>Methods Of Teaching:</b> <ul style="list-style-type: none"> <li>• Lecture, demonstration</li> <li>• Group discussions, Seminar, Symposium, panel discussion, role-play.</li> <li>• Project method field trip, workshop, exhibition</li> <li>• Computer assisted learning programmed instructions</li> <li>• Micro- teaching, Evidence based learning</li> <li>• Self-instructional module, simulation etc.</li> </ul> <b>Clinical Teaching Methods:</b> <ul style="list-style-type: none"> <li>• Bedside Clinics, Case Method, Nursing rounds, morning &amp; afternoon reports,</li> </ul> <b>Conference</b> Individual & group, ] Field visits, process recording	<ul style="list-style-type: none"> <li>• Lecture discussions</li> <li>• Conduct 5 teaching sessions using different methods and media</li> </ul>	<ul style="list-style-type: none"> <li>• Long/Short answers</li> <li>• Objective type</li> <li>• Assess teaching Sessions</li> </ul>
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<b>VII</b>	T=5 P=5	<ul style="list-style-type: none"> <li>• Prepare and use different types of educational media effectively</li> </ul>	<p><b>Educational Media</b></p> <ul style="list-style-type: none"> <li>• Purpose and types of Audiovisual and principles and sources etc.</li> <li>• <b>Graphic Aids:</b> <ul style="list-style-type: none"> <li>• Chalkboard, Charts, graph, poster</li> <li>• Flash cards, flannel Graph, Bulletin Board, Cartoon</li> </ul> </li> <li>• <b>Three Dimensional Aids:</b> <ul style="list-style-type: none"> <li>• Objects, specimens, models, &amp; puppets.</li> </ul> </li> <li>• <b>Printed Aids:</b> <ul style="list-style-type: none"> <li>• Pamphlets &amp; leaflets.</li> </ul> </li> <li>• <b>Projected Aids:</b> <ul style="list-style-type: none"> <li>• Slides overhead projector transparency preparation</li> <li>• Films, T.V.VCR/ VCD</li> <li>• Camera, Microscope, LCD,DVD</li> </ul> </li> <li>• <b>Audio Aids:</b> <ul style="list-style-type: none"> <li>• Tape recorder, public address system</li> <li>• Computer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Prepare different teaching aids projected and non- projected</li> <li>• Prepare a programme for the given topic</li> <li>• Visit to dept of communication, &amp; educational technology</li> </ul>	<ul style="list-style-type: none"> <li>• Long/Short answer</li> <li>• Objective type</li> <li>• Assess the teaching aids prepared</li> </ul>
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<b>VIII</b>	T=5 P=5	<ul style="list-style-type: none"> <li>• Prepare different types of questions for assessment of knowledge, skills, and attitude</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Purpose &amp; scope of evaluation &amp; assessment</li> <li>• Criteria for selection of assessment technique and methods.</li> </ul> <p><b>Assessment of knowledge:</b></p> <ul style="list-style-type: none"> <li>• Essay Type Questions, Short answers questions (SAQ), Multiple choice questions (MCQ)</li> </ul> <p><b>Assessment Of Skills</b></p> <ul style="list-style-type: none"> <li>• Observation checklist, Practical exam, Viva, Objective Structured, Clinical examination (OSCE)</li> </ul> <p><b>Assessment of Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Attitude Scales</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Exercise on writing different types of assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>• Long/Short answer</li> <li>• Objective type</li> <li>• Assess the strategies used in practice teaching</li> <li>• Assess the different tools, prepared during exercise sessions.</li> </ul>
<b>IX</b>	T=5 P=0	<ul style="list-style-type: none"> <li>• Teaching individuals groups and communities about health with their active participation</li> </ul>	<p><b>Information, Education &amp; Communication for Health (ICE)</b></p> <ul style="list-style-type: none"> <li>• Health behavior and health education</li> <li>• Planning for health education</li> <li>• Principles of health education</li> <li>• Health education with individuals, groups and communities</li> <li>• Methods and media for communicating health messages.</li> <li>• Using mass media</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Plan and conduct Health education sessions for individual group and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Long/Short answer</li> <li>• Objective type</li> <li>• Assess the planning &amp; conduction of the educational session</li> </ul>



## COMMUNITY HEALTH NURSING- I

**Placement: Second Year**

**Theory : 90hours**

**Practical: 135 hours**

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

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



			<ul style="list-style-type: none"> <li>• Disposal of refuse/Sewage</li> <li>• Disposal of human excreta</li> <li>• Disposal of the dead</li> <li>• Involvement of governmental and non- governmental organizations in environmental health</li> <li>• Act Regulation the environment :National Pollution Control board</li> <li>• Public health Laws related to environment health</li> <li>• Food hygiene: Production, Preservation, Purchase, Preparation and consumption</li> <li>• Acts Regulating Food Hygiene</li> <li>• Prevention of food adulteration acts,</li> <li>• Drugs and cosmetic act</li> <li>• Socio cultural aspects of nutrition in food hygiene</li> </ul> <p><b>Socio-Cultural</b></p> <ul style="list-style-type: none"> <li>• Customs, taboos</li> <li>• Marriage System</li> <li>• Family Structure</li> <li>• Status of special Group; Females, Children Elderly,</li> <li>• Challenged Groups and Sick persons</li> <li>• Life Style</li> <li>• Hygiene <ul style="list-style-type: none"> <li>• Physical Activity</li> <li>• Recreation and Sleep</li> <li>• Sexual life</li> </ul> </li> </ul>		
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			<ul style="list-style-type: none"><li>• Spiritual life</li><li>• philosophy</li><li>• Self Reliance</li><li>• Dietary pattern</li><li>• Education</li><li>• Occupation</li></ul> <ul style="list-style-type: none"><li>• Financial Management<ul style="list-style-type: none"><li>• Income</li><li>• Budget</li><li>• Purchasing power</li><li>• Security</li></ul></li></ul>		
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<b>III</b>	<b>10</b>	<ul style="list-style-type: none"> <li>Describe concept aims, scope, uses Methods and approach of epidemiology</li> </ul>	<b>Epidemiology</b> <ul style="list-style-type: none"> <li>Definition ,concept, Aims, scope uses and Terminology used in epidemiology</li> <li>Dynamics of Disease Epidemiological triad</li> <li>Morbidity and mortality: Measurements</li> <li>Levels of Prevention</li> <li>Methods of epidemiology of               <ul style="list-style-type: none"> <li>Descriptive</li> <li>Analytical: Epidemic investigations</li> <li>Experimental</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecturer Discussion</li> <li>Explain using Charts, graphs,</li> <li>Models, films, slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

IV	18	<ul style="list-style-type: none"> <li>Describe Epidemiology and nursing management of common Communicable diseases</li> </ul>	<b>Epidemiology and nursing management of common Communicable Diseases</b> <ul style="list-style-type: none"> <li><b>Respiratory infections</b> <ul style="list-style-type: none"> <li>Small Pox</li> <li>Chicken Pox</li> <li>Measles</li> <li>Influenza</li> <li>Rubella</li> <li>ARI's &amp; Pneumonia</li> <li>Mumps</li> <li>Diphtheria</li> <li>Whooping cough</li> <li>Meningococcal meningitis</li> <li>Tuberculosis</li> <li>SARS</li> </ul> </li> <li><b>Intestinal Infections</b> <ul style="list-style-type: none"> <li>Poliomyelitis</li> <li>Viral Hepatitis</li> <li>Cholera</li> <li>Diarrhoeal diseases</li> <li>Typhoid Fever</li> <li>Food poisoning</li> <li>Amoebiasis</li> <li>Hookworm Infection</li> <li>Ascariasis</li> <li>Dracunculiasis</li> </ul> </li> <li><b>Arthropod infections</b> <ul style="list-style-type: none"> <li>Dengue</li> <li>Malaria</li> <li>Filariasis</li> </ul> </li> <li><b>Zoonoses</b></li> </ul>	<ul style="list-style-type: none"> <li>Lecturer Discussion</li> <li>Explain using Charts, Graphs</li> <li>Models, films, slides</li> <li>Seminar Supervised field Practice-health centers, clinics and homes Group projects/ Health education</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
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			<p><b>Viral</b></p> <ul style="list-style-type: none"><li>• Rabies</li><li>• Yellow fever</li><li>• Japanese encephalitis</li><li>• Kyasnur Forest Diseases</li></ul> <p>• <b>Bacterial</b></p> <ul style="list-style-type: none"><li>• Brucellosis</li><li>• Plague</li><li>• Human Salmonellosis</li><li>• Anthrax</li><li>• Leptospirosis</li></ul> <p>• <b>Rickettsial diseases</b></p> <ul style="list-style-type: none"><li>• Rickettsia l Zoonoses</li><li>• Scrubtyphus</li><li>• Murinetyphus</li><li>• Ticktyphus</li><li>• Qfever</li></ul> <p>• <b>Parasitic zoonoses</b></p> <ul style="list-style-type: none"><li>• Taeniasis</li><li>• Hydatiddisease</li><li>• Leishmaniasis</li></ul> <p>• <b>Surface infection</b></p> <ul style="list-style-type: none"><li>• Trachoma</li><li>• Tetanus</li><li>• Leprosy</li><li>• STD &amp; RTI</li><li>• Yaws</li><li>• HIV</li></ul> <p><b>Any other</b></p>		
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V	8	<ul style="list-style-type: none"> <li>Describe Epidemiology and nursing management of common Non-Communicable diseases</li> </ul>	<b>Epidemiology and nursing management of Non-communicable diseases</b> <ul style="list-style-type: none"> <li>Malnutrition: under nutrition, over nutrition, nutritional deficiencies</li> <li>Anemia</li> <li>Hypertension</li> <li>Stroke</li> <li>Rheumatic Heart Diseases</li> <li>Coronary Heart Diseases</li> <li>Cancer</li> <li>Diabetes mellitus</li> <li>Blindness</li> <li>Accidents</li> <li>Mental illness</li> <li>Obesity</li> <li>Iodine Deficiency</li> <li>Fluorosis</li> </ul>	<ul style="list-style-type: none"> <li>Lecture, Discussion</li> <li>Explain using Charts, graphs,</li> <li>Models, films, slides, Seminar</li> <li>Supervised field Practice-health centers, clinics and homes group projects/ Health education</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
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			<ul style="list-style-type: none"> <li>• Epilepsy</li> <li>• Asthma</li> <li>• Arthritis</li> </ul>		
<b>VI</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• Describe the concepts And scope of demography</li> <li>Describe methods of data collection, analysis and interpretation of demographic Data</li> </ul>	<b>Demography</b> <ul style="list-style-type: none"> <li>• Definition, concept and scope</li> <li>• Demography cycle</li> <li>• Methods of data collection, analysis and interpretation of demographic data</li> <li>• Demographic rates and ratios</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of survey report</li> </ul>
<b>VII</b>	<b>17</b>	<ul style="list-style-type: none"> <li>• Identify the impact of population explosion in India</li> <li>• Describe methods of population control</li> </ul>	<b>Population and its control</b> <ul style="list-style-type: none"> <li>• Population explosion, its impact on social, economic development of individual, society and country</li> <li>• Population control:</li> <li>• Overall development: women empowerment, social, economic and educational development</li> <li>• <b>Limiting family size:</b> <ul style="list-style-type: none"> <li>&lt; Promotion of small family norms</li> <li>&lt; Methods: spacing (natural, biological, chemical, mechanical, etc)</li> <li>&lt; Terminal: surgical methods</li> <li>&lt;Emergency Contraception</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Population survey</li> <li>• Counseling</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of Survey report</li> </ul>

<b>VIII</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Describes Social issues</li> <li>• Understand the Resettlement and rehabilitation of people: its problems and concerns. Case studies</li> <li>• Understand the</li> </ul>	<b>Social issues and the environment</b> <ul style="list-style-type: none"> <li>• From unsustainable to sustainable development</li> <li>• Urban problems related to energy</li> <li>• Resettlement and rehabilitation of people :I ts problems and concerns. Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Population survey</li> <li>• Counseling</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
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		<p>Environment al ethics: issues and possible solutions Understands Climate change,global warming, acid rain, ozone layer depletion, Nuclear accidents and nuclear accidents and nuclear holocaust</p>	<p>1) Environmental ethics: issues and possible solutions 2) Climate change,global warming, acid rain, ozone layer depletion, Nuclear accidents and nuclear accidents and nuclear holocaust.Case studies 3) Wasteland reclamation 4) Consumerism and waste products 5) Environment and human health 6) Role of information technology in environment and human health.</p>		
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# COMMUNITY HEALTH NURSING

## G-I PRACTICAL

**Placement: Second Year**

**135 hours**

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

At the end of the Practical Experience:

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

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

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

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





**Medical Surgical Nursing**  
**(Adult including Geriatrics) – I**

**Placement** -Second Year

**Time** - Theory – 210 hours  
Practical – 720 hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	10	<p>Appreciate the trends in medical and surgical nursing</p> <p>Describe the role of nurse in caring for adult patient in hospital and community</p> <p>Describe the concepts of medical surgical asepsis</p>	<p><b>Introduction :</b></p> <ul style="list-style-type: none"> <li>• Introduction to medical surgical nursing – evolution and trends of medical and surgical nursing</li> <li>• Review of Concepts of Health and illness</li> <li>• Disease - concepts, causations, classification diseases (ICD -10 or later version), Acute illness Chronic illness &amp; Terminal illness, stages of illness</li> <li>• Review of concepts of comprehensive nursing care in medical surgical conditions based on nursing process</li> <li>• Role of nurse, patient and family in care of adult patient</li> <li>• Role and responsibilities of a nurse in medical surgical settings : <ul style="list-style-type: none"> <li>▫ Out-patient department</li> <li>▫ In-patient unit</li> <li>▫ Intensive care unit</li> <li>▫ Home and Community settings</li> </ul> </li> <li>• Introduction to Medical Surgical asepsis : <ul style="list-style-type: none"> <li>▫ Inflammation &amp; Infection</li> <li>▫ Immunity</li> <li>▫ Wound healing</li> </ul> </li> <li>• Care of Surgical Patient : <ul style="list-style-type: none"> <li>▫ Pre-operative</li> <li>▫ Intra-operative</li> <li>▫ Post-operative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<p>- Short answers</p> <p>- Objective type question</p> <p>- Assessment of skills with check list</p>
II	15	Describe the common signs, symptoms,	<p><b>Common signs and symptoms and management</b></p> <ul style="list-style-type: none"> <li>• Fluid and electrolyte imbalance</li> <li>• Vomiting</li> <li>• Dyspnea and cough, respiratory</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Seminar</li> <li>• Case discussion</li> </ul>	<p>- Short answers</p> <p>- Objective type question</p>

		problems and their specific nursing interventions	obstruction <ul style="list-style-type: none"> <li>• Fever</li> <li>• Shock</li> <li>• Unconsciousness, Syncope</li> <li>• Pain</li> <li>• Incontinence</li> <li>• Edema</li> <li>• Age related problems – Geriatric</li> </ul>		
III	20	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of respiratory system	<b>Nursing management of patients (adults including elderly) with respiratory problems :</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of respiratory system</li> <li>• Nursing Assessment – History and Physical assessment</li> <li>• Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of adults including elderly with – <ul style="list-style-type: none"> <li>□ Upper Respiratory tract infections</li> <li>▫ Bronchitis</li> <li>▫ Asthma</li> <li>▫ Emphysema</li> <li>▫ Empyema</li> <li>▫ Atelectasis</li> <li>□ Chronic Obstructive Pulmonary Diseases (COPD) <ul style="list-style-type: none"> <li>▫ Bronchiectasis</li> <li>▫ Pneumonia</li> <li>▫ Pulmonary Tuberculosis</li> <li>▫ Lung abscess</li> <li>▫ Pleural effusion</li> <li>▫ Cysts and Tumours</li> <li>▫ Chest injuries</li> </ul> </li> <li>□ Respiratory arrest and insufficiency</li> <li>□ Pulmonary embolism</li> </ul> </li> </ul> Special therapies, alternative therapies, nursing procedures Drugs used in treatment of respiratory disorders	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions / Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	- Essay type - Short answers - Objective type question - Assessment of skills with check list - Assessment of patient management problem
IV	30	Describe the etiology, pathophysiology clinical	<b>Nursing management of patient (adults including elderly) with disorders of digestive system :</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of digestive system</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs,</li> </ul>	- Essay type - Short answers - Objective

		manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of digestive system	<ul style="list-style-type: none"> <li>• Nursing Assessment –History and physical assessment</li> <li>• Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management</li> <li>• Disorders of : <ul style="list-style-type: none"> <li>□ Oral cavity – lips, gums, tongue, salivary glands and teeth</li> <li>□ Oesophagus - inflammation stricture, obstruction, bleeding and tumours</li> <li>□ Stomach and duodenum - hiatus hernia, gastritis, peptic and duodenal ulcer, bleeding, tumours, pyloric stenosis</li> <li>□ Small intestinal disorders - inflammation &amp; infection, enteritis, mal-absorption, obstruction, tumour and perforation</li> <li>□ Large intestinal disorders- colitis, inflammation and infection, obstruction and tumour and lump</li> <li>□ Hernias</li> <li>□ Appendix – inflammation, mass, abscess, rupture</li> <li>□ Anal &amp; Rectum - hemorrhoids, fissures, fistulas</li> <li>□ Peritonitis / Acute abdomen</li> <li>□ Pancreas - inflammation, cyst, abscess and tumours</li> <li>□ Liver - inflammation, cyst, abscess, cirrhosis, portal hypertension, hepatic failure, tumours</li> <li>□ Gall Bladder - inflammation, obstruction, stones and tumours</li> </ul> </li> </ul> <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of digestive system</p>	<p>Models, films, slides</p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions / Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<p>type question</p> <ul style="list-style-type: none"> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>
V	30	Describe the etiology, pathophysiology, clinical manifestations	<p><b>Nursing management of patient (adults including elderly) with blood and cardio vascular problems :</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of blood and cardiovascular system,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models,</li> </ul>	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Objective type</li> </ul>



		<p>ons, diagnostic measures and management of patients (adults including elderly) with blood and cardio vascular problems</p> <p>Describe the vascular conditions and its nursing management</p>	<ul style="list-style-type: none"> <li>• Nursing Assessment – History and Physical assessment</li> <li>• Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of –</li> <li>• Vascular system <ul style="list-style-type: none"> <li>▫ Hypertension, Hypotension</li> <li>▫ Artherosclerosis</li> <li>▫ Raynaud's disease</li> <li>▫ Aneurism and Perpherial vascular disorders</li> </ul> </li> </ul> <p>Heart</p> <ul style="list-style-type: none"> <li>• Coronary artery diseases <ul style="list-style-type: none"> <li>▫ Ischemic Heart Disease</li> <li>▫ Cornory atherosclerosis</li> <li>▫ Angina pectoris</li> <li>▫ Myocardial infarction</li> </ul> </li> <li>• Valvular disorders of the heart <ul style="list-style-type: none"> <li>▫ Congential and acquired</li> <li>▫ Rheumatic Heart diseases</li> </ul> </li> <li>• Endocarditis, Pericarditis Myocarditis</li> <li>• Cardio Myopathies</li> <li>• Cardiac dysrhythmias, Heart Block</li> <li>• Congestive cardiac failure <ul style="list-style-type: none"> <li>▫ Cor-pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade</li> </ul> </li> <li>• Cardiac emergencies and arrest</li> <li>• Cardio Pulmonary Resuscitation (CPR)</li> <li>• Blood <ul style="list-style-type: none"> <li>▫ Anaemias</li> <li>▫ Polycythemia</li> <li>▫ Bleeding disorders, clotting factor defects and platelets defects</li> <li>▫ Thalassemia</li> <li>▫ Leukaemias</li> <li>▫ Leukopenias and Agranulocytosis</li> <li>▫ Lymphomas</li> <li>▫ Myelomas</li> </ul> </li> <li>• Special therapies <ul style="list-style-type: none"> <li>▫ Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion reaction, records for blood transfusion.</li> </ul> </li> </ul>	<p>films, slides</p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> <li>• Visit to blood bank</li> <li>• Participation in blood donation camps</li> <li>• Counselling</li> </ul>	<p>question</p> <ul style="list-style-type: none"> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>
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VI	10	Describe the etiology, pathophysiology, Clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of genito-urinary system	<p><b>Nursing management of patient (adults including elderly) with genito-urinary problems :</b></p> <ul style="list-style-type: none"> <li>▯ Review of anatomy and physiology of genito-urinary system</li> <li>▯ Nursing Assessment –History and Physical assessment</li> <li>▯ Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics and nursing management of –</li> <li>▯ Nephritis</li> <li>▯ Nephrotic syndrome</li> <li>▯ Nephrosis</li> <li>▯ Renal calculus</li> <li>▯ Tumours</li> <li>▯ Acute renal failure</li> <li>▯ Chronic renal failure</li> <li>▯ End stage renal disease</li> <li>▯ Dialysis &amp; renal transport</li> <li>▯ Congenital disorders, urinary infections</li> <li>▯ Benign prostate hypertrophy</li> <li>▯ Disorders of ureter, urinary bladder and urethra - inflammation, infection, stricture, obstruction, tumour, prostrate</li> </ul> <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of genito-urinary disorders</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<p>- Essay type</p> <p>- Short answers</p> <p>- Objective type question</p> <p>- Assessment of skills with check list</p> <p>- Assessment of patient management problem</p>
VII	5	Describe the etiology,	<p><b>Nursing management of disorders of male (adults including elderly) reproductive system :</b></p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain</li> </ul>	<p>- Essay type</p> <p>- Short</p>

		<p>pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of male reproductive system</p>	<ul style="list-style-type: none"> <li>▢ Review of anatomy and physiology of male reproductive system</li> <li>▢ Nursing Assessment -History and physical assessment</li> <li>▢ Etiology,Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of disorders of male reproductive system -</li> <li>▢ Congenital malformations; cryptorchidism</li> <li>▢ Hypospadias &amp; Epispadias</li> <li>▢ Infections</li> <li>▢ Testis and adjacent structures</li> <li>▢ Penis</li> <li>▢ Prostate - inflammation, infection, hypertrophy, tumour</li> <li>▢ Sexual Dysfunction</li> <li>▢ Infertility</li> <li>▢ Contraception</li> <li>▢ Breast : Gynecomastia, tumour</li> <li>▢ Climacteric changes</li> </ul> <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of male reproductive system</p>	<p>using charts, graphs, Models, films, slides</p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<p>answers</p> <ul style="list-style-type: none"> <li>- Objective type question</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>
VIII	10	<p>Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of endocrine system</p>	<p><b>Nursing management of patient (adults including elderly) with disorders of endocrine system :</b></p> <ul style="list-style-type: none"> <li>▢ Review of anatomy and physiology endocrine system</li> <li>▢ Nursing Assessment - History and Physical assessment</li> <li>▢ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of –</li> <li>▢ Disorders of Thyroid and Parathyroid</li> <li>▢ Diabetes mellitus</li> <li>▢ Diabetes insipidus</li> <li>▢ Adrenal tumour</li> <li>▢ Pituitary disorders</li> </ul> <p>Special therapies, alternative therapies</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Objective type question</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>

			Nursing procedures Drugs used in treatment of disorders of endocrine system	<ul style="list-style-type: none"> <li>• Drug book/ presentation</li> </ul>	
IX	10	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of skin	<b>Nursing management of patient (adults including elderly) with disorders of Integumentary system :</b> <ul style="list-style-type: none"> <li>▮ Review of anatomy and physiology of skin and its appendages</li> <li>▮ Nursing Assessment -History and Physical assessment</li> <li>▮ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of disorders of skin and its appendages</li> <li>▮ Lesions and abrasions</li> <li>▮ Infection and infestations; Dermatitis</li> <li>▮ Dermatoses - Infectious and Non infectious “inflammatory dermatoses”</li> <li>▮ Acne Vulgaris</li> <li>▮ Allergies and Eczema</li> <li>▮ Psoriasis</li> <li>▮ Malignant melanoma</li> <li>▮ Alopecia</li> </ul> Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of Integumentary system	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	- Essay type - Short answers - Objective type question - Assessment of skills with check list - Assessment of patient management problem
X	15	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with	<b>Nursing management of patient (adults including elderly) with musculo-skeletal problems :</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of musculo-skeletal system</li> <li>▮ Nursing Assessment -History and Physical assessment</li> <li>▮ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of –</li> <li>• Disorders of -</li> <li>▮ Muscles, Ligaments and Joints - inflammation, infection, trauma</li> <li>▮ Bones –inflammation, infection,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> </ul>	- Essay type - Short answers - Objective type question - Assessment of skills with check list - Assessment of patient

		disorders of musculo skeletal system	<p>dislocation, fracture, tumour and trauma</p> <ul style="list-style-type: none"> <li>▯ Osteomalacia and Osteoporosis</li> <li>▯ Arthritis</li> <li>▯ Congenital deformities</li> <li>▯ Spinal column – defects &amp; deformities, Tumor, Prolapsed inter vertebral disc, pott's spine</li> <li>▯ Paget's disease</li> <li>• Amputation</li> <li>• Prosthesis</li> <li>• Transplant &amp; replacement surgeries</li> <li>• Rehabilitation</li> </ul> <p>Special therapies, alternative therapies</p> <p>Nursing procedures</p> <p>Drugs used in treatment of disorders of musculoskeletal system</p>	<ul style="list-style-type: none"> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	managemen t problem
XI	10	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of immunological system.	<p><b>Nursing management of patient (adults including elderly) with Immunological problems</b></p> <ul style="list-style-type: none"> <li>• Review of immune system</li> <li>▯ Nursing Assessment - History and Physical assessment</li> <li>▯ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of –</li> <li>▯ Immunodeficiency disorder</li> <li>▯ Primary immuno deficiency</li> <li>▯ Phagocytic dysfunction</li> <li>▯ B-cell and T-cell deficiencies</li> <li>▯ Secondary immuno-deficiencies</li> <li>▯ Acquired immunodeficiency syndrome (AIDS)</li> <li>▯ Incidence of HIV &amp; AIDS</li> <li>▯ Epidemiology</li> <li>▯ Prevention of Transmission</li> <li>▯ Standard Safety precautions</li> <li>▯ Role of Nurse, Counselling</li> <li>▯ Health education and home care consideration</li> <li>▯ National AIDS Control Program- NACO, various national and international agencies</li> <li>▯ Infection control program</li> <li>▯ Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> <li>• Orientation visit to Hospital Infection Control System</li> </ul>	<p>- Essay type</p> <p>- Short answers</p> <p>- Objective type question</p> <p>- Assessment of skills with check list</p> <p>- Assessment of patient management problem</p>

			Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of immunological system		
XII	20	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with Communicable Diseases	<b>Nursing management of patient (adults including elderly) with Communicable Diseases</b> <ul style="list-style-type: none"> <li>• Overview of infectious disease, the infectious process</li> <li>• Nursing Assessment - History and Physical assessment</li> <li>• Epidemiology, infectious process, clinical manifestations, diagnosis, treatment, prevention and dietetics</li> <li>• Control and eradication of common Communicable Diseases <ul style="list-style-type: none"> <li>▫ Tuberculosis</li> <li>▫ Diarrhoeal diseases</li> <li>▫ Hepatitis A - E</li> <li>▫ Herpes</li> <li>▫ Chickenpox</li> <li>▫ Smallpox</li> <li>▫ Typhoid</li> <li>▫ Meningitis</li> <li>▫ Gas gangrene</li> <li>▫ Leprosy</li> <li>▫ Dengue</li> <li>▫ Plague</li> <li>▫ Malaria</li> <li>▫ Diphtheria</li> <li>▫ Pertussis</li> <li>▫ Poliomyelitis</li> <li>▫ Measles</li> <li>▫ Mumps</li> <li>▫ Influenza</li> <li>▫ Tetanus</li> <li>▫ Yellow fever</li> <li>▫ Filariasis</li> <li>▫ HIV, AIDS</li> </ul> </li> <li>• Reproductive Tract Infections</li> <li>• Special Infection control measures - Notification, Isolation, Quarantine, Immunization, Infectious disease of hospitals, Special therapies, alternative therapies</li> </ul> Nursing procedures Drugs used in treatment of Communicable diseases	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	- Essay type - Short answers - Objective type question - Assessment of skills with check list - Assessment of patient management problem

XIII	25	<p>Describe the organisation and physical set up of Operation Theatre</p> <p>Identify the various instruments and equipments used for common surgical procedures</p> <p>Describe the infection control measures in the operation theatre</p> <p>Describe the role of the nurse in the Peri-operative nursing care</p>	<p><b>Peri operative nursing :</b></p> <ul style="list-style-type: none"> <li>• Organisation and Physical set up of the Operation Theatre (O.T.) : <ul style="list-style-type: none"> <li>▫ Classifications</li> <li>▫ O.T. Design</li> <li>▫ Staffing</li> <li>▫ Members of the OT team</li> <li>▫ Duties and responsibilities of nurse in O.T.</li> <li>▫ Principles of Health and operating room attire</li> <li>▫ Instruments</li> <li>▫ Sutures &amp; suture materials</li> <li>▫ Equipments</li> <li>▫ O.T. tables and sets for common surgical procedures</li> <li>▫ Positions and draping for common surgical procedures</li> <li>▫ Scrubbing procedures</li> <li>▫ Gowning and gloving</li> <li>▫ Preparation of O.T. Sets</li> <li>▫ Monitoring the patient during surgical procedures</li> </ul> </li> <li>• Maintenance of therapeutic environment in O.T</li> <li>• Standard Safety measures - <ul style="list-style-type: none"> <li>▫ Infection control : fumigation, disinfection and sterilisation</li> <li>▫ Biomedical waste management</li> <li>▫ Prevention of accidents and hazards in O.T.</li> </ul> </li> <li>• Anaesthesia <ul style="list-style-type: none"> <li>▫ Types</li> <li>▫ Methods of administration</li> <li>▫ Effects and Stages</li> <li>▫ Equipments</li> <li>▫ Drugs</li> </ul> </li> <li>• Cardio Pulmonary Resuscitation (CPR)</li> <li>• Pain management techniques</li> <li>• Legal Aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions / Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book / presentation</li> </ul>	<p>- Essay type</p> <p>- Short answers</p> <p>- Objective type question</p> <p>- Assessment of skills with check list</p>
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**Medical Surgical Nursing -I Practical**  
(Adult including Geriatrics)

**Placement - Second Year**

**Time - 720 hours**

Areas	Durati on (in week)	Objectives	Skills	Assignments	Assessment Methods
General Medical Ward (Respira tory, GI, Endocri ne, Renal, Hemotol ogy	6	<ul style="list-style-type: none"> <li>• Provide nursing care to adult patients with medical disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the patient <ul style="list-style-type: none"> <li>▫ Taking history</li> <li>▫ Perform general and specific physical examination</li> <li>▫ Identify alterations and deviations</li> </ul> </li> <li>• Practice medical surgical asepsis standard safety measures</li> <li>• Administer medications <ul style="list-style-type: none"> <li>▫ Oral, IV, IM, Subcutaneous, IV therapy</li> <li>▫ IV canulation</li> <li>▫ Maintenance and monitoring</li> </ul> </li> <li>• Oxygen therapy by different methods</li> <li>• Nebulization</li> <li>• Chest physiotherapy</li> <li>• Naso gastric feeding</li> <li>• Assist in common diagnostic</li> <li>• Perform/Assist in therapeutic procedures</li> <li>• Blood and component therapy</li> <li>• Throat Suctioning</li> <li>• Collect specimens for common investigations</li> <li>• Maintain elimination <ul style="list-style-type: none"> <li>▫ Catheterisation</li> <li>▫ Bowel wash</li> <li>▫ Enema</li> <li>▫ Urinary drainage</li> </ul> </li> <li>• Maintain Intake,</li> </ul>	<ul style="list-style-type: none"> <li>• Assign 3 - 4 patients for giving planned nursing care</li> <li>• Prepare 2 nursing care plan</li> <li>• 1 - Nursing case study &amp; presentation including drug</li> <li>• Maintain drug book</li> <li>• Maintain practical record book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with check list</li> <li>• Evaluation of case study / presentation</li> <li>• Completion of practical record</li> </ul>



			output and documentation <ul style="list-style-type: none"> <li>• Counsel and teach related to specific disease conditions</li> </ul>		
General Surgical Ward (GI, Urinary, CTVS)	6	<ul style="list-style-type: none"> <li>• Provide pre and post operative nursing care to adult patients with surgical disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Practice medical surgical asepsis standard safety measures</li> <li>• Pre operative preparation of patients (along with drugs)</li> <li>• Post operative care - Receiving patient, assessment, monitoring care</li> <li>• Care of wounds and drainage</li> <li>• Suture removal</li> <li>• Ambulation and exercise</li> <li>• Naso gastric aspiration</li> <li>• Care of chest drainage</li> <li>• Ostomy care :               <ul style="list-style-type: none"> <li>▫ Gastrostomy</li> <li>▫ Colostomy</li> <li>▫ Enterostomy</li> </ul> </li> <li>• Blood &amp; component therapy</li> <li>• Practice universal precautions</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 3 - 4 assigned patients</li> <li>• Nursing care plan- 2</li> <li>• Nursing case study / presentation – 1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with check list</li> <li>• Evaluation of case study / presentation</li> <li>• Completion of activity record</li> </ul>
Cardiology ward	2	<ul style="list-style-type: none"> <li>• Provide nursing care to patients with cardiac disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Physical examination of cardio vascular system</li> <li>• Recording and interpreting ECG</li> <li>• Monitoring of patients</li> <li>• Preparation and assisting in non-invasive and invasive diagnostic procedures</li> <li>• Administer cardiac drugs</li> <li>• Cardio pulmonary Resuscitation</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 2 - 3 assigned patients</li> <li>• Nursing care plan- 1</li> <li>• Nursing case study / presentation / Health talk – 1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with check list</li> <li>• Evaluation of case study / presentation / health talk</li> <li>• Completion of activity record</li> </ul>

			<ul style="list-style-type: none"> <li>• Teach patients and families</li> <li>• Practice medical and surgical asepsis – Standard safety measures</li> </ul>		
Skin & Communicable diseases Ward	1	<ul style="list-style-type: none"> <li>• Identify skin problems</li> <li>• Provide nursing care to patients with skin disorders &amp; Communicable diseases</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of patients with skin disorders</li> <li>• Assist in diagnostic and therapeutic procedures</li> <li>• Administer topical medication</li> <li>• Practice medical surgical asepsis – Standard safety measures</li> <li>• Use of personal protective equipment (PPE)</li> <li>• Give medicated baths</li> <li>• Counselling HIV positive patients</li> <li>• Teach prevention of infectious diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 2 - 3 assigned patients</li> <li>• Health talk / Counselling HIV positive patients and families – 1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation health talk / Counselling session</li> <li>• Completion of activity record</li> </ul>
Orthopaedic ward	2	<ul style="list-style-type: none"> <li>• Provide nursing care to patients with musculo-skeletal disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of orthopaedic patients</li> <li>• Assist in application of plaster cast and removal of cast</li> <li>• Apply skin traction - buck's extension traction</li> <li>• Assist in application and removal of prosthesis</li> <li>• Physiotherapy - Range of motion exercises (ROM), muscle strengthening exercises</li> <li>• Crutch manoeuvring technique</li> <li>• Activities of daily living</li> <li>• Ambulation</li> <li>• Teach and counsel patients &amp; families</li> </ul>	<ul style="list-style-type: none"> <li>• Plan &amp; give care to 2-3 assigned patients</li> <li>• Nursing care plan- 1</li> <li>• Nursing case study / presentation – 1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of nursing care plan &amp; nursing case study / presentation</li> <li>• Completion of activity record</li> </ul>

Operation Theatre	6	<ul style="list-style-type: none"> <li>Identify instruments used in common operations</li> <li>Participate in infection control practices in the Operation Theatre</li> <li>Set-up the table / trolleys for common operative procedures</li> <li>Assist in giving anaesthesia</li> <li>Assist in the operative procedures</li> <li>Provide peri-operative nursing care</li> </ul>	<ul style="list-style-type: none"> <li>Scrubbing, gowning gloving</li> <li>Identify instruments, suturing materials for common operations</li> <li>Disinfection, Carbolization, fumigation</li> <li>Preparation of instrument sets for common operations</li> <li>Sterilization of sharps and other instruments</li> <li>Prepare the OT table depending upon the operation</li> <li>Positioning and monitoring of patients</li> <li>Endotracheal intubation</li> <li>Assisting in minor and major operations</li> <li>Handling specimens</li> <li>Disposal of waste as per the guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Assist as a circulatory nurse in <ul style="list-style-type: none"> <li>* Major cases- 10,</li> <li>* Minor cases – 5</li> </ul> </li> <li>Assist as a scrub nurse in <ul style="list-style-type: none"> <li>* Major cases- 10,</li> <li>* Minor cases – 5</li> </ul> </li> <li>Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Completion of activity record</li> </ul>
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# Pharmacology, Pathology and Genetics

## Pharmacology

**Placement :** Second Year

**Time :** Theory 45 Hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
I	3	<ul style="list-style-type: none"> <li>Describe pharmacodynamics, pharmacokinetics, classification and the principles of drug administration</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition</li> <li>Sources</li> <li>Terminology used</li> <li>Types : Classification</li> <li>Pharmacodynamics: Actions, therapeutic</li> <li>Adverse, toxic</li> <li>Pharmacokinetics: absorption, distribution, metabolism, interaction, excretion</li> <li>Review : Routes and principles of administration of drugs</li> <li>Indian pharmacopoeia : Legal issues</li> <li>Rational use of drugs</li> <li>Principles of therapeutics</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	6	<ul style="list-style-type: none"> <li>Explain chemotherapy of specific infection and infestations and nurse's responsibilities</li> </ul>	<b>Chemotherapy</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used;                             <ul style="list-style-type: none"> <li>Penicillin</li> <li>Cephalosporins</li> <li>Aminoglycosides</li> <li>Macrolide &amp; Broad Spectrum Antibiotics</li> <li>Sulfonamides</li> <li>Quinolones</li> <li>Antiamoebic</li> <li>Antimalarials</li> <li>Anthelmintics</li> <li>Antiscabies agents</li> <li>Antiviral &amp; anti-fungal agents</li> <li>Antitubercular drugs</li> <li>Anti leprosy drugs</li> <li>Anticancer drugs</li> <li>Immuno-suppressants</li> </ul> </li> </ul> <p>Composition, action, dosage,</p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse		
III	2	<ul style="list-style-type: none"> <li>Describe Antiseptics, disinfectants, insecticides and nurse's responsibilities</li> </ul>	<b>Pharmacology of commonly used antiseptics, disinfectants and insecticides</b> <ul style="list-style-type: none"> <li>Antiseptics; Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> <li>Disinfectants</li> <li>Insecticides</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
IV	2	<ul style="list-style-type: none"> <li>Describe Drugs acting on Gastro Intestinal system and nurse's responsibilities</li> </ul>	<b>Drugs acting on G.I system</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used <ul style="list-style-type: none"> <li>Antiemetics,</li> <li>Emetics</li> <li>Purgatives</li> <li>Antacids</li> <li>Cholinergic</li> <li>Anticholinergics</li> <li>Fluid and electrolyte therapy</li> <li>Anti diarrhoeals</li> <li>Histamines</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
V	2	<ul style="list-style-type: none"> <li>Describe Drugs used on Respiratory Systems and nurse's responsibilities</li> </ul>	<b>Drugs used on Respiratory Systems</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used- <ul style="list-style-type: none"> <li>Antiasthmatics</li> <li>Mucolytics</li> <li>Decongestants</li> <li>Expectorants</li> <li>Antitussives</li> <li>Bronchodilators</li> <li>Broncho constrictors</li> <li>Antihistamines</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug</p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			interactions, side effects, adverse effects, toxicity and role of nurse		
VI	2	<ul style="list-style-type: none"> <li>Describe Drugs used on Urinary system and nurse's responsibilities</li> </ul>	<b>Drugs used on Urinary System</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used- <ul style="list-style-type: none"> <li>Diuretics and antidiuretics</li> <li>Urinary antiseptics</li> <li>Cholinergic and anticholinergics</li> <li>Acidifiers and alkalanizers</li> </ul> </li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
VII	4	<ul style="list-style-type: none"> <li>Describe Drugs used in De-addiction, emergency, deficiency, of vitamins &amp; minerals, poisoning, immunization, immune-suppression and nurse's responsibilities</li> </ul>	<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>Drugs used in de-addiction</li> <li>Drugs used in CPR and emergency</li> <li>Vitamins and minerals</li> <li>Immunosuppresants</li> <li>Antidotes</li> <li>Antivenom</li> <li>Vaccines and sera</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
VIII	1	<ul style="list-style-type: none"> <li>Describe Drugs used on skin and mucous membranes and nurse's responsibilities</li> </ul>	<b>Drugs used on skin and mucous membranes</b> <ul style="list-style-type: none"> <li>Topical applications for skin, eye, ear, nose and buccal cavity , Antipruritics</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
IX	8	<ul style="list-style-type: none"> <li>Describe Drugs used on Nervous system and nurse's responsibilities</li> </ul>	<b>Drugs acting on Nervous system</b> <ul style="list-style-type: none"> <li>Basic &amp; applied pharmacology of commonly used:</li> <li>Analgesics and Anaesthetics <ul style="list-style-type: none"> <li>Analgesics <ul style="list-style-type: none"> <li>Non steroidal anti-inflammatory (NSAID)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			<p>drugs</p> <ul style="list-style-type: none"> <li>▪ Antipyretics</li> <li>▪ Hypnotics and Sedatives <ul style="list-style-type: none"> <li>- Opioids</li> <li>- Non-Opioids</li> <li>- Tranquilizers</li> <li>- General &amp; local anesthetics</li> <li>- Gases: oxygen, nitrous oxide, carbon-dioxide</li> </ul> </li> <li>• Cholinergic and anti-cholinergics: <ul style="list-style-type: none"> <li>▪ Muscle relaxants</li> <li>▪ Major tranquilizers</li> <li>▪ Anti-psychotics</li> <li>▪ Antidepressants</li> <li>▪ Anticonvulsants</li> <li>▪ Adrenergics</li> <li>▪ Noradrenics</li> <li>▪ Mood stabilizers</li> <li>▪ Acetylcholine</li> <li>▪ Stimulants</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>		
X	5	<ul style="list-style-type: none"> <li>• Describe Drugs used on Cardio-vascular system and nurse's responsibilities</li> </ul>	<p><b>Cardiovascular drugs</b></p> <ul style="list-style-type: none"> <li>• Haematinics</li> <li>• Cardiotonics,</li> <li>• Anti anginals</li> <li>• Anti-hypertensives &amp; vasodilators</li> <li>• Anti- arrhythmics</li> <li>• Plasma expanders</li> <li>• Coagulants &amp; anticoagulants</li> <li>• Antiplatelets &amp; thrombolytics</li> <li>• Hypolipidemics</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
XI	4	<ul style="list-style-type: none"> <li>• Describe drugs used for hormonal disorders and</li> </ul>	<p><b>Drugs used for hormonal disorders and supplementation,</b></p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
		supplementation, contraception and medical termination of pregnancy and nurse's responsibilities	<b>contraception and medical termination of pregnancy</b> <ul style="list-style-type: none"> <li>• Insulin's &amp; Oral hypoglycemic</li> <li>• Thyroid supplements and suppressants</li> <li>• Steroids, Anabolics</li> <li>• Uterine stimulants and relaxants</li> <li>• Oral contraceptives</li> <li>• Other estrogen – progesterone preparations</li> <li>• Corticotrophine &amp; Gonadotropines</li> <li>• Adrenaline</li> <li>• Prostaglandins</li> <li>• Calcitonins</li> <li>• Calcium salts</li> <li>• Calcium regulators</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.	/ presentation	type



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

# Pathology

**Placement:** Second Year

**Time:** Theory 30 Hours

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

Unit	Time (Hrs)		Objectives	Content	Teaching Learning Activities	Assessment method
	Th	Pr.				

I	3		<ul style="list-style-type: none"> <li>• Define the common terms used in pathology.</li> <li>• Appreciate the deviations from normal to abnormal structure and functions of the body system.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Introduction: -</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Importance of the study of pathology</li> <li><input type="checkbox"/> Definition of terms</li> <li><input type="checkbox"/> Methods and techniques</li> <li><input type="checkbox"/> Cellular and Tissue changes.</li> <li><input type="checkbox"/> Infiltration and generation</li> <li><input type="checkbox"/> Inflammations and Infections</li> <li><input type="checkbox"/> Wound healing</li> <li><input type="checkbox"/> Vascular changes</li> </ul> </li> <li>• Cellular growth, Neoplasms: <ul style="list-style-type: none"> <li><input type="checkbox"/> Normal &amp; Cancer cell</li> <li><input type="checkbox"/> Benign and Malignant growths</li> <li><input type="checkbox"/> In situ carcinoma</li> <li><input type="checkbox"/> Disturbances of fluid and electrolyte imbalance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
II	10	5	<ul style="list-style-type: none"> <li>• Explain pathological changes in disease condition of various system</li> </ul>	<p>Special Pathology: -</p> <ul style="list-style-type: none"> <li>• Pathological changes in disease conditions of various systems.</li> <li>• Respiratory tract <ul style="list-style-type: none"> <li><input type="checkbox"/> Tuberculosis, Bronchitis, Pleural effusion and pneumonia.</li> <li><input type="checkbox"/> Lung abscess, emphysema, bronchiectasis.</li> <li><input type="checkbox"/> Bronchial asthma, chronic obstructive pulmonary disease &amp; tumours.</li> </ul> </li> <li>• Cardio – vascular system: -</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, slides, specimen, X-rays and scans</li> <li>• Visit to Pathology lab, endoscopy unit and OT</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)		Objectives	Content	Teaching Learning Activities	Assessment method
	Th	Pr.				
				<ul style="list-style-type: none"> <li><input type="checkbox"/> Pericardial effusion</li> <li><input type="checkbox"/> Rheumatic heart disease</li> <li><input type="checkbox"/> Infective endocarditis, atherosclerosis</li> <li><input type="checkbox"/> Ischemia, infarction &amp; aneurysm.</li> <li>• Gastro Intestinal Tract: <ul style="list-style-type: none"> <li><input type="checkbox"/> Peptic ulcer, typhoid</li> <li><input type="checkbox"/> Carcinoma of GI tract – buccal, Esophageal,</li> <li><input type="checkbox"/> Gastric &amp; intestinal</li> </ul> </li> <li>• Liver, Gall bladder→ &amp; pancreas: - <ul style="list-style-type: none"> <li><input type="checkbox"/> Hepatitis, Chronic liver abscess, cirrhosis</li> <li><input type="checkbox"/> Tumours of liver, gall bladder and pancreas.</li> <li><input type="checkbox"/> Cholecystitis</li> </ul> </li> <li>• Kidneys &amp; Urinary tract <ul style="list-style-type: none"> <li><input type="checkbox"/> Glomerulonephritis, Pyelonephritis</li> <li><input type="checkbox"/> Calculi, renal failure, renal carcinoma &amp; cystitis.</li> </ul> </li> <li>• Male genital systems: <ul style="list-style-type: none"> <li><input type="checkbox"/> Cryptorchidism, testicular atrophy</li> <li><input type="checkbox"/> Prostatic hyperplasia, carcinoma penis &amp; prostate</li> </ul> </li> <li>• Female genital systems <ul style="list-style-type: none"> <li><input type="checkbox"/> Fibroids</li> <li><input type="checkbox"/> Carcinoma cervix and Endometrium.</li> <li><input type="checkbox"/> Vesicular mole, Choriocarcinoma</li> <li><input type="checkbox"/> Ectopic gestation</li> <li><input type="checkbox"/> Ovarian cyst &amp; tumours</li> </ul> </li> <li>• Cancer Breast:</li> <li>• Central nervous System: <ul style="list-style-type: none"> <li><input type="checkbox"/> Hydrocephalus, Meningitis, encephalitis</li> <li><input type="checkbox"/> Vascular disorders – thrombosis, embolism</li> <li><input type="checkbox"/> Stroke, Paraplegia, quadriplegia</li> </ul> </li> </ul>		

Unit	Time (Hrs)		Objectives	Content	Teaching Learning Activities	Assessment method
	Th	Pr.				
				<ul style="list-style-type: none"> <li><input type="checkbox"/> Tumours, meningiomas –gliomas</li> <li>• Metastatic tumours:</li> <li>• Skeletal system:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Bone healing, osteoporosis, osteomyelitis.</li> <li><input type="checkbox"/> Arthritis &amp; tumours:</li> </ul> </li> </ul>		
III	4	3	<ul style="list-style-type: none"> <li>• Describe various laboratory tests in assessment and monitoring of disease condition.</li> </ul>	<b>Clinical Pathology</b> <ul style="list-style-type: none"> <li>• Various blood and bone marrow test in assessment and monitoring of disease conditions:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Hemoglobin</li> <li><input type="checkbox"/> RBC, White cell &amp; platelet counts</li> <li><input type="checkbox"/> Bleeding time, clotting time and prothrombine time</li> <li><input type="checkbox"/> Blood grouping and cross matching</li> <li><input type="checkbox"/> Blood chemistry</li> <li><input type="checkbox"/> Blood culture</li> <li><input type="checkbox"/> Serological and immunological tests</li> <li><input type="checkbox"/> Other blood tests</li> <li><input type="checkbox"/> Examination of Bone marrow.</li> <li><input type="checkbox"/> Methods of collections of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Visit to Clinical Pathology &amp; Bio-Chemistry lab and Blood bank</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
IV	2	1	<ul style="list-style-type: none"> <li>• Describe the laboratory tests for examination of body cavity fluids, transudates and exudates</li> </ul>	<b>Examination of body cavity fluids, transudates and exudates:</b> <ul style="list-style-type: none"> <li>• The laboratories tests used in CSF analysis.</li> <li>• Examination of other body cavity fluids, transudates and exudates – sputum wound discharge etc.</li> <li>• Analysis of gastric and duodenal contents.</li> <li>• Analysis of semen – sperm count, motility and morphology and their</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)		Objectives	Content	Teaching Learning Activities	Assessment method
	Th	Pr.				
				importance in infertility. • Methods of collection of CSF and other cavity fluids, → specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values.		
V	1	1	• Describe the laboratory test for the examination of urine and faeces.	<b>Urine and faeces</b> • Urine: <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical characteristics</li> <li><input type="checkbox"/> Analysis</li> <li><input type="checkbox"/> Culture and sensitivity</li> </ul> • <b>Faeces:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Characteristics</li> <li><input type="checkbox"/> Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.</li> </ul> • Methods of collection for various tests, inference and normal values.	• Lecture Discussion • Demonstration	• Short answers • Objective type



# Genetics

**Placement :** Second Year

**Time :** Theory 15 hours

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

Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activities	Assessment method
I	3	<ul style="list-style-type: none"> <li>Explain nature and principles and perspectives of heredity</li> </ul>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Practical application of genetics in Nursing.</li> <li>Impact of genetic condition on families.</li> <li>Review of cellular division mitosis and meiosis.</li> <li>Characteristics and structure of genes.</li> <li>Chromosomes –sex determination.</li> <li>Chromosomal aberrations</li> <li>Patterns of inheritance.                             <ul style="list-style-type: none"> <li>Mendelian theory of inheritance</li> <li>Multiple allots and blood groups.</li> <li>Sex linked inheritance</li> <li>Mechanism of inheritance.</li> <li>Errors in transmission. (Mutation)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	3	<ul style="list-style-type: none"> <li>Explain maternal, prenatal and genetic influences on development of defects and disease</li> </ul>	<b>Maternal, Prenatal and genetic influences on development of defects and diseases:</b> <ul style="list-style-type: none"> <li>Conditions affecting the mother genetic and infections.</li> <li>Consanguinity atopy</li> <li>Prenatal nutrition and food allergies.</li> <li>Maternal Age.</li> <li>Maternal drug therapy.</li> <li>Prenatal testing and diagnosis.</li> <li>Effect of Radiation, drugs and chemicals.</li> <li>Infertility</li> <li>Spontaneous abortion</li> <li>Neural tube defects and the role of folic acid in lowering the risks.</li> <li>Down syndrome (Trisomy 21)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>



III	2	<ul style="list-style-type: none"><li>• Explain the screening</li></ul>	<b>Genetic testing in the neonates and children:</b>	<ul style="list-style-type: none"><li>• Lecture Discussion</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li></ul>
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Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activities	Assessment method
		methods for genetic defects and diseases in neonates and children.	Screening for: <ul style="list-style-type: none"> <li><input type="checkbox"/> Congenital abnormalities</li> <li><input type="checkbox"/> Development delay.</li> <li><input type="checkbox"/> Dysmorphism</li> </ul>	<ul style="list-style-type: none"> <li>Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>Objective type</li> </ul>
IV	2	<ul style="list-style-type: none"> <li>Identify genetic disorders in adolescents and adults</li> </ul>	<b>Genetic conditions of adolescents and adults:</b> <ul style="list-style-type: none"> <li>Cancer genetics – Familial Cancer.</li> <li>Inborn errors of metabolism.</li> <li>Blood group alleles and hematological disorder.</li> <li>Genetics haemochromatosis.</li> <li>Huntington's disease.</li> <li>Mental illness</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
V	5	<ul style="list-style-type: none"> <li>Describe the role of nurse in genetic service and counseling</li> </ul>	<ul style="list-style-type: none"> <li><b>Services related to Genetics:</b></li> <li>Genetic testing</li> <li>Human genome project.</li> <li>Gene therapy.</li> <li>The Eugenics movement.</li> <li>Genetic Counseling.</li> </ul> <p>Legal and Ethical issues Role of nurse</p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

## SOCIOLOGY

**Placement: Second Year**

**Theory – 60 Hours**

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

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

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

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

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

			health practices		
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<b>VII</b>	<b>07</b>	Describe the class and caste system and their influence on health and health practices	<b>Social Stratification</b> <ul style="list-style-type: none"> <li>• Meaning &amp; types of social stratification</li> <li>• The Indian Caste system origin &amp; features</li> <li>• Features of Caste in India Today</li> <li>• Social class system and status</li> <li>• Social mobility-meaning &amp; types</li> <li>• Race as a biological concept, criteria of racial classification</li> <li>• Salient features of Primary races Racism</li> <li>• Influence of Class, caste and Race on health and health practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Community survey</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of report on community survey</li> </ul>
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<b>VIII</b>	<b>06</b>	Describes the types of communities in India, their practices and the impact on health	<b>Types of communities in India (Rural, Urban and Regional)</b> <ul style="list-style-type: none"> <li>• Features of village community &amp; Characteristics of Indian villages Panchayat system, social dynamics</li> <li>• Community development project and planning</li> <li>• Changes in Indian Rural life</li> <li>• Availability of health facilities in rural and its impact on health and health practices</li> <li>• The growth of cities: Urbanisation and its impact on health and health practices</li> <li>• Major Urban problems Urban Slum</li> <li>• Region; problems and impact on Health</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visits to rural and urban community survey</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of report on community survey</li> </ul>
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<b>IX</b>	<b>04</b>	Explain the process of Social Change	<b>Social Change</b> <ul style="list-style-type: none"> <li>• Nature and process of Social Change</li> <li>• Factors influencing Social change: cultural change, Cultural lag, culture and health (with special reference to women's health)</li> <li>• Introduction to Theories of social change:</li> <li>• Linear, Cyclical, Marxian, Functional</li> <li>• Role of nurse -Change agents</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
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<b>X</b>	<b>04</b>	Describe the Social system and interrelationship of Social organizations	<b>Social organization and social system</b> <ul style="list-style-type: none"> <li>• Social organization: elements, types</li> <li>• Democratic and authoritarian modes of participation,</li> <li>• Voluntary associations</li> <li>• Social system: Definition and Type of social system</li> <li>• Role and Status as structural elements of social system.</li> <li>• Inter-relationship of institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Observation visits</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of visit reports</li> </ul>
<b>XI</b>	<b>02</b>	Explain the nature and process of social control	<b>Social Control</b> <ul style="list-style-type: none"> <li>• Nature and process of social control</li> <li>• Political, Legal, Religious, Educational, Economic, Industrial and Technological system; Norms &amp; Values- Folkways &amp; Mores Customs, Laws and fashion</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Community survey</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of report on community survey</li> </ul>
<b>XII</b>	<b>15</b>	Describe the role of the nurse in dealing with social problems in India	<b>Social Problems</b> <ul style="list-style-type: none"> <li>• Social disorganization</li> <li>• Control &amp; planning: poverty, housing, and illiteracy. Food supplies, prostitution, rights of women &amp; children, vulnerable groups: elderly, handicapped minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS.</li> <li>• Social Welfare programmes in India</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Institutional visits</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of visit reports</li> </ul>

#### **BIBLIOGRAPHY:**

## 75 Marks