

**STUDY & EVALUATION SCHEME
OF
BACHELOR OF SCIENCES
IN
NURSING
(B.Sc. NURSING)**

(B.Sc. NURSING - III YEAR/ V SEMESTER)



[Applicable w.e.f. Academic Session 2021-22 till revised]

**INTEGRAL UNIVERSITY, LUCKNOW
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(Syllabus approved by Board of Study, Faculty Board, Academic Council, Executive Council of the Integral University, Lucknow)

STUDY & EVALUATION SCHEME

BACHELOR OF SCIENCES IN NURSING (B.Sc. NURSING)

(W.e.f. July 2021)

III – Year

V - Semester

S. No.	Code No.	Name of the Subject	Periods			Credits	Evaluation Scheme				Subject Total
			L	T	P		Sessional		Exam		
							CT	TA	Total	ESE	
1.	NR301	Child Health Nursing -I	2	1	0	3	15*	10*	25*		
2.	NR302	Mental Health Nursing-I	2	1	0	3	15*	10*	25*		
3.	NR303	Community Health Nursing - I	4	1	0	5	15	10	25	75	100
4.	NR304	Educational Technology / Nursing Education	1	1	0	2	15	10	25	75	100
5.	NR305	Introduction to Forensic Nursing and Indian Laws	1	0	0	1	15	10	25	25	50
6.	NR306	Child Health Nursing-I Lab	1	0	2	1	15*	10*	25*		
7.	NR307	Mental Health Nursing-I Lab	0	0	2	1	15*	10*	25*		
8.	NR308	Community Health Nursing - Lab	0	0	4	2	30	20	50	50	100
9.	NR309	Clinical Posting	0	0	0	0	0	0	0	0	0
		Total	11	4	8	18	75	50	125	225	350

***will be added to the internal marks of Child Health Nursing –II and Mental Health Nursing-II Theory and Practical respectively in the next semester (Total weightage remains the same)**

L: Lecture **T:** Tutorials **P:** Practical **C:** Credit **CT:** Class Test

TA: Teacher Assessment

ESE: End Semester Examination

Sessional Total: Class Test + Teacher Assessment

Subject Total: Sessional Total + End Semester Examination (ESE)

CHILD HEALTH NURSING-I- NR301

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PLACEMENT: V SEMESTERS

THEORY: 3 Credits (60 hrs)

Skill Lab: 1 Credit (40 hrs)

Clinical: 2 Credits (160 hrs)

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

COMPETENCIES:

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

1. Develop understanding of the history and modern concepts of child health and child care
2. Explore the national child welfare services, national programmes and legislation in the light of National Health Policy 2017
3. Describe the role of preventive pediatrics and perform preventive measures towards accidents
4. Identify the developmental needs of children and provide parental guidance
5. Participate in National Immunization Programmes / Universal Immunization Programme (UIP)
6. Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high risk newborn including neonatal resuscitation
7. Apply the principles and strategies of integrated management of neonatal and childhood illness (IMNCI)
8. Apply the knowledge of Pathophysiology and provide nursing care to children with common childhood diseases
9. Identify and meet childhood emergencies and perform child CPR

COURSE OUTLINE

UNIT = I

(10 Hours)

INTRODUCTION: MODERN CONCEPTS OF CHILD CARE

- Historical development of child health
- Philosophy & modern concept of child-care
- Cultural and religious considerations in child-care
- National policy and legislations in relation to child health and welfare
- National programmes 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 programmes 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 post operative 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
 - Numeric scale

UNIT = II THE HEALTHY CHILD

(12 Hours)

- Definition and principles of growth and development
- Factors affecting growth and development
- Growth and development from birth to adolescence
- Growth and development theories (Freud, Erickson, Jean Piaget, Kohlberg)
- The need of normal children through the stages of development 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

(15 Hours)

NURSING CARE OF NEONATAL

- 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 disorders
 - Hyperbilirubinemia
 - Hypothermia, Hyperthermia
 - Metabolic disorders
 - Neonatal infections
 - Neonatal seizures
 - Respiratory distress syndrome
 - Retinopathy of prematurity
- Organization of neonatal care unit
- Neonatal equipment

UNIT = IV

(10Hours)

INTEGRATED MANAGEMENT OF NEONATAL AND CHILDHOOD ILLNESSES

- 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
 - Numeric scale

UNIT = V

(13 Hours)

NURSING MANAGEMENT IN COMMON CHILDHOOD DISEASES & CHILDHOOD EMERGENCIES

Respiratory System

- Identification and nursing management of congenital malformations
- Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia
- Others: Acute nasopharyngitis, Tonsillitis, Croup, Bronchitis, Pneumonia, Asthma

Endocrine system:

Juvenile Diabetes mellitus, hypothyroidism

Child health emergencies

- accidents – causes and prevention, poisoning, foreign bodies, Hemorrhage, burns and drowning
- NALS/PLS/PALS (AHA Guidelines)

RECOMMENDED BOOKS:

1. A Textbook of Child Health Nursing, A Padmaja, JP Brothers Publication
2. Child Health Nursing, Bt Basavanthappa, JP Brothers Publication
3. Pediatric Nursing, Parul Dutta , JP Brothers Publication, 4th Edition

MENTAL HEALTH NURSING-I NR302

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PLACEMENT: V SEMESTERS

THEORY 3 Credits (80 hrs)

LAB: 1 Credit (80 hrs)

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

COMPETENCIES:

On completion of the course, the students will be competent to:

1. Trace the historical development of mental health nursing and discuss its scope
2. Identify the classification of the mental disorders
3. Develop basic understanding of the principles and concepts of mental health nursing
4. Apply the INC practice standards for psychiatric mental health nursing in supervised clinical settings
5. Conduct mental health assessment
6. Identify and maintain therapeutic communication and nurse patient relationship
7. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders
8. Apply nursing process in delivering care to patients with mental disorders
9. Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment / therapies used
10. Provide nursing care to patients with mood disorders based on assessment findings and treatment / therapies used
11. Provide nursing care to patients with neurotic disorders based on assessment findings and treatment / therapies used

COURSE OUTLINE

UNIT = I INTRODUCTION & PRINCIPLES AND CONCEPTS OF MENTAL HEALTH NURSING (16hrs)

CONTENT:

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 & function of mental health nurse in various settings and factors affecting the level of nursing practice
- Concepts of normal and abnormal behavior

PRINCIPLES AND CONCEPTS OF MENTAL HEALTH NURSING

- Definition: mental health nursing and terminology used
- Classification of mental disorders: ICD & DSM
- 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 standards)
- Conceptual models and the role of nurse
- Existential model
- Psychoanalytical models
- Behavioral model
- Interpersonal model

UNIT = II MENTAL HEALTH ASSESSMENT & THERAPEUTIC COMMUNICATION AND NURSE-PATIENT RELATIONSHIP (12hrs)

CONTENT:

MENTAL HEALTH ASSESSMENT

- History taking
- Mental status examination
- Mini mental status examination
- Neurological examination
- Investigations: related blood chemistry, EEG, CT & MRI
- Psychological tests

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 = III TREATMENT MODALITIES AND THERAPIES USED IN MENTAL DISORDERS PHYSICAL THERAPIES & NURSING MANAGEMENT OF PATIENT WITH SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS (18Hours)

TREATMENT MODALITIES AND THERAPIES USED IN MENTAL DISORDERS
PHYSICAL THERAPIES &

Psychopharmacology, Electro Convulsive Therapy

Psychological Therapies:

Psychotherapy, Behavior 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 = IV NURSING MANAGEMENT OF PATIENT WITH MOOD DISORDERS

(6 Hours)

- Prevalence and incidence
- Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc.
- Etiology, psychodynamics, 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 = V NURSING MANAGEMENT OF PATIENT WITH NEUROTIC, STRESS RELATED AND SOMATISATION DISORDERS

- Prevalence and incidence
- Classifications
- Anxiety disorders, phobias, dissociative and conversion disorder
- Etiology, psychodynamic, 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

RECOMMENDED BOOKS:

- 1. A Guide to Mental Health & Psychiatric Nursing , R Sreevani, Jp Brothers , 4th Edition**
- 2. DEBR'S Mental Health Psychiatric Nursing, D.Ellakkuvana, Bhaskar Raj , Emmees Publication**
- 3. Essential Of Mental Health Nursing, Pawan Sharma, Jp Publication**
- 4. Essential Mental Health Psychiatric Nursing, KP Neeraja**

SUBJECT NAME: INTRODUCTION TO COMMUNITY HEALTH
NURSING
SUBJECT CODE: NR303

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PLACEMENT: V SEMESTER

Theory: 5 Credits (100 Hours)

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

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

1. Explore the evolution of public health in India and community health nursing
2. Explain the concepts and determinants of health
3. Identify the levels of prevention and health problems of India
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
6. Discuss health care policies and regulations in India
7. Demonstrate understanding about an overview of environmental science
8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
9. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community setting
10. Describe community health nursing approaches and concepts
11. Describe the role and responsibilities of community health nursing personnel
12. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
13. Make effective home visits applying principles and methods use for home visiting

14. Use epidemiological approach in community diagnosis
15. Utilize the knowledge of epidemiology , epidemiological approaches in caring for people with communicable and non-communicable disease
16. Investigate an epidemic of communicable diseases
17. Assess diagnose manage and refer clients for various communicable and non communicable disease appropriately at the primary health care level
18. Identify and perform the roles and responsibilities of nurses in implementing various national health program in the community for prevention ,k control and management of communicable and non communicable disease particularly in screening, identification, primary management and referral to a health facility First Referral Unit (FRU)

COURSE OUTLINE

UNIT-I CONCEPT OF COMMUNITY HEALTH AND COMMUNITY HEALTH NURSING, HEALTH CARE PLANNING AND ORGANIZATION OF HEALTH CARE AT VARIOUS LEVELS: (12 Hours)

CONCEPT OF COMMUNITY HEALTH AND COMMUNITY HEALTH NURSING:

1. Definition of public health, community health and community health nursing
2. Public health in India and its evolution and scope of community health nursing
3. Review: Concepts of health & illness / disease – definition, dimensions and determinants of health and disease
4. Natural history of disease
5. Levels of prevention – primary, secondary & tertiary prevention – review
6. Health Problems (Profile) of India

HEALTH CARE PLANNING AND ORGANIZATION OF HEALTH CARE AT VARIOUS LEVELS:

1. Health planning steps
2. Health planning in India – various committees and commissions on health and family welfare and five year plan
3. Participation of community and stakeholders in health planning
4. Health care delivery system in India – Infrastructure and health sectors, delivery of health services at sub center (SC) PHC, CHC, district level, state level and national level
5. Sustainable development goals (SDGs) , primary health care and Comprehensive Primary Health Care (CPHC) – elements, principles
6. CPHC through SC/Health Wellness Center (HWC)

7. National Health Care Policies and Regulations
 - a. National Health Policy (1983, 2002, 2017)
 - b. National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM
 - c. National Health Protection Mission (NHPM)
 - d. Ayushman Bharat
 - e. Universal Health Coverage

UNIT-II ENVIRONMENTAL SCIENCE, ENVIRONMENTAL HEALTH AND SANITATION & NUTRITION ASSESSMENT AND NUTRITION EDUCATION (22 T)

- *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

- a. *Ecosystem:* Concept, structure and functions of ecosystems, types & characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem
- b. *Biodiversity:* classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity
- c. *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
- d. Climate change, global warming-eg. Heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health
- e. Social issues and environment: sustainable development, urban problems related to energy, water and environmental ethics
- f. Acts related to environmental protection and preservation

Environmental health & sanitation

- a. Concept of environment health and sanitation
- b. Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water
- c. Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water
- d. Concepts of water conservation-rain water harvesting and water shed management
- e. Concept of pollution prevention

- f. Air & noise pollution
- g. Role of nurse in prevention of pollution
- h. Solid waste management, human excreta disposal & management & sewage disposal and and management
- i. Commonly used insecticides and pesticides

NUTRITION ASSESSMENT AND NUTRITION EDUCATION:

Review of Nutrition

- a. Concepts, types
 - b. Meal planning-aims, steps and diet plan for different age groups
 - c. Nutrition assessment of individuals, families and community by using appropriate methods
1. Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economics status
 2. General nutritional advice
 3. Nutrition education – purpose, principles & methods and rehabilitation
 4. *Review:* Nutritional deficiency disorders
 5. National Nutritional policy & programmes in India

Food Borne Diseases and Food Safety

- Definition & burden, causes and classification
- Signs & symptoms
- Transmission of food borne pathogens & toxins
- Early identification, initial management and referral

Food poisoning and food intoxication

- Epidemiological features/clinical characteristics, type of food poisoning
- Food intoxication – features, preventive & control measures
- Public health response to food borne diseases

UNIT-III COMMUNICATION MANAGEMENT AND HEALTH EDUCATION, COMMUNITY HEALTH NURSING APPROACHES, CONCEPTS, ROLES AND RESPONSIBILITIES OF COMMUNITY HEALTH NURSING PERSONNEL & ASSISTING INDIVIDUALS AND FAMILIES TO PROMOTE AND MAINTAIN THEIR HEALTH

(23 Hours)

COMMUNICATION MANAGEMENT AND HEALTH EDUCATION

1. Behavior change communication skills
 - a. Communication
 - b. Human behavior
 - c. Health belief model-concepts & definition, ways to influence behavior
 - d. Steps of behavior change

- e. Techniques of behavior change – guiding principles in planning BCC activity
- f. Steps of BCC
- g. Social and Behavior Change Communication Strategies (SBCC) – techniques to collect social history from clients
- h. Barriers to effective communication and methods to overcome them
- i. Health promotion and health education – methods / techniques and audio-visual aids

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 techniques
- Qualities of community health nurse
- Roles and responsibilities of community health nursing personnel in family health services
- *Review* – Principles & techniques of counseling

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 center level
 - Care based on standing orders / protocols approved by MOH & FW
 - Drugs dispensing and injections at health center

- 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 clients 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 centers
 - Hospice care centers
 - Assisted living facility

UNIT = IV INTRODUCTION EPIDEMIOLOGY – EPIDEMIOLOGICAL APPROACHES AND PROCESSES, COMMUNICABLE DISEASES AND NATIONAL HEALTH PROGRAMMES (25 Hours)

INTRODUCTION EPIDEMIOLOGY – EPIDEMIOLOGICAL APPROACHES AND PROCESSES

- Epidemiology – concept and definition
- Distribution and frequency 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

COMMUNICABLE DISEASES AND NATIONAL HEALTH PROGRAMMES

1. *Communicable Disease – 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

2. *Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)*

- **Epidemiology of the following infectious diseases**
- **Prevention & control measures**
- **Screening and 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
 - Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis

3. *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 nurse in control of communicable diseases**

National Health Programmes

1. UIP-Universal Immunization Programme (Diphtheria, whooping cough, tetanus, poliomyelitis, measles and hepatitis B)
2. National Leprosy Eradication Programme (NLEP)
3. Revised National Tuberculosis Control Programme (RNTCP)

4. Integrated Disease Surveillance Programme (IDSP) – Enteric fever, Diarrhea, Respiratory infections and Scabies
5. National Aids Control Organization (NACO)
6. National Vector Borne Disease Control Programme
7. National Air Quality Monitoring Programme
8. Any other newly added programmes

UNIT = V NON-COMMUNICABLE DISEASES AND NATIONAL HEALTH PROGRAMMES (NCD) & SCHOOL HEALTH SERVICES

(18 Hours)

NON-COMMUNICABLE DISEASES AND NATIONAL HEALTH PROGRAMMES (NCD)

- **National response to NCDs (Every disease will be dealt under the following headlines)**
- **Epidemiology of specific diseases**
- **Prevention & control measures**
- **Screening and 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 programme for control of blindness
- **Deafness** – National programme 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 cancer, risk factors / causes, prevention, screening, diagnosis-signs, signs & symptoms and early management & referral
- Palliative care
- Role of a nurse in non-communicable disease control programme

National Health Programme

- National Programme for prevention and Control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS)
- National Programme for control of blindness
- National programme for prevention and control of deafness
- National tobacco control programme
- **Standards treatment protocols used in National Health Programmes**

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

RECOMMENDED BOOKS:.

1. **Essentials Of Community Health Nursing, K Park, 8th Edition, Bhanot Publication**
2. **Text Book Of Preventive & Social Medicine, K Park, 24th Edition, Bhanot Publication**
3. **Community Health Nursing, K K Gulani, Kumar Pulishong House**
4. **Community Health Nursing , Arthi Saxena, Lotus Publishers**

EDUCATIONAL TECHNOLOGY IN NURSING EDUCATION – NR304

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PLACEMENT: IV SEMESTERS

THEORY: 2 Credits (40 hrs)

PRACTICAL: 1 Credit (40 hrs)

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

COMPETENCIES:

On completion of the course, the students will be competent to:

1. Develop basic understanding of theoretical foundations and principles of teaching and learning
2. Initiate self assessment to identify one's own learning styles
3. Demonstrate understanding of various teaching styles that can be used, based on the learner's readiness and needs
4. Develop understanding of basics of curriculum planning and organizing
5. Analyze and use different teaching methods effectively that are relevant to student population and settings
6. Make appropriate decisions in selection of teaching learning activities integrating basic principles
7. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
8. Engage in team learning and collaboration through inter professional education
9. Integrate the principles of teaching and learning in selection and use of educational media / technology
10. Apply the principles of assessment in selection and use of assessment and evaluation strategies
11. Construct simple assessment tools / tests integrating cognitive, psychomotor and effective domains of learning that can measure knowledge and competent of students
12. Develop basic understanding of student guidance through mentoring and academic advising
13. Identify difficult situations, crisis and disciplinary / grievance issues experienced by students and provide appropriate counseling
14. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
15. Develop basic understanding of evidence based teaching practice
16. Analyze the current health care trends that are applicable to nursing education

COURSE OUTLINE
THEORY & PRACTICAL (LAB)

UNIT = I

(6Hours)

INTRODUCTION AND THEORETICAL FOUNDATIONS

Education and Educational Technology:

- Definition, aims
- Approaches and scope of educational technology

Educational Philosophy:

- Definition of philosophy, education and philosophy
- Comparison of educational philosophies
- Philosophy of nursing education

Teaching learning process:

- Definition of teaching & learning
- Teaching learning as a process
- Nature and characteristics of teaching
- Principles of teaching
- Barriers of teaching
- Nature and characteristics of learning
- Characteristics of adult learners
- Principles of learning
- Learning theories
- Barriers of learning

UNIT = II

(6 Hours)

CONTENT:

ASSESSMENT AND PLANNING

Assessment of teacher:

- Essential qualities of a teacher
- Teaching styles – formal authority, demonstrator, facilitator, delegator

Assessment of learner:

- Types of learner
- Determinants learning – learning needs, readiness to learn, learning styles
- Emotional intelligence of 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

(8 Hours)

CONTENT:

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 – simulation, 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 SETTINGS: TEACHING METHODS & EDUCATIONAL / TEACHING MEDIA

CONTENT:

TEACHING IN THE CLINICAL SETTINGS: TEACHING METHODS

- Clinical learning environment
- Factors influencing selection of clinical learning experiences
- Models of clinical education – traditional mode, collaborative model, preceptor model, integration of education and 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, clinical simulation, PBL, questioning, written assignment, process recording

EDUCATIONAL / TEACHING MEDIA

- Media use – purpose, components, principles and steps
- Types of media:

Still visual:

- Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices, chalk, white board, bulletin board, flannel board, flip charts, flash cards, 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

- Computer
- Web-based Videoconferencing
- E-learning, smart classroom

Telecommunication (Distance education)

- Cable TV, satellite broadcasting, videoconferencing, Telephones – telehealth / telenursing

Mobile technology

UNIT = V ASSESSMENT / EVALUATION METHODS / STRATEGIES, GUIDANCE / ACADEMIC ADVISING, COUNSELING AND DISCIPLINE & ETHICS AND EVIDENCE BASED TEACHING (EBT) IN NURSING EDUCATION (12 Hours)

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 Question (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 scale

Assessment tests for higher learning:

- Interpretive questions, hot spot questions, drag and drop and ordered response questions

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

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

INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS – NR305

L T P
1 0 0

PLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hrs)

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

COMPETENCIES:

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

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

COURSE OUTLINE

UNIT = I

(3hrs)

CONTENT:

FORENSIC SCIENCE

- Definition
- History
- Importance in medical science
- Forensic science
- Laboratory

Violence

- Definition
- Epidemiology
- Source of data Sexual abuse-child and women

UNIT = II

(2Hours)

FORENSIC NURSING

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

UNIT = III

(7Hours)

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

(3Hours)

CONTENT:

INTRODUCTION OF INDIAN CONSTITUTION

Fundamental rights

- Rights of victim
- Rights of accused

Human rights commission

UNIT = V

(5Hours)

SOURCES OF LAWS AND LAW MAKING POWERS

Overview of Indian judicial system

- JFMC
- District
- State
- Apex

Civil and criminal case procedures

- IPC
- ICPC
- IE Act

Overview of POSCO Act

RECOMMENDED BOOKS:

1. Forensic Nursing, Virginia A Lynch, Elsevier Publication
2. Forensic Nurse, Sarita Stebens
3. Forensic Nursing, Kelly M. Pyrek

CHILD HEALTH NURSING-I LAB NR306

CLINICAL & LAB

PLACEMENT: V SEMESTER

Lab 1 Credits (40 Hrs)

CLINICAL – 2 Credits (160 Hrs)

8 weeks x 30 hours / week (5 weeks + 3 weeks)

PRACTICE COMPETENCIES

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

1. Perform assessment of children: health, developmental & anthropometric
2. Provide nursing care to children with various medical disorders
3. Provide pre & post operative care to children with common pediatric surgical conditions / malformation
4. Perform immunization as per NIS
5. Provide nursing care to critically ill children
6. Give health education / nutritional education to parents
7. 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,
- Wound dressing
- Suture removal

CLINICAL AREA UNIT: PEDIATRIC MEDICAL WARD

DURATION IN WEEKS: V SEM. – 2 WEEKS

PROCEDURAL COMPETENCIES/CLINICAL SKILLS:

- 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
- Baby bath / sponge bath
- Feeding children by Katori spoon, Paladai cup
- Teaching mothers / parents

- ❖ Malnutrition
- ❖ Oral rehydration therapy
- ❖ Feeding & weaning
- ❖ Immunization schedule
- Play therapy
- Calculation, preparation & administration of I/V fluids
- Feeding:
 - ❖ Naso-gastric
 - ❖ Gastrostomy
 - ❖ Jejunostomy
- Care of surgical wounds
 - ❖ Dressing – Suture removal

CLINICAL AREA UNIT: PEDIATRIC OPD / IMMUNIZATION ROOM

DURATION IN WEEKS: V SEM. – 1 WEEK

PROCEDURAL COMPETENCIES/CLINICAL SKILLS:

- Assessment of children
 - ❖ Health assessment
 - ❖ Developmental assessment
 - ❖ Anthropometric assessment
 - ❖ Nutritional assessment
- Immunization
- Health / Nutritional education

Skill Lab

Use of Manikins and Simulators

NALS, PLS / PALS, 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

**INTERNSHIP
(INTEGRATED PRACTICE)
CHILD HEALTH NURSING – PRACTICAL**

Placement: VIII Semester

Time: Internship – 4 weeks

CLINICAL AREA UNIT: PEDIATRIC MEDICAL WARD / ICU

DURATION IN WEEK: 1 WEEK

PROCEDURAL COMPETENCIES/CLINICAL SKILLS:

- Integrated Practice

CLINICAL AREA UNIT: PEDIATRIC SURGICAL WARD / ICU

DURATION IN WEEK: 1 WEEK

PROCEDURAL COMPETENCIES/CLINICAL SKILLS:

- Integrated Practice

CLINICAL AREA UNIT: NICU

DURATION IN WEEKS: 2 WEEKS

PROCEDURAL COMPETENCIES/CLINICAL SKILLS:

- Integrated Practice

MENTAL HEALTH NURSING -I LAB NR307

PLACEMENT: V SEMESTER

Lab 1 Credits (80 Hrs)

CLINICAL – 2 Credits (240 Hrs)

8 weeks x 30 hours / week (5 weeks + 3 weeks)

LAB & POSTING

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

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

CLINICAL POSTING & LAB

Psychiatric OPD

1. History taking
2. Perform mental status examination (MSE)
3. Observe / practice Psychometric assessment
4. Perform Neurological examination
5. Observing and assisting in therapies
6. Individual and group psycho-education
7. Mental hygiene practice education
8. Family psycho-education

Child Guidance clinic

1. History & mental status examination
2. Observe / practice
3. Psychometric assessment
4. Observe and assist in various therapies
5. Parental teaching for child with mental deficiency

Inpatient ward

1. History taking
2. Mental status examination (MSE)

3. Neurological examination
4. Assisting in psychometric assessment
5. Recording therapeutic communication
6. Administration of medications
7. Assist Electro – Convulsive Therapy (ECT)
8. Participating in all therapies
9. Preparing patients for Activities of Daily Living (ADL)
- 10 Conducting admission and discharge counseling
- 11 Counseling and teaching patients and families

Community psychiatry & Deaddiction centre

1. Conduct home visit and case work
2. Identifying individuals with mental health problems
3. Assisting in organizations of Mental Health camp
4. Conducting awareness meeting for mental health & mental illness
5. Counseling and Teaching family members, patients and community
6. Observing deaddiction care

COMMUNITY HEALTH NURSING -I LAB NR308

LAB & POSTING

PLACEMENT: V SEMESTER

Lab 1 Credits (80 Hrs)

CLINICAL – 2 Credits (160 Hrs) **8 weeks x 30 hours / week (5 weeks + 3 weeks)**

Interviewing skills using communication and 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

Investigating and 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

Participating in school health program,

SUBJECT NAME: CLINICAL POSTING

SUBJECT CODE: NR309

PLACEMENT: II SEMESTER

Clinical –400Hours (5 Credits)

CLINICAL AREA UNIT: PEDIATRIC MEDICAL WARD

CLINICAL AREA UNIT: PEDIATRIC MEDICAL WARD / ICU

DURATION IN WEEK: 1 WEEK

PROCEDURAL COMPETENCIES/CLINICAL SKILLS:

- Integrated Practice

CLINICAL AREA UNIT: PEDIATRIC SURGICAL WARD / ICU

DURATION IN WEEK: 1 WEEK

PROCEDURAL COMPETENCIES/CLINICAL SKILLS:

- Integrated Practice

CLINICAL AREA UNIT: NICU

DURATION IN WEEKS: 2 WEEKS

PROCEDURAL COMPETENCIES/CLINICAL SKILLS: