B.Sc. Nursing Syllabus

Semester V

Subjects

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Educational Technology and Nursing Education	30	Click here
Introduction to Forensic Nursing and Indian Laws	36	Click here

Curriculum sources

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Child Health Nursing I

60 hours theory | 40 hours lab | 160 hours clinical | 6 credits

Course description

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

Learning outcomes

- Develop understanding of the history and modern concepts of child health and child-care.
- Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017.
- Describe the role of preventive pediatrics and perform preventive measures towards accidents.
- Participate in national immunization programs/Universal Immunization Program (UIP).
- Identify the developmental needs of children and provide parental guidance.
- Describe the principles of child health nursing and perform child health nursing procedures.
- Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation.
- Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI).
- Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders.
- Identify and meet childhood emergencies and perform child CPR.

Theory

Unit I

- Introduction: Modern concepts of child-care
- Historical development of child health
- Philosophy and modern concept of child-care
- Cultural and religious considerations in child-care
- National policy and legislations in relation to child health and welfare
- National programs and agencies related to welfare services to the children
- Internationally accepted rights of the child
- Changing trends in hospital care, preventive, promotive and curative aspect of child health
- Preventive pediatrics:
  - Concept
  - Immunization
  - Immunization programs and cold
- chain.

  - Care of under-five and Under-five Clinics/Well-baby clinics
  - Preventive measures towards accidents
- Child morbidity and mortality rates
- Difference between an adult and child which affect response to illness
  - Physiological
  - Psychological
  - Social
  - Immunological
- Hospital environment for sick child
- Impact of hospitalization on the child and family
- Communication techniques for children
- Grief and bereavement
- The role of a child health nurse in caring for a hospitalized child
- Principles of pre and postoperative care of infants and children.
- Child Health Nursing procedures:
- Administration of medication: oral, I/M, & I/V
- Calculation of fluid requirement
- Application of restraints
- Assessment of pain in children.
  - FACES pain rating scale
  - FLACC scale
  - Numerical scale

Unit II

- The Healthy Child
- Definition and principles of growth and development
- Factors affecting growth and development
- Growth and development from birth to adolescence
- Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg)
- The needs of normal children through the stages of developmental and parental guidance
- Nutritional needs of children and infants
- breast feeding
- exclusive breast feeding
- Supplementary/artificial feeding and weaning
- Baby friendly hospital concept
- Types and value of play and selection of play material

Unit III

- Nursing care of neonate:
- Appraisal of Newborn
- Nursing care of a normal newborn/essential newborn care
- Neonatal resuscitation
- Nursing management of low birth weight baby
- Kangaroo mother care
- Nursing management of common neonatal disorder
- Hyperbilirubinemia
- Hypothermia
- Hyperthermia
- Metabolic disorder
- Neonatal infections
- Neonatal seizures
- Respiratory distress syndrome
- Retinopathy of Prematurity
- Organization of neonatal care unit
- Neonatal equipment

Unit IV

- Integrated management of neonatal and childhood Illnesses

Unit V

- Nursing management in common childhood diseases
- Respiratory system:
- Identification and Nursing management of congenital malformations
- Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia
- Others: Acute naso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma
- Endocrine system:
- Juvenile Diabetes mellitus, Hypo-thyroidism

Unit VI

- Childhood emergencies
- Accidents - causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning
- PLS (AHA Guidelines)

Shared clinical practicum

Clinical: V SEMESTER - 2 Credits (160 hours)

VI SEMESTER - 1 Credit (80 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to

- Perform assessment of children: health, developmental & anthropometric.
- Provide nursing care to children with various medical disorders.
- Provide pre & postoperative care to children with common pediatric surgical conditions/ malformation.
- Perform immunization as per NIS.
- Provide nursing care to critically ill children.
- Give health education/nutritional education to parents.
- Counsel parents according to identified counseling needs.

Skill Lab

Use of Manikins and Simulators

PLS, CPAP, Endotracheal Suction

Pediatric Nursing Procedures:

- Administration of medication - Oral, IM & IV
- Oxygen administration
- Application of restraints
- Specimen collection
- Urinary catheterization and drainage
- Ostomy care
- Feeding - NG, gastrostomy, Jejunostomy
- Wound dressing
- Suture removal

Clinical postings

8 weeks × 30 hours per week (5 weeks + 3 weeks)

Pediatric Medical Ward

- Taking pediatric history
- Physical examination & assessment of children
- Administration of oral, I/M, & I/V medicine/fluids
- Calculation of fluid replacement
- Preparation of different strengths of I/V fluids
- Application of restraints
- Administration of O2 inhalation by different methods
- Baby bath/sponge bath
- Feeding children by Katori spoon, Paladai cup
- Collection of specimens for common investigations
- Assisting with common diagnostic procedures
- Teaching mothers/ parents

  - Malnutrition
  - Oral rehydration therapy
  - Feeding & Weaning
  - Immunization schedule
- Play therapy

Clinical requirements

- Nursing care plan
- 1
- Case study presentation - 1
- Health talk - 1

Pediatric Surgical Ward

- Calculation, preparation & administration of I/V fluids
- Bowel wash, insertion of suppositories
- Care for ostomies:
  - Colostomy Irrigation
  - Ureterostomy
  - Gastrostomy
  - Enterostomy
- Urinary catheterization & drainage
- Feeding
  - Naso-gastric
  - Gastrostomy

Clinical requirements

- Nursing care plan - 1
- Case study/ presentation - 1
  - Jejunostomy
- Care of surgical wounds
  - Dressing
  - Suture removal

Pediatric OPD/ Immunization room

- Assessment of children
  - Health assessment
  - Developmental assessment
  - Anthropometric assessment
  - Nutritional assessment
- Immunization

- Health/Nutritional education

Clinical requirements

- Growth and developmental study:
- Infant - 1
- Toddler - 1
- Preschooler - 1
- Schooler - 1
- Adolescent - 1

NICU & PICU

- Care of a baby in incubator/warmer
- Care of a child on ventilator, CPAP
- Endotracheal Suction
- Chest Physiotherapy
- Administration of fluids with infusion pumps
- Total Parenteral Nutrition
- Phototherapy
- Monitoring of babies
- Recording & reporting
- Cardiopulmonary Resuscitation (PLS)

Clinical requirements

- Newborn assessment - 1
- Nursing Care Plan - 1

Clinical skills logbook

Practical and clinical

- ER - CHILD HEALTH NURSIN

I PEDIA

- AL

Health a

- hysical examination and nutritional

1 Neonate

2 Infant

3 Toddler

4 Prescho

5 Schoole

Clinical skills and requirements

- Competencies/Skills
- Adolescent
- Administration of medication/fluids - Calculation, preparation and administration of medication
- Oral
- I/M
- I/V
- Intradermal
- Subcutaneous
- Calculation of fluid requirements
- Preparation of different strengths of I/V fluids
- Administration of IV fluids
- Application of restraints
- Administration of O2 inhalation by different methods
- Nasal Catheter/Nasal Prong
- Mask
- Oxygen hood
- Baby bath/sponge bath
- Baby bath/sponge bath
- Feeding children by Katori & spoon/paladai, cup
- Collection of specimens for common investigations
- Urine
- Stool
- Blood
- Assisting with common diagnostic procedures
- (Lumbar puncture, bone marrow aspiration)
- Health education to mothers/parents - Topics
- Prevention and management of Malnutrition
- Prevention and management of diarrhea (Oral rehydration therapy)
- Feeding & Complementary feeding
- Competencies/Skills
- Immunization schedule
- Play therapy
- Conduct individual and group play therapy sessions
- Prevention of accidents

- Bowel wash
- Administration of suppositories
- Care for ostomies:
- Colostomy Irrigation
- Ureterostomy
- Gastrostomy
- Enterostomy
- Urinary catheterization & drainage
- Feeding
- Naso-gastric
- Gastrostomy
- Jejunostomy
- Care of surgical wounds
- Dressing
- Suture removal
- PEDIATRIC OPD/IMMUNIZATION ROOM
- Growth and Developmental assessment of children
- Infant
- Toddler
- Preschooler
- Schooler
- Adolescent
- Administration of vaccination
- Health/Nutritional education
- NICCU/PICU
- Assessment of newborn
- Care of preterm/LBW newborn
- Competencies/Skills
- Kangaroo care
- Neonatal resuscitation
- Assisting in neonatal diagnostic procedures
- Feeding of high risk newborn - EBM (spoon/paladai)
- Insertion/removal/feeding - Naso/oro-gastric tube
- Administration of medication - oral/parenteral
- Neonatal drug calculation
- Assisting in exchange transfusion

- Organizing different levels of neonatal care
- Care of a child on ventilator/
- CPAP
- Endotracheal Suction
- Chest Physiotherapy
- Administration of fluids with infusion pumps
- Total Parenteral Nutrition
- Recording & reporting
- Cardiopulmonary Resuscitation - PLS

Clinical requirements

V & VI SEMESTER - CHILD HEALTH NURSING I & II

Pediatric medical

Nursing care plan - 1

Case presentation - 1

Health talk - 1

Surgical

Nursing care plan - 1

Case study/presentation - 1

OPD/Immunization Room

Growth and Developmental study:

i. Infant - 1

ii. Toddler - 1

iii. Preschooler - 1

NICCU/PICU

Newborn assessment - 1

Nursing Care Plan - 1

Kangaroo mother care - 2

Nursing care plan of high risk newborn - 1

Completion of ENBC module

Completion of FNBC module

Completion of IMNCI module

Completion of PLS module

Curriculum Update

- For Unit II, the INC corrigendum adds the MAA breastfeeding programme as a learning resource. It also updates the shared Child Health Nursing logbook.

Mental Health Nursing I

60 hours theory | 80 hours clinical | 4 credits

Course description

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

Learning outcomes

- Trace the historical development of mental health nursing and discuss its scope.
- Identify the classification of the mental disorders.
- Develop basic understanding of the principles and concepts of mental health nursing.
- Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings.
- Conduct mental health assessment.
- Identify and maintain therapeutic communication and nurse patient relationship.
- Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.
- Apply nursing process in delivering care to patients with mental disorders.
- Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.
- Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.
- Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/ therapies used.

Theory

Unit I

- Introduction
- Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices
- Mental health team
- Nature & scope of mental health nursing
- Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice
- Concepts of normal and abnormal behaviour

Unit II

- Principles and Concepts of Mental Health Nursing
- Definition: mental health nursing and terminology used
- Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification

- Review of personality development, defense mechanisms
- Etiology bio-psycho-social factors
- Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission
- Principles of Mental health Nursing
- Ethics and responsibilities
- Practice Standards for Psychiatric Mental Health Nursing (INC practice standards)
- Conceptual models and the role of nurse:
  - Existential model
  - Psychoanalytical models
  - Behavioural model
  - Interpersonal model
- Preventive psychiatry and rehabilitation

Unit III

- Mental Health Assessment
- History taking
- Mental status examination
- Mini mental status examination
- Neurological examination
- Investigations: Related Blood chemistry, EEG, CT & MRI
- Psychological tests

Unit IV

- Therapeutic Communication and Nurse- Patient Relationship
- Therapeutic communication: Types, techniques, characteristics and barriers
- Therapeutic nurse-patient relationship
- Interpersonal relationship-
- Elements of nurse patient contract,
- Review of technique of IPR- Johari window
- Therapeutic impasse and its management

Unit V

- Treatment modalities and therapies used in mental disorders
- Physical therapies: Psychopharmacology,
- Electro Convulsive therapy
- Psychological Therapies: Psychotherapy, Behaviour therapy, CBT
- Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy

- Alternative & Complementary: Yoga, Meditation, Relaxation
- Consideration for special populations

Unit VI

- Nursing management of patient with Schizophrenia, and other psychotic disorders
- Prevalence and incidence
- Classification
- Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations
- Nursing process
- Nursing Assessment: History, Physical and mental assessment
- Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders
- Geriatric considerations and considerations for special populations
- Follow up and home care and rehabilitation

Unit VII

- Nursing management of patient with mood disorders
- Prevalence and incidence
- Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc.
- Etiology, psycho dynamics, clinical manifestation, diagnosis
- Nursing Assessment History, Physical and mental assessment
- Treatment modalities and nursing management of patients with mood disorders
- Geriatric considerations/ considerations for special populations
- Follow-up and home care and rehabilitation

Unit VIII

- Nursing management of patient with neurotic, stress related and somatisation disorders
- Prevalence and incidence
- classifications
- Anxiety disorders - OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders
- Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations
- Nursing Assessment: History, Physical and mental assessment
- Treatment modalities and nursing management of patients with neurotic and stress related disorders
- Geriatric considerations/ considerations for special populations
- Follow-up and home care and rehabilitation

Shared clinical practicum

MENTAL HEALTH NURSING - I - 1 Credit (80 hours)

MENTAL HEALTH NURSING - II - 2 Credits (160 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to:

- Assess patients with mental health problems/disorders
- Observe and assist in various treatment modalities or therapies
- Counsel and educate patients and families
- Perform individual and group psychoeducation
- Provide nursing care to patients with mental health problems/disorders
- Motivate patients in the community for early treatment and follow up
- Observe the assessment and care of patients with substance abuse disorders in deaddiction centre.

Clinical postings

(8 weeks × 30 hours per week = 240 hours)

Psychiatric OPD (2 weeks)

- History taking
- Perform mental status examination (MSE)
- Observe/practice Psychometric assessment
- Perform Neurological examination
- Observing and assisting in therapies
- Individual and group psycho-education
  - Mental hygiene practice education
  - Family psycho-education

Clinical requirements

- History taking and Mental status examination - 2
- Health education
- 1
- Observation report of OPD

Child Guidance clinic (1 week)

- History & mental status examination
- Observe/practice psychometric assessment
- Observe and assist in various therapies
- Parental teaching for child with mental deficiency

Clinical requirements

- Case work - 1
- Observation report of different therapies - 1

Inpatient ward (4 weeks)

- History taking
- Mental status examination (MSE)
- Neurological examination

- Assisting in psychometric

Clinical requirements

- Give care to 2-3 patients with various mental disorders
- Case study - 1
- assessment
- Recording therapeutic communication
- Administration of medications
- Assist Electro-Convulsive Therapy (ECT)
- Participating in all therapies
- Preparing patients for Activities of Daily Living (ADL)
- Conducting admission and discharge counselling
- Counseling and teaching patients and families

Clinical requirements

- Care plan
- Clinical presentation - 1
- Process recording
- 2
- Maintain drug book

Community psychiatry & Deaddiction centre (1 week)

- Conduct home visit and case work
- Identifying individuals with mental health problems
- Assisting in organizations of Mental Health camp
- Conducting awareness meetings for mental health & mental illness
- Counseling and Teaching family members, patients and community
- Observing deaddiction care

Clinical requirements

- Case work - 1
- Observation report on field visits
- Visit to deaddiction centre

Clinical skills logbook

V & VI SEMESTER - MENTAL HEALTH NURSING I & II

PSCHIATRY OPD

History taking

Mental status examination (MSE)

Psychometric assessment (Observe/practice)

Neurological examination

Observing & assisting in therapies

Individual and group psycho education

Mental hygiene practice education

Family psycho-education

- Competencies/Skills
- CHILD GUIDANCE CLINIC
- History Taking & mental status examination
- Psychometric assessment
- (Observe/practice)
- Observing and assisting in various therapies
- Parental teaching for child with mental deficiency
- IN-PATIENT WARD
- History taking
- Mental status examination (MSE)
- Neurological examination
- Assisting in psychometric assessment
- Recording therapeutic communication
- Administration of medications
- Assisting in Electro-convulsive Therapy (ECT)
- Participation in all therapies
- Preparation of patients for Activities of Daily living (ADL)
- Conducting admission and discharge counseling
- Counseling and teaching patients and families
- COMMUNITY PSYCHIATRY & DEADDICTION CENTRE
- Conducting home visit and case work
- Identification of individuals with mental health problems
- Assisting in organizations of Mental Health camp
- Conducting awareness meetings for mental health & mental illness
- Counseling and Teaching family members, patients and community
- Observation of deaddiction care

Clinical requirements

V & VI SEMESTER - MENTAL HEALTH NURSING I & II

Psychiatry OPD

History taking and Mental status examination - 2

i.

- ii.
- Health education - 1
- Observation report of OPD
- Child guidance clinic
- Case work - 1
- Inpatient Ward
- Case study - 1
- Care plan - 2
- Clinical presentation1
- Process recording 2
- Maintain drug book
- Community psychiatry & Deaddiction centre
- Case work - 1
- Observation report on field visits
- Visit to deaddiction centre

Community Health Nursing I

100 hours theory | 160 hours clinical | 7 credits

Course 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 environmental science. 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. It helps students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiological approach. It also helps the students to develop knowledge and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clients of all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.

Learning outcomes

- Explore the evolution of public health in India and community health nursing
- Explain the concepts and determinants of health
- Identify the levels of prevention and health problems of India
- Develop basic understanding about the health care planning and the present health care delivery system in India at various levels
- Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
- Discuss health care policies and regulations in India
- Demonstrate understanding about an overview of environmental science, environmental health and sanitation
- Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
- Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings
- Describe community health nursing approaches and concepts
- Describe the role and responsibilities of community health nursing personnel
- Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
- Make effective home visits applying principles and methods used for home visiting
- Use epidemiological approach in community diagnosis
- Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases
- Investigate an epidemic of communicable diseases

- Assess, diagnose, manage and refer clients for various communicable and non- communicable diseases appropriately at the primary health care level
- Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)

Theory

Unit I

- Concepts of Community Health and Community Health Nursing
- Definition of public 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

Unit II

- 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 Health Care and Comprehensive Primary Health Care (CPHC): elements, principles
- CPHC through SC/Health Wellness Center (HWC)
- Role of MLHP/CHP
- National Health Care Policies and Regulations
  - National Health Policy (1983, 2002, 2017)
  - National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM
  - National Health Protection Mission (NHPM)
  - Ayushman Bharat
  - Universal Health Coverage

Unit III

- 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 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: ex. 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 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

Unit IV

- Nutrition Assessment and Nutrition Education
- Review of Nutrition
  - Concepts, types
  - Meal planning: aims, steps & diet plan for different age groups
  - 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 advice
- Nutrition education: purpose, principles & methods and Rehabilitation
- Review: Nutritional deficiency disorders
- National nutritional policy & programs in India
- Food Borne Diseases and Food Safety
- Food borne diseases
- Definition, & burden, Causes and classification
- Signs & Symptoms
- Transmission of food borne pathogens & toxins
- Early identification, initial management and referral
- Food poisoning & food intoxication
- Epidemiological features/clinical characteristics, Types of food poisoning
- Food intoxication-features, preventive & control measures
- Public health response to food borne diseases

Unit V

- Communication management and Health Education
- Behaviour change communication skills
  - communication
  - Human behaviour
  - Health belief model: concepts & definition, ways to influence behaviour
  - Steps of behaviour change
  - Techniques of behaviour change: Guiding principles in planning BCC activity
  - Steps of BCC
  - Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients
  - Barriers to effective
- communication, and methods to overcome them
- Health promotion and Health education: methods/techniques, and audio-visual aids

Unit VI

- Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel
- Approaches:
  - Nursing process
  - Epidemiological approach
  - Problem solving approach
  - Evidence based approach

  - Empowering people to care for themselves
- Review: Primary health care and Comprehensive Primary Health Care (CPHC)
- Home Visits:
- Concept, Principles, Process, & Techniques: Bag technique
- Qualities of Community Health Nurse
- Roles and responsibilities of community health nursing personnel in family health services
- Review: Principles & techniques of counseling

Unit VII

- Assisting individuals and families to promote and maintain their health
- A. Assessment of individuals and families (Review from Child health nursing, Medical surgical nursing and OBG Nursing)
- Assessment of children, women, adolescents, elderly etc.
- Children: Monitoring growth and development, milestones
- Anthropometric measurements, BMI
- Social development
- Temperature and Blood pressure monitoring
- Menstrual cycle
- Breast self-examination (BSE) and testicles self-examination (TSE)
- Warning Signs of various diseases
- Tests: Urine for sugar and albumin, blood sugar, Hemoglobin
- B. Provision of health services/primary health care:
- Routine check-up, Immunization, counseling, and diagnosis
- Management of common diseases at home and health centre level
  - Care based on standing orders/protocols approved by MoH&FW
  - Drugs dispensing and injections at health centre
- C. Continue medical care and follow up in community for various diseases/disabilities
- D. Carry out therapeutic procedures as prescribed/required for client and family
- E. Maintenance of health records and reports
- Maintenance of client records
- Maintenance of health records at the facility level
- Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits
- F. Sensitize and handle social issues affecting health and development of the family
- Women empowerment
- Women and child abuse
- Abuse of elders

- Female foeticide
- Commercial sex workers
- Substance abuse
- G. Utilize community resources for client and family
- Trauma services
- Old age homes
- Orphanages
- Homes for physically challenged individuals
- Homes for destitute
- Palliative care centres
- Hospice care centres
- Assisted living facility

Unit VIII

- Introduction to Epidemiology - Epidemiological Approaches and Processes
- Epidemiology: Concept and Definition
- Distribution and frequency of disease
- Aims & uses of epidemiology
- Epidemiological models of causation of disease
- Concepts of disease transmission
- Modes of transmission: Direct, Indirect and chain of infection
- Time trends or fluctuations in disease occurrence
- Epidemiological approaches: Descriptive, analytical and experimental
- Principles of control measures/levels of
- prevention of disease
- Investigation of an epidemic of communicable disease
- Use of basic epidemiological tools to make community diagnosis for effective planning and intervention

Unit IX

- Communicable Diseases and National Health Programs
- Communicable Diseases - Vector borne diseases (Every disease will be dealt under the following headlines)
- Epidemiology of the following vector born diseases
- Prevention & control measures
- Screening, and diagnosing the following conditions, primary management, referral and follow up
  - Malaria
  - Filaria
  - Kala-azar

- Japanese encephalitis
- Dengue
- Chickungunya

- Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)
- Epidemiology of the following infectious diseases
- Prevention & Control measures
- Screening, diagnosing the following conditions, primary management, referral and follow up
  - Leprosy
  - Tuberculosis
  - Vaccine preventable diseases - Diphtheria, whooping cough, tetanus, poliomyelitis
- and measles
  - Enteric fever
  - Viral hepatitis
  - HIV/AIDS/RTI infections
  - HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs)
  - Diarrhoea
  - Respiratory tract infections
  - COVID-19
  - Helminthic - soil & food transmitted and parasitic infections - Scabies and pediculosis
- Communicable diseases: Zoonotic diseases
- Epidemiology of Zoonotic diseases
- Prevention & control measures
- Screening and diagnosing the following conditions, primary management, referral and follow up
  - Rabies: Identify, suspect, primary management and referral to a health facility
- Role of a nurses in control of communicable diseases
- National Health Programs
- UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B)
- National Leprosy Eradication Program (NLEP)
- Revised National Tuberculosis Control Program (RNTCP)
- Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory
- infections and Scabies
- National Aids Control Organization (NACO)
- National Vector Borne Disease Control Program
- National Air Quality Monitoring Program
- Any other newly added program

Unit X

- Non-Communicable Diseases and National Health Program (NCD)
- National response to NCDs (Every disease will be dealt under the following headlines
- Epidemiology of specific diseases
- Prevention and control measures
- Screening, diagnosing/ identification and primary management, referral and follow up care
- NCD-1
  - Diabetes Mellitus
  - Hypertension
  - Cardiovascular diseases
  - Stroke & Obesity
  - Blindness: Categories of visual impairment and national program for control of blindness
  - Deafness: national program for prevention and control of deafness
  - Thyroid diseases
  - Injury and accidents: Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways
- NCD-2 Cancers
  - Cervical Cancer
  - Breast Cancer
  - Oral cancer
  - Epidemiology of specific cancers, Risk factors/
- Causes, Prevention, Screening, diagnosis - signs, Signs & symptoms, and early management & referral
  - Palliative care
  - Role of a nurse in non-communicable disease control program
- National Health Programs
- National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS)
- National program for control of blindness
- National program for prevention and control of deafness
- National tobacco control program
- Standard treatment protocols used in National Health Programs

Unit XI

- School Health Services
- Objectives
- Health problems of school children
- Components of school health services

- Maintenance of school health records
- Initiation and planning of school health services
- Role of a school health nurse

Note: Lab hours less than 1 Credit is not specified separately.

Clinical practicum

CLINICAL POSTINGS: (4 weeks × 40 hours per week)

Practical and clinical

Urban

- Interviewing skills using communication and

Clinical requirements

- Community needs assessment/ Survey

Rural

- interpersonal relationship
- Conducting community needs assessment/survey to identify health determinants of a community
- Observation skills
- Nutritional assessment skills
- Skill in teaching individual/family on:
  - Nutrition, including food hygiene and safety
  - Healthy lifestyle
  - Health promotion
- Health assessment including nutritional assessment for clients of different age groups
- Documentation skills

Clinical requirements

- Rural/urban - 1
- Field visits:
- SC/HWC, PHC, CHC
- Water resources & purification site - water quality standards
- Rain water harvesting
- Sewage disposal
- Observation of
- milk diary
- slaughterhouse - meat hygiene
- Observation of nutrition programs
- Visit to market
- Nutritional assessment of an individual (adult) - 1
- Health teaching (Adult) - 1

- Use of audio-visual aids
  - Flash cards
  - Posters
  - Flannel graph
  - Flip charts
- Health assessment of woman - 1, infant/under five - 1, adolescent - 1, adult - 1
- Growth monitoring of under-five children - 1
- Document and maintain:
- Individual record
- Family record
- Health center record
- Community health survey to investigate an epidemic - 1
- Investigating an epidemic - Community health survey
- Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs
- Conduct home visit
- Participation in implementation of national health programs
- Participation in school health program

Clinical requirements

- Screening, diagnosing and primary management and referral:
- Communicable disease - 1
- Non- communicable diseases - 1
- Home visits - 2
- Participation in any two national health programs
- Participation in school health program - 1

Clinical skills logbook

INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY

- Interviewing skills (using communication and interpersonal skills)
- Conducting community needs assessment/survey
- Observation skills
- Nutritional assessment skills
- Teaching individuals and families on nutrition-food hygiene and safety, healthy lifestyle and health promotion
- BCC (Behaviour change communication) skills
- Health assessment including nutritional assessment-different age groups
- Children under five

- Adolescent
- Woman
- Investigating an epidemic - Community health survey
- Performing lab tests - Hemoglobin, blood sugar, blood smear for malaria, etc.
- Screening, diagnosis and primary management of common health problems in the community and referral of high-risk clients (Communicable & NCD)
- Documentation skills
- Home visit
- Participation in national health programs
- Participation in school health programs

Clinical requirements

V SEMESTER - COMMUNITY HEALTH NURSING - I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY

Community needs assessment/survey (Rural/Urban) - 1

Visits to

- SC/HWC
- PHC
- CHC

Observation of nutritional programs

Anganwadi

Observation visits

i. Water purification site and Water quality tests

ii. Milk diary

iii. Slaughter-house

iv. Market

v. Sewage disposal site

vi. Rain water harvesting

vii. Slaughter-house

Nutritional assessment - Adult 1

Individual health teaching - Adult 1

- Use of AV aids - flash cards/posters/flannel graphs/flip charts (Any Two)
- i.
- ii.
- Health assessment of
- i. Woman - 1
- ii. Infant/under five child - 1

- iii. Adolescent - 1
- iv. Adult - 1
- Growth monitoring of children under five - 1
- Documentation
- i. Individual records - 1
- ii. Family records - 1
- Investigation of an epidemic - 1
- Screening and primary management of
- i. Communicable diseases - 1
- ii. NCD - 1
- Home visits - 2
- Participation in national health programs - 2
- Participation in school health program - 1

Curriculum Update

- The INC corrigendum revises the Unit III entry on source page 350 to cover water conservation, rainwater harvesting and watershed management.

Educational Technology and Nursing Education

40 hours theory | 40 hours lab | 3 credits

Course description

This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning.

Learning outcomes

- Develop basic understanding of theoretical foundations and principles of teaching and learning
- Identify the latest approaches to education and learning
- Initiate self- assessment to identify one's own learning styles
- Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
- Develop understanding of basics of curriculum planning, and organizing
- Analyze and use different teaching methods effectively that are relevant to student population and settings
- Make appropriate decisions in selection of teaching learning activities integrating basic principles
- Utilize active learning strategies that enhance critical thinking, team learning and collaboration
- Engage in team learning and collaboration through inter professional education
- Integrate the principles of teaching and learning in selection and use of educational media/technology
- Apply the principles of assessment in selection and use of assessment and evaluation strategies
- Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
- Develop basic understanding of student guidance through mentoring and academic advising
- Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
- Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
- Develop basic understanding of evidence-based teaching practices

Theory

Unit I

- Introduction and Theoretical Foundations:
- Education and educational technology
- Definition, aims
- Approaches and scope of educational technology
- Latest approaches to education:

  - Transformational education
  - Relationship based education
  - Competency based education
- Educational philosophy:
- Definition of philosophy, education and philosophy
- Comparison of educational philosophies
- Philosophy of nursing education
- Teaching learning process:
- Definitions
- Teaching learning as a process
- Nature and characteristics of teaching and learning
- Principles of teaching and learning
- Barriers to teaching and learning
- Learning theories
- Latest approaches to learning
  - Experiential learning
  - Reflective learning
  - Scenario based learning
  - Simulation based learning
  - Blended learning

Unit II

- Assessment and Planning
- Assessment of teacher
- Essential qualities of a teacher
- Teaching styles - Formal authority, demonstrator, facilitator, delegator
- Assessment of learner
- Types of learners
- Determinants of learning - learning needs, readiness to learn, learning styles
- Today's generation of learners and their skills and attributes
- Emotional intelligence of the learner
- Motivational factors - personal factors, environmental factors and support system
- Curriculum Planning
- Curriculum - definition, types
- Curriculum design - components, approaches
- Curriculum development - factors influencing curriculum development, facilitators and barriers
- Writing learning outcomes/ behavioral objectives

- Basic principles of writing course plan, unit plan and lesson plan

Unit III

- Implementation
- Teaching in Classroom and Skill lab - Teaching Methods
- Classroom management-principles and strategies
- Classroom communication
  - Facilitators and Barriers to classroom communication
  - Information communication technology (ICT) - ICT used in education
- Teaching methods - Features, advantages and disadvantages
- Lecture, Group discussion, microteaching
- Skill lab - simulations, Demonstration & re-demonstration
- Symposium, panel discussion, seminar, scientific workshop, exhibitions
- Role play, project
- Field trips
- Self-directed learning (SDL)
- Computer assisted learning
- One-to-one instruction
- Active learning strategies
- Team based learning
- Problem based learning
- Peer sharing
- Case study analysis
- Journaling
- Debate
- Gaming
- Inter-professional education

Unit IV

- Teaching in the Clinical Setting - Teaching Methods
- Clinical learning environment
- Factors influencing selection of clinical learning experiences
- Practice model
- Characteristics of effective clinical teacher
- Writing clinical learning outcomes/practice competencies
- Clinical teaching strategies - patient assignment - clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording

Unit V

- Educational/Teaching Media
- Media use - Purpose, components, principles and steps
- Types of media
- Still visuals
  - Non projected - drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer
  - Projected - film stripes, microscope, power point slides, overhead projector
- Moving visuals
  - Video learning resources - videotapes & DVD, blu-ray, USB flash drive
  - Motion pictures/films
- Realia and models
  - Real objects & Models
- Audio aids/audio media
  - Audiotapes/Compact discs
  - Radio & Tape recorder
  - Public address system
  - Digital audio
- Electronic media/computer learning resources
  - Computers
  - Web-based videoconferencing
  - E-learning, Smart classroom
- Telecommunication (Distance education)
  - Cable TV, satellite broadcasting, videoconferencing Telephones - Telehealth/telenursing
- Mobile technology

Unit VI

- Assessment/Evaluation Methods/Strategies
- Purposes, scope and principles in selection of assessment methods and types
- Barriers to evaluation
- Guidelines to develop assessment
- tests
- Assessment of knowledge:
- Essay type questions,
- Short answer questions (SAQ)
- Multiple choice questions (MCQ - single response & multiple response)

- Assessment of skills:
- Clinical evaluation
- Observation (checklist, rating scales, videotapes)
- Written communication - progress notes, nursing care plans, process recording, written assignments
- Verbal communication (oral examination)
- Simulation
- Objective Structured Clinical Examination (OSCE)
- Self-evaluation
- Clinical portfolio, clinical logs
- Assessment of Attitude:
- Attitude scales
- Assessment tests for higher learning:
- Interpretive questions, hot spot questions, drag and drop and ordered response questions

Unit VII

- Guidance/academic advising, counseling and discipline
- Guidance
- Definition, objectives, scope, purpose and principles
- Roles of academic advisor/ faculty in guidance
- Counseling
- Difference between guidance and counseling
- Definition, objectives, scope, principles, types, process and steps of counseling
- Counseling skills/techniques - basics
- Roles of counselor
- Organization of counseling services
- Issues for counseling in nursing students
- Discipline and grievance in students
- Managing disciplinary/grievance problems - preventive guidance & counseling
- Role of students' grievance redressal cell/committee

Unit VIII

- Ethics and Evidence Based Teaching (EBT) in Nursing Education
- Ethics - Review
- Definition of terms
- Value based education in nursing
- Value development strategies
- Ethical decision making
- Ethical standards for students

- Student-faculty relationship
- Evidence based teaching - Introduction
- Evidence based education process and its application to nursing education

Clinical skills logbook

Theory

- UCATIONAL TECHNOLOGY/NURS

Unit 1

Unit 2

Unit 3

- g

Clinical skills and requirements

- Preparation of teaching aids/ media
- Preparation of assessment tools
- Construction of MCQ tests
- Preparation of observation checklist

Clinical requirements

V SEMESTER - EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

Microteaching - 2

i. Theory - 1

ii. Practical/lab - 1

Field Visit to nursing educational institution - regional/national organization

Introduction to Forensic Nursing and Indian Laws

20 hours theory | 1 credit

Course description

This course is designed to help students to know the importance of forensic science in total patient care and to recognize forensic nursing as a specialty discipline in professional nursing practice.

Learning outcomes

- Identify forensic nursing as an emerging specialty in healthcare and nursing practice
- Explore the history and scope of forensic nursing practice
- Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence
- Develop basic understanding of the Indian judicial system and legal procedures

Theory

Unit I

- Forensic Science
- Definition
- History
- Importance in medical science
- Forensic Science Laboratory
- Violence
- Definition
- Epidemiology
- Source of data
- Sexual abuse - child and women

Unit II

- Forensic Nursing
- Definition
- History and development
- Scope - setting of practice, areas of practice and subspecialties
- Ethical issues
- Roles and responsibilities of nurse
- INC & SNC Acts

Unit III

- Forensic Team
- Members and their roles

- Comprehensive forensic nursing care of victim and family
- Physical aspects
- Psychosocial aspects
- Cultural and spiritual aspects
- Legal aspects
- Assist forensic team in care beyond scope of her practice
- Admission and discharge/referral/death of victim of violence
- Responsibilities of nurse as a witness
- Evidence preservation - role of nurses
- Observation
- Recognition
- Collection
- Preservation
- Documentation of Biological and other evidence related to criminal/traumatic event
- Forwarding biological samples for forensic examination

Unit IV

- Introduction of Indian Constitution
- Fundamental Rights
- Rights of victim
- Rights of accused
- Human Rights Commission

Unit V

- Sources of laws and law-making powers
- Overview of Indian Judicial System
- JMFC (Judicial Magistrate First Class)
- District
- State
- Apex
- Civil and Criminal Case Procedures
- IPC (Indian Penal Code)
- ICPC
- IE Act (Indian Evidence Act)
- Overview of POSCO Act

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