

CURRICULUM

NURSING EDUCATION

Placement : 1st Year

Hours of Instruction
Theory 150 Hours
Practical 150 Hours
Total : 300 Hours

Course Description

This course is designed to assist students to develop a broad understanding of Fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

Objectives

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

1. Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing.
9. Demonstrate skill in guidance and counseling.
10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.

14. Explain the concept, principles, steps, tools and techniques of evaluation
15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

Course Content

Units	Hours		Course Content
	Theory	Practical	
I	10		<p>Introduction :</p> <ul style="list-style-type: none"> □ Education :Definition, aims, concepts, philosophies & their education implications, □ Impact of Social, economical, political & technological changes on education: <ul style="list-style-type: none"> • Professional education • Current trends and issues in education • Educational reforms and National Educational policy, various educational commissions-reports • Trends in development of nursing education in India
II	20	30	<p>Teaching – Learning Process</p> <ul style="list-style-type: none"> □ Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. □ Educational aims and objectives; types, domains, levels, elements and writing of educational objectives □ Competency based education(CBE) and outcome based education(OBE) □ Instructional design: Planning and designing the lesson, writing lesson plan : meaning, its need and importance, formats. □ Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, role- play(socio-drama), clinical teaching methods, programmed instruction, self directed learning(SDL), micro teaching, computer assisted instruction(CAI), computer assisted learning (CAL)

Units	Hours		Course Content
	Theory	Practical	
III	10	10	Instructional media and methods <ul style="list-style-type: none"> □ Key concepts in the selection and use of media in education □ Developing learning resource material using different media □ Instructional aids – types, uses, selection, preparation, utilization. □ Teacher's role in procuring and managing instructional Aids – Project and non-projected aids, multi media, video-tele conferencing etc
IV	10		Measurement and evaluation: <ul style="list-style-type: none"> □ Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement. □ Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages. □ Criterion and norm referenced evaluation,
V	12	10	Standardized and non-standardized tests : <ul style="list-style-type: none"> □ Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- <ul style="list-style-type: none"> • Essay, short answer questions and multiple choice questions. • Rating scales, checklist, OSCE/OSPE(Objective structured clinical/practical examination) • Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique □ Question bank-preparation, validation, moderation by panel, utilization □ Developing a system for maintaining confidentiality
VI	8	5	Administration, Scoring and Reporting <ul style="list-style-type: none"> □ Administering a test; scoring, grading versus marks □ Objective tests, scoring essay test, methods of scoring, Item analysis.
VII	12	6	Standardized Tools <ul style="list-style-type: none"> □ Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.

Units	Hours		Course Content
	Theory	Practical	
VIII	5	6	Nursing Educational programs <ul style="list-style-type: none"> □ Perspectives of nursing education: Global and national. □ Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D) in Nursing, post basic diploma programs, nurse practitioner programs.
IX	12	25	Continuing Education in Nursing <ul style="list-style-type: none"> □ Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. □ Program planning, implementation and evaluation of continuing education programs. □ Research in continuing education. □ Distance education in nursing.
X	10	10	Curriculum Development <ul style="list-style-type: none"> □ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework. □ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan. □ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders. □ Equivalency of courses: Transcripts, credit system.
XI	8	4	Teacher preparation <ul style="list-style-type: none"> □ Teacher – roles & responsibilities, functions, characteristics, competencies, qualities, □ Preparation of professional teacher □ Organizing professional aspects of teacher preparation programs □ Evaluation: self and peer □ Critical analysis of various programs of teacher education in India.

Units	Hours		Course Content
	Theory	Practical	
XII	10	5	Guidance and counseling <ul style="list-style-type: none"> □ Concept, principles, need, difference between guidance and counseling, trends and issues. □ Guidance and counseling services : diagnostic and remedial. □ Coordination and organization of services. □ Techniques of counseling : Interview, case work, characteristics of counselor, problems in counseling. □ Professional preparation and training for counseling.
XIII	15	10	Administration of Nursing Curriculum <ul style="list-style-type: none"> □ Role of curriculum coordinator – planning, implementation and evaluation. □ Evaluation of educational programs in nursing-course and program. □ Factors influencing faculty staff relationship and techniques of working together. □ Concept of faculty supervisor (dual) position. □ Curriculum research in nursing. □ Different models of collaboration between education and service
XIV	10		Management of nursing educational institutions <ul style="list-style-type: none"> □ Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel,
XV	5	5	<ul style="list-style-type: none"> □ Development and maintenance of standards and accreditation in nursing education programs. □ Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University. □ Role of Professional associations and unions.

Activities :

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.

- Educational visits.
- Field visits (INC/SNRC) to get familiar with recognition/registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc)
- Observe and practice application of various non-standardized tests (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

Methods of evaluation

- Tests
- Presentation
- Project work
- Written assignments

Internal Assessment

Techniques	Weightage
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25

	100

Practical – Internal assessment

Learning resource material	25
Practice Teaching	50
Conduct Workshop /Short Term Course	25

Practical – external assessment

Practice teaching- 1-	50
Preparation/use of learning resource material-1	25
Construction of tests/rotation plan.	25

ADVANCE NURSING PRACTICE

Placement: 1ST Year

Hours of Instruction
Theory 150 Hours
Practical 200 Hours
Total : 350 Hours

Course Description

The course is designed to develop an understanding of concepts and constructs of theoretical basis of advance nursing practice and critically analyze different theories of nursing and other disciplines.

Objectives:

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

1. Appreciate and analyze the development of nursing as a profession.
2. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system.
4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.
5. Describe scope of nursing practice.
6. Provide holistic and competent nursing care following nursing process approach.
7. Identify latest trends in nursing and the basis of advance nursing practice.
8. Perform extended and expanded role of nurse.
9. Describe alternative modalities of nursing care.
10. Describe the concept of quality control in nursing.
11. Identify the scope of nursing research.
12. Use computer in patient care delivery system and nursing practice.
13. Appreciate importance of self development and professional advancement.

Course Content

Unit	Hours	Content
I	10	<p>Nursing as a Profession</p> <ul style="list-style-type: none"> □ History of development of nursing profession, characteristics, criteria of the profession, perspective of nursing profession-national, global □ Code of ethics(INC), code of professional conduct(INC), autonomy and accountability, assertiveness, visibility of nurses, legal considerations, □ Role of regulatory bodies □ Professional organizations and unions-self defense, individual and collective bargaining □ Educational preparations, continuing education, career opportunities, professional advancement & role and scope of nursing education. □ Role of research, leadership and management. □ Quality assurance in nursing (INC). □ Futuristic nursing.
II	5	<p>Health care delivery</p> <ul style="list-style-type: none"> □ Health care environment, economics, constraints, planning process, policies, political process vis a vis nursing profession. □ Health care delivery system- national, state, district and local level. □ Major stakeholders in the health care system-Government, non-govt, Industry and other professionals. □ Patterns of nursing care delivery in India. □ Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of non-governmental agencies. □ Information, education and communication (IEC). □ Tele-medicine.
III	10	<p>Genetics</p> <ul style="list-style-type: none"> □ Review of cellular division, mutation and law of inheritance, human genome project ,The Genomic era. □ Basic concepts of Genes, Chromosomes & DNA. □ Approaches to common genetic disorders. □ Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis & screening, Ethical, legal & psychosocial issues in genetic testing. □ Genetic counseling. □ Practical application of genetics in nursing.
IV	10	<p>Epidemiology</p> <ul style="list-style-type: none"> □ Scope, epidemiological approach and methods, □ Morbidity, mortality, □ Concepts of causation of diseases and their screening, □ Application of epidemiology in health care delivery, Health surveillance and health informatics □ Role of nurse

Unit	Hours	Content
V	20	<p>Bio-Psycho social pathology</p> <ul style="list-style-type: none"> □ Pathophysiology and Psychodynamics of disease causation □ Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style □ Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. □ Treatment aspects: pharmacological and pre- post operative care aspects, □ Cardio pulmonary resuscitation. □ End of life Care □ Infection prevention (including HIV) and standard safety measures, bio-medical waste management. □ Role of nurse- Evidence based nursing practice; Best practices □ Innovations in nursing
VI	20	<p>Philosophy and Theories of Nursing</p> <ul style="list-style-type: none"> □ Values, Conceptual models, approaches. □ Nursing theories: Nightingale's, Henderson's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Neuman's, Roy's, Watson's, etc and their applications, □ Health belief models, communication and management, etc □ Concept of Self health. □ Evidence based practice model.
VIII	10	<p>Nursing process approach</p> <ul style="list-style-type: none"> □ Health Assessment- illness status of patients/clients (Individuals, family, community), Identification of health-illness problems, health behaviors, signs and symptoms of clients. □ Methods of collection, analysis and utilization of data relevant to nursing process. □ Formulation of nursing care plans, health goals, implementation, modification and evaluation of care.
IX	30	<p>Psychological aspects and Human relations</p> <ul style="list-style-type: none"> □ Human behavior, Life processes & growth and development, personality development, defense mechanisms, □ Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior, □ Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young & middle adult, and Older adult) □ Sexuality and sexual health. □ Stress and adaptation, crisis and its intervention, □ Coping with loss, death and grieving, □ Principles and techniques of Counseling.

Unit	Hours	Content
X	10	<p>Nursing practice</p> <ul style="list-style-type: none"> □ Framework, scope and trends. □ Alternative modalities of care, alternative systems of health and complimentary therapies. □ Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions. □ Health promotion and primary health care. □ Independent practice issues,- Independent nurse-midwifery practitioner. □ Collaboration issues and models-within and outside nursing. □ Models of Prevention, □ Family nursing, Home nursing, □ Gender sensitive issues and women empowerment. □ Disaster nursing. □ Geriatric considerations in nursing. □ Evidence based nursing practice- Best practices □ Trans-cultural nursing.
XI	25	<p>Computer applications for patient care delivery system and nursing practice</p> <ul style="list-style-type: none"> □ Use of computers in teaching, learning, research and nursing practice. □ Windows, MS office: Word, Excel, Power Point, □ Internet, literature search, □ Statistical packages, □ Hospital management information system: softwares.

Practical

Clinical posting in the following areas:

- Specialty area- in-patient unit - 2 weeks
- Community health center/PHC - 2 weeks
- Emergency/ICU - 2 weeks

Activities

- Prepare Case studies with nursing process approach and theoretical basis
- Presentation of comparative picture of theories
- Family case- work using model of prevention
- Annotated bibliography
- Report of field visits (5)

Methods of Teaching

- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits

Methods of evaluation :

- Tests
- Presentation
- Seminar
- Written assignments

Advance nursing Procedures

Definition, Indication and nursing implications;

- CPR, TPN, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, BT Pleural and abdominal paracentesis OT techniques, Health assessment, Triage, Pulse oxymetry

Internal Assessment

Techniques	Weightage
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25

	100

CLINICAL SPECIALITY – I

MEDICAL SURGICAL NURSING

Placement: 1st Year

Hours of instruction
Theory: 150 Hours
Practical: 650 Hours
Total : 800 Hours

Course Description

This course is common for the students undergoing clinical speciality-II in neuro science nursing/cardiovascular & thoracic nursing/critical care nursing/oncology nursing/orthopaedic and rehabilitation nursing/nephro & urology nursing, gastroenterology nursing/ geriatric nursing.

It is designed to assist students in developing expertise and in depth knowledge in the field of medical Surgical Nursing. It will help students to appreciate the patient as a holistic individual and develop skill to function as a specialized Medical-Surgical Nurse. It will further enable the student to function as educator, manager and researcher in the field of Medical – Surgical Nursing.

Objectives

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

1. Appreciate the trends & issues in the field of Medical – Surgical Nursing as a speciality.
2. Apply concepts & theories related to health promotion.
3. Appreciate the client as a holistic individual.
4. Perform physical, psychosocial assessment of Medical – Surgical patients.
5. Apply Nursing process in providing care to patients.
6. Integrate the concept of family centered nursing care with associated disorder such as genetic, congenital and long-term illness.
7. Recognize and manage emergencies with Medical- Surgical patients.
8. Describe various recent technologies & treatment modalities in the management of critically ill patients.
9. Appreciate the legal & ethical issues relevant to Medical – Surgical Nursing.
10. Prepare a design for layout and management of Medical – Surgical Units.

11. Appreciate the role of alternative systems of Medicine in care of patients.
12. Incorporate evidence based Nursing practice and identify the areas of research in the field of Medical – Surgical Nursing.
13. Recognize the role of Nurse practitioner as a member of the Medical – Surgical health team.
14. Teach Medical – Surgical Nursing to undergraduate nursing students & in-service nurses.

COURSE CONTENT:

Unit	Hours	Content
I	5	<p>Introduction:</p> <ul style="list-style-type: none"> □ Historical development of Medical- Surgical Nursing in India. □ Current status of health and disease burden in India. □ Current concept of health. □ Trends & issues in Medical – Surgical Nursing. □ Ethical & cultural issues in Medical – Surgical Nursing. □ Rights of patients. □ National health policy, special laws & ordinances relating to older people. □ National goals. □ Five year plans. □ National health programs related to adult health.
II	20	<p>Health Assessment of patients</p> <ul style="list-style-type: none"> □ History taking. □ Physical examination of various systems. □ Nutritional assessment. □ Related investigations and diagnostic assessment.
III	5	<p>Care in hospital settings:</p> <ul style="list-style-type: none"> □ Ambulatory care. □ Acute and Critical care. □ Long term care. □ Home Health Care. □ Characteristics, care models, practice settings, interdisciplinary team. □ Hospitalization- effects of hospitalization on the patient & family. □ Stressors & reactions related to disease process. □ Nursing care using Nursing process approach.
IV	10	<p>Management of patients with disorders of Gastro intestinal tract</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment- History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.

Unit	Hours	Content
V	10	<p>Management of patients with disorders of nervous system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
VI	10	<p>Management of patients with disorders of respiratory system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
VII	10	<p>Management of patients with disorders of cardio vascular system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
VIII	5	<p>Management of patients with disorders of blood</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies □ Evidence based nursing practice □ Rehabilitation and follow-up
IX	10	<p>Management of patients with disorders of genito urinary system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.

Unit	Hours	Content
		<ul style="list-style-type: none"> □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
X	10	<p>Management of patients with disorders of endocrine system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
XI	10	<p>Management of patients with disorders of musculo-skeletal system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
XII	8	<p>Management of patients with disorders of integumentary system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
XIII	5	<p>Management of patients with disorders of Eye and ENT</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends.

Unit	Hours	Content
		<ul style="list-style-type: none"> □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
XIV	8	<p>Management of patients with disorders of reproductive system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
XV	8	<p>Geriatric nursing</p> <ul style="list-style-type: none"> □ Nursing Assessment-History and Physical assessment. □ Ageing; □ Demography; Myths and realities. □ Concepts and theories of ageing. □ Cognitive Aspects of Ageing. □ Normal biological ageing. □ Age related body systems changes. □ Psychosocial Aspects of Aging. □ Medications and elderly. □ Stress & coping in older adults. □ Common Health Problems & Nursing Management; □ Psychosocial and Sexual. □ Abuse of elderly. □ Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual. □ Role of nurse for caregivers of elderly. □ Role of family and formal and non formal caregivers. □ Use of aids and prosthesis (hearing aids, dentures, □ Legal & Ethical Issues. □ Provisions and Programmes for elderly; privileges, Community Programs and health services; □ Home and institutional care. □ Issues, problems and trends.
XVI	8	<p>Management of patients with communicable and sexually transmitted diseases:</p> <ul style="list-style-type: none"> □ Review of immune system. □ Common Disorders of immune system – HIV/AIDS. □ Review of infectious disease process. □ Communicable Diseases- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends.

Unit	Hours	Content
		<ul style="list-style-type: none"> □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
XVII	8	<p>Emergency, trauma and multi-system organ failure</p> <ul style="list-style-type: none"> □ DIC (disseminated intravascular coagulation) □ Trauma, burns, poisoning □ Etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. <ul style="list-style-type: none"> • Treatment modalities and trends. • Nursing management. • Related research studies. • Evidence based nursing practice. • Rehabilitation and follow-up.

Practical

Total = 660 Hours
1 Week = 30 Hours

S.No.	Dept/Unit	No. of Week	Total Hours
	General Medical Ward	4	120 Hours
	General Surgical Ward	4	120 Hours
	ICUs	4	120 Hours
	Oncology	2	60 Hours
	Ortho	2	60 Hours
	Cardio	2	60 Hours
	Emergency Department	2	60 Hours
	Neuro	2	60 Hours
	Total	22 Weeks	660 Hours

Student Activities:

- Clinical presentations
- History taking
- Health Assessment
- Nutritional Assessment
- Health Education related to disease conditions
- Case studies
- Project work
- Field visits

CLINICAL SPECIALITY-I

OBSTETRIC AND GYNAECOLOGICAL NURSING

Placement : 1st year

Hours of Instruction
Theory : 150 Hours.
Practical : 650 Hours.
Total : 800 Hours.

Course Description

This course is designed to assist students in developing expertise and in-depth understanding in the field of Obstetric and Gynaecological Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function as an independent midwifery practitioner. It will further enable the student to function as educator, manager, and researcher in the field of Obstetric and Gynaecological nursing

Objectives

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

1. Appreciate the trends in the field of midwifery, obstetrics and gynaecology as a speciality.
2. Describe the population dynamics and indicators of maternal and child health
3. Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labor and puerperium.
4. Provide comprehensive nursing care to women during reproductive period and newborns.
5. Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynaecological nursing.
6. Identify and analyze the deviations from normal birth process and refer appropriately.
7. Describe the pharmacological agents, their effects during pregnancy, child birth, puerperium, lactation and the role of nurse
8. Counsel adolescents, women and families on issues pertaining to pregnancy, child birth and lactation
9. Describe the role of various types of complementary and alternative therapies in obstetric and gynaecological nursing.
10. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetric and gynaecological nursing.
11. Describe the recent advancement in contraceptive technology and birth control measures
12. Appreciate the legal and ethical issues pertaining to obstetric and gynaecological nursing

Course Content

Units	Hours	Content
I	10	<p>Introduction</p> <ul style="list-style-type: none"> □ Historical and contemporary perspectives □ Epidemiological aspects of maternal and child health □ Magnitude of maternal and child health problems □ Issues of maternal and child health : Age, Gender, Sexuality, psycho Socio cultural factors □ Preventive obstetrics □ National health and family welfare programmes related to maternal and child health: health care delivery system- National Rural health mission, Role of NGO's □ Theories, models and approaches applied to midwifery practice □ Role and scope of midwifery practice: Independent Nurse midwifery practitioner □ Legal and Ethical issues: Code of ethics and standards of midwifery practice, standing orders □ Evidence based midwifery practice □ Research priorities in obstetric and gynaecological nursing.
II	15	<p>Human reproduction</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology of human reproductive system: male and female □ Hormonal cycles □ Embryology □ Genetics, teratology and counseling □ Clinical implications
III	25	<p>Pregnancy</p> <ul style="list-style-type: none"> □ Maternal adaptation : Physiological, psychosocial <ul style="list-style-type: none"> • Assessment – Maternal and foetal measures Maternal measures:History taking , examination-General,physical and obstetrical measure, identification of high risk, • Foetal measure- clinical parameters, biochemical- human estriol, Maternal Serum Alfa Feto Protein, Acetyl Choline esterase (AchE), Triple Test Aminocentesis, Cordocentesis, chorionic villus sampling (CVS)), • Biophysical- (US IMAGING, Foetal movement count, Ultra Sonography, Cardiotocography, cardiotomography, Non Stress Test(NST), Contraction stress test(CST), amnioscopy, foetoscopy, • Radiological examination, □ Interpretation of diagnostic tests and nursing implications □ Nursing management of the pregnant women, minor disorders of pregnancy and management, preparation for child birth and parenthood, importance of institutional delivery , choice of birth setting, importance and mobilizing of transportation, prenatal counseling, role of nurse and crisis intervention, identification of high risk pregnancy and refer □ Alternative / complementary therapies

Units	Hours	Content
IV	25	<p>Normal Labour and nursing management:</p> <ul style="list-style-type: none"> □ Essential factors of labour □ Stages and onset <p>First stage: Physiology of normal labour</p> <ul style="list-style-type: none"> • Use of partograph: Principles, use and critical analysis, evidence based studies • Analgesia and anaesthesia in labour • Nursing management <p>Second stage</p> <ul style="list-style-type: none"> • Physiology , intrapartum monitoring • Nursing management. • Resuscitation , immediate newborn care and initiate breast feeding (Guidelines of National neonatology forum of India) <p>Third stage</p> <ul style="list-style-type: none"> • Physiology and nursing management <p>Fourth stage – Observation, critical analysis and Nursing management.</p> <ul style="list-style-type: none"> • Various child birth practice: water birth, position change etc • Evidence based practice in relation to labour intervention <p>Role of nurse midwifery practitioner</p> <ul style="list-style-type: none"> • Alternative /complementary therapies
V	20	<p>Normal puerperium and nursing management</p> <ul style="list-style-type: none"> □ Physiology of puerperium □ Physiology of lactation, lactation management, exclusive breast feeding ,Baby friendly hospital initiative(BFHI) □ Assessment of postnatal women . □ Minor discomforts and complications of puerperium □ Management of mothers during puerperium: Postnatal exercises Rooming in, bonding, warm chain □ Evidence based studies <p>Role of nurse midwifery practitioner</p> <ul style="list-style-type: none"> • Alternative /complementary therapies
VI	20	<p>Normal Newborn</p> <ul style="list-style-type: none"> □ Physiology and characteristics of normal newborn □ Physical and Behavioural assessment of newborn □ Needs of newborn □ Essential newborn care: Exclusive breast feeding, Immunization, Hygiene measures, Newborn nutrition □ Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU □ Observation and care of newborn □ Parenting process

Units	Hours	Content
VII	10	<p>Pharmacodynamics in obstetrics</p> <ul style="list-style-type: none"> □ Drugs used in pregnancy, labour, post partum and newborn □ Calculation of drug dose and administration □ Effects of drugs used □ Anaesthesia and analgesia in obstetrics □ Roles and responsibilities of midwifery nurse practitioner □ Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW
VIII	10	<p>Family welfare services</p> <ul style="list-style-type: none"> □ Population dynamics □ Demography trends: vital statistics, calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems □ Recent advancement in contraceptive technology □ Role of nurses in family welfare programmes in all settings □ Role of independent nurse midwifery practitioner □ Family life education □ Evidence based studies □ Information, Education and Communication(IEC) □ Management information and evaluation system(MIES) □ Teaching and supervision of health team members
IX	5	<p>Infertility</p> <ul style="list-style-type: none"> □ Primary and secondary causes □ Diagnostic procedures □ Counseling: ethical and legal aspects of assisted reproductive technology(ART) □ Recent advancement in infertility management. □ Adoption procedures <p>Role of nurses in infertility management.</p>
X	5	<p>Menopause</p> <ul style="list-style-type: none"> □ Physiological, psychological and social aspects □ Hormone Replacement Therapy □ Surgical menopause □ Counseling and guidance <p>Role of midwifery nurse practitioner</p>
XI	5	<p>Abortion</p> <ul style="list-style-type: none"> □ Types, causes □ Legislations, Clinical rights and professional responsibility □ Abortion procedures □ Complications □ Nursing management <p>Role of midwifery nurse practitioner</p>

Practical

Total = 660 Hours
1 week = 30 Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Anetenatal Wards & OPDs	4	120
2	Labour Room	5	150
3	Postnatal Ward	2	60
4	Family Planning Clinics	2	60
5	PHC/Rural maternity settings	4	120
6	Gynae	2	60
7	Maternity OT	2	60
8	NICU	1	30
	Total	22 Weeks	660Hours

Procedures observed

- Diagnostic investigations : amniocentesis, chorionic villi sampling
- Infertility management: artificial reproduction : artificial insemination, invitro fertilization, and related procedures

Procedures assisted

- Medical termination of pregnancy,

Procedures performed

- Antenatal assessment-20
- Postnatal assessment-20
- Assessment during labour : use of partograph - 20
- Per vaginal examination-20
- Conduct of normal delivery-20
- Episiotomy and suturing-10
- Setting up of delivery areas
- Insertion of intra uterine devices(copper T)

Others

- Identification of high risk women and referral
- Health education: to women and their families
- Motivation of couples for planned parenthood

CLINICAL SPECIALTY –I

CHILD HEALTH (PAEDIATRIC) NURSING

Placement : 1st Year

Hours of Instruction
Theory 150 Hours
Practical 650 Hours
Total : 800 Hours

Course Description

This course is designed to assist students in developing expertise and in-depth understanding in the field of Pediatric Nursing. It will help students to appreciate the child as a holistic individual and develop skill to function as neonatal and pediatric nurse specialist. It will further enable the student to function as educator, manager, and researcher in the field of Paediatric nursing

Objectives

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

1. Appreciate the history and developments in the field of pediatrics and pediatric nursing as a specialty
2. Apply the concepts of growth and development in providing care to the pediatric clients and their families.
3. Appreciate the child as a holistic individual
4. Perform physical, developmental, and nutritional assessment of pediatric clients
5. Apply nursing process in providing nursing care to neonates & children
6. Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness.
7. Recognize and manage emergencies in neonates
8. Describe various recent technologies and treatment modalities in the management of high risk neonates
9. Appreciate the legal and ethical issues pertaining to pediatric and neonatal nursing
10. Prepare a design for layout and management of neonatal units
11. Incorporate evidence based nursing practice and identify the areas of research in the field of pediatric/neonatal nursing
12. Recognize the role of pediatric nurse practitioner and as a member of the pediatric and neonatal health team
13. Teach pediatric nursing to undergraduate students & in-service nurses

Course Content

Unit	Hours	Content
I	10	Introduction <ul style="list-style-type: none"> □ Historical development of Pediatrics and Pediatric Nursing in India; □ Current status of child health in India; □ Trends in Pediatrics and Pediatric Nursing, □ Ethical and cultural issues in pediatric care □ Rights of children □ National health policy for children, special laws and ordinances relating to children. □ National goals, □ Five year plans, □ National health programs related to child health.
II	10 Hrs	Assessment of pediatric clients <ul style="list-style-type: none"> □ History taking □ Developmental assessment □ Physical assessment □ Nutritional assessment □ Family assessment
III	10	Hospitalized child <ul style="list-style-type: none"> □ Meaning of hospitalization of the child, preparation for hospitalization, effects of hospitalization on the child and family □ Stressors and reactions related to developmental stages, play activities for ill hospitalized child. □ Nursing care of hospitalized child and family -principles and practices
IV	15	Pre-natal Pediatrics <ul style="list-style-type: none"> □ Embryological and fetal development, Prenatal factors influencing growth and development of fetus, □ Genetic patterns of common pediatric disorders, chromosomal aberrations, genetic assessment and counseling legal and ethical aspects of genetic, screening and counseling role of nurse in genetic counseling, □ Importance of prenatal care and role of pediatric nurse.
V	15	Growth and Development of children <ul style="list-style-type: none"> □ Principles of growth and development, □ Concepts and theories of growth and development, □ Developmental tasks and special needs from infancy to adolescence, developmental milestones, □ Assessment of growth and development of pediatric clients, □ Factors affecting growth and development.
VI	15	Behavioral Pediatrics and Pediatric Nursing <ul style="list-style-type: none"> □ Parent child relationship, □ Basic behavioral pediatric principles and specific behavioral pediatric concepts/disorders- maternal deprivation, failure

Unit	Hours	Content
		<p>to thrive, child abuse, the battered child,</p> <ul style="list-style-type: none"> □ Common behavioral problems and their management, □ Child guidance clinic.
VII	15	<p>Preventive Pediatrics and Pediatric Nursing</p> <ul style="list-style-type: none"> □ Concept, aims and scope of preventive pediatrics, □ Maternal health and its influence on child health antenatal aspects of preventive pediatrics, □ Immunization, expanded program on immunization/ universal immunization program and cold chain, □ Nutrition and nutritional requirements of children, changing patterns of feeding, baby- friendly hospital initiative and exclusive breast feeding, □ Health education, nutritional education for children □ Nutritional programs □ National and international organizations related to child health, <p>Role of pediatric nurse in the hospital and community.</p>
VIII	30	<p>Neonatal Nursing</p> <ul style="list-style-type: none"> □ New born baby- profile and characteristics of the new born, □ Assessment of the new born, □ Nursing care of the new born at birth, care of the new born and family, □ High risk newborn- pre term and term neonate and growth retarded babies, □ Identification and classification of neonates with infections, HIV & AIDS, Ophthalmia neonatorum, congenital syphilis. □ High risk new born- Identification, classification and nursing management □ Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU.
IX	30	<p>IMNCI (Integrated management of neonatal and childhood illnesses)</p>

Practical

Total = 660Hours
1 Week = 30Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Pediatric Medicine Ward	4	120 Hours
2	Pediatric Surgery Ward	4	120 Hours
3	Labor Room/Maternity Ward	2	60 Hours
4	Pediatric OPD	2	60 Hours
5	NICU	4	120 Hours
6	Creche	1	30 Hours
7	Child Guidance Clinic	1	30 Hours
8	Community	4	120 Hours
	Total	22 Weeks	660 Hours

Student Activities

- Clinical presentations
- Growth & developmental assessment
- Assessment & prescription of nursing interventions for sick children
- Health education related to disease conditions
- Nutritional assessment
- Project work
- Field visits

CLINICAL SPECIALITY – I

MENTAL HEALTH (PSYCHIATRIC) NURSING

Placement : 1st Year

Hours of Instruction
Theory 150 hours
Practical 650 hours
Total : 800 hours

Course Description

This course is designed to assist students in developing expertise and in-depth understanding in the field of Psychiatric Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function as a psychiatric nurse specialist. It will further enable the student to function as an educator, manager, and researcher in the field of Psychiatric nursing.

Objectives

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

1. Appreciate the trends and issues in the field of psychiatry and psychiatric nursing.
2. Explain the dynamics of personality development and human behaviour.
3. Describe the concepts of psychobiology in mental disorders and its implications for psychiatric nursing.
4. Demonstrate therapeutic communication skills in all interactions.
5. Demonstrate the role of psychiatric nurse practitioner in various therapeutic modalities.
6. Establish and maintain therapeutic relationship with individual and groups.
7. Use assertive techniques in personal and professional actions.
8. Promote self-esteem of clients, others and self.
9. Apply the nursing process approach in caring for patients with mental disorders.
10. Describe the psychopharmacological agents, their effects and the nurse's role.
11. Recognize the role of psychiatric nurse practitioner and as a member of the psychiatric and mental health team.
12. Describe various types of alternative systems of medicines used in psychiatric settings.
13. Incorporate evidence-based nursing practice and identify the areas of research in the field of psychiatric nursing.

Course Content

Units	Hours	Content
I	15	<p>Introduction</p> <ul style="list-style-type: none"> □ Mental Health and Mental Illness □ Historical perspectives □ Trends, issues and magnitude □ Contemporary practices □ Mental health laws/Acts □ National mental health program -National mental health authority, state mental health authority □ Human rights of mentally ill □ Mental Health/ Mental Illness Continuum □ Classification of mental illnesses-ICD, DSM □ Standards of Psychiatric nursing □ Challenges and Scope of psychiatric nursing □ Multi-disciplinary team and role of nurse <p>Role of psychiatric nurse- extended and expanded</p>
II	10	<p>Concepts of Psychobiology</p> <ul style="list-style-type: none"> □ The Nervous System: <ul style="list-style-type: none"> • An Anatomical Review • The Brain and limbic system • Nerve Tissue • Autonomic Nervous system • Neurotransmitters □ Neuroendocrinology <ul style="list-style-type: none"> • Pituitary, Thyroid Gland • Circadian Rhythms □ Genetics □ Neuro psychiatric disorders □ Psychoimmunology <ul style="list-style-type: none"> • Normal Immune response • Implications for psychiatric Illness □ Implications for Nursing
III	10	<p>Theories of Personality Development and relevance to nursing practice</p> <ul style="list-style-type: none"> □ Psychoanalytic Theory- Freud's □ Interpersonal Theory-Sullivan's □ Theory of Psychosocial Development-Erikson's □ Theory of object relations □ Cognitive Development Theory □ Theory of Moral Development □ A Nursing Model-Hildegard E.Peplau
IV	5	<p>Stress and its management</p> <ul style="list-style-type: none"> □ An introduction to the concepts of stress □ Psychological Adaptation to stress □ Stress as a Biological Response. □ Stress as an Environmental Event.

Units	Hours	Content
		<ul style="list-style-type: none"> □ Stress as Transaction between the Individual and the Environment. □ Stress management.
V	10	<p>Therapeutic communication and interpersonal relationship</p> <ul style="list-style-type: none"> □ Review communication process, factors affecting communication □ Communication with individuals and in groups □ Techniques of therapeutic communication-touch therapy □ Barrier of communication with specific reference to psychopathology □ Therapeutic attitudes □ Dynamics of a therapeutic Nurse-client relationship; Therapeutic use of self Gaining self-awareness □ Therapeutic nurse-patient relationship its phases ; Conditions essential to development of a therapeutic relationship □ Therapeutic impasse and its management
VI	10	<p>Assertive Training</p> <ul style="list-style-type: none"> □ Assertive Communication □ Basic Human Rights □ Response Patterns <ul style="list-style-type: none"> • (Nonassertive Behavior • Assertive Behavior • Aggressive Behavior • Passive-Aggressive Behavior) □ Behavioral Components of Assertive Behavior □ Techniques that Promote Assertive Behavior □ Thought-Stopping Techniques Method <p>Role of The Nurse</p>
VII	10	<p>Promoting Self-Esteem</p> <ul style="list-style-type: none"> □ Components of Self-Concept □ The Development of Self-Esteem □ The Manifestations of Low-Self-Esteem □ Boundaries <p>Role of The Nurse</p>
	5	<p>Women and Mental Health</p> <ul style="list-style-type: none"> ∣ Normal reaction to conception, pregnancy and puerperium ∣ Problems related to conception, pregnancy and puerperium and its management. • Counselling – Premarital, marital and genetic

Units	Hours	Content
VIII	10	<p>The nursing process in psychiatric/mental health nursing</p> <ul style="list-style-type: none"> □ Mental health assessment- History taking, mental status examination □ Physical and neurological examination □ Psychometric assessment □ Investigations, Diagnosis and Differential diagnosis □ Interpretation of investigations □ Nurse's role □ Nursing case management <ul style="list-style-type: none"> □ Critical pathways of care □ Documentation <ul style="list-style-type: none"> □ Problem-oriented recording □ Focus charting □ The PIE method
IX	35	<p>Psycho social and physical therapies</p> <ul style="list-style-type: none"> □ Individual therapy □ Behavioural Therapy- Relaxation therapy, cognitive therapy, positive- negative reinforcement, bio-feedback, guided imagery, ab-reactive therapy □ Group Therapy □ Family Therapy □ Milieu Therapy □ The Therapeutic Community □ Occupational therapy □ Recreational therapy □ Play therapy □ Music therapy □ Light therapy □ Color therapy □ Aroma therapy
XI	5	<p>Electroconvulsive Therapy</p> <ul style="list-style-type: none"> □ Historical Perspectives □ Indications □ Contraindications □ Mechanisms of Action □ Side Effects □ Risks Associated with Electroconvulsive Therapy □ The Role of The Nurse in Electroconvulsive Therapy
X	10	<p>Psychopharmacology</p> <ul style="list-style-type: none"> □ Historical Perspectives □ Role of a Nurse in Psychopharmacological Therapy <ul style="list-style-type: none"> • Antianxiety Agents • Antidepressants Agents • Mood stabilizers • Antipsychotics • Sedative-Hypnotics • Central Nervous System Stimulants □ Future developments

Units	Hours	Content
XII	15	<p>Alternative systems of medicine in mental health</p> <ul style="list-style-type: none"> □ Types of Therapies <ul style="list-style-type: none"> • Herbal Medicine • Unani • Siddha • Homeopathic • Acupressure and Acupuncture • Diet and Nutrition • Chiropractic Medicine • Therapeutic Touch and Massage • Yoga • Pet Therapy

Practical

Total = 660 Hours
1 Week = 30 Hours

S.No.	Area of Posting	No. of Week	Total Hours
1	Acute Psychiatric Ward	4	120 Hours
2	Chronic Psychiatric ward	4	120 Hours
3	Psychiatric Emergency Unit	2	60 Hours
4	O.P.D	2	60 Hours
5	Family Psychiatric Unit	2	60 Hours
6	Community Mental Health Unit	4	120 Hours
7	Rehabilitation / Occupational Therapy Unit/Half way home/ Day care centre	4	120 Hours
	Total	22 Weeks	660 Hours

Student Activities

- History taking
- Mental health assessment
- Psychometric assessment
- Personality assessment
- Process recording
- Therapies- Group Therapy
- Family Therapy
- Psychotherapy
- Milieu Therapy
- The Therapeutic Community
- Occupational therapy
- Recreational therapy
- Play therapy
- music therapy
- Pet therapy
- Counselling
- Assisted ECT
- Assisted EEG
- Case studies
- Case presentation
- Project work
- Socio and psycho drama
- Field visits

CLINICAL SPECIALITY- I

COMMUNITY HEALTH NURSING

Placement : 1st Year

Hours of Instructions
Theory 150 hours
Practical 650 hours
Total 800 hours

Course Description

The course is designed to assist students in developing expertise and in-depth understanding in the field of Community Health Nursing. It would help students to appreciate holistic life style of individuals, families & groups and develop skills to function as Community Health Nurse specialist/practitioner. It would further enable student to function as an educator, manager and researcher in the field of Community Health nursing.

Objectives

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

1. Appreciate the history and development in the field of Community Health and Community Health Nursing.
2. Appreciate role of individuals and families in promoting health of the Community.
3. Perform physical, developmental and nutritional assessment of individuals, families and groups.
4. Apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the people.
5. Apply nursing process approach while providing care to individuals, families, groups and community.
6. Integrate the concepts of family centered nursing approach while providing care to the community.
7. Recognize and participate in the management of emergencies, epidemics and disasters.
8. Apply recent technologies and care modalities while delivering community health nursing care.
9. Appreciate legal and ethical issues pertaining to community health nursing care.
10. Conduct community health nursing care projects.
11. Participate in planning, implementation and evaluation of various national health and family welfare programmes at local, state and the national level.
12. Incorporate evidence based nursing practice and identify the areas of research in the community settings.

13. Participate effectively as a member of Community Health team.
14. Coordinate and collaborate with various agencies operating in the community by using inter-sectoral approach.
15. Teach community health nursing to undergraduates, in-service nurses and the community health workers.
16. Demonstrate leadership and managerial abilities in community health nursing practice

Course Content

Unit	Hours	Content
I	10	<p>Introduction</p> <ul style="list-style-type: none"> □ Historical development of Community Health and Community health Nursing- World and India, various health and family welfare committees □ Current status, trends and challenges of Community Health Nursing □ Health status of the Community-community diagnosis □ Scope of Community health Nursing practice □ Ethical and legal issues □ Socio-cultural issues in Community health Nursing □ National Policies, plans and programmes <ul style="list-style-type: none"> • National health policy • National Population policy • National Health and welfare Programmes • National Health goals/ indicators/ Millennium developmental goals(MDG)/ Strategies • Planning process: Five year plans • National Rural Health Mission • Panchayat raj institutions
II	10	<p>Health</p> <ul style="list-style-type: none"> □ Concepts, issues □ Determinants □ Measurements □ Alternate systems for health promotion and management of health problems □ Health economics □ Health technology □ Genetics and health □ Waste disposal □ Eco system
III	15	<p>Population dynamics and control</p> <ul style="list-style-type: none"> □ Demography □ Transition and theories of population □ National population policy □ National population programmes □ Population control and related programmes □ Methods of family limiting and spacing □ Research, Census, National Family Health Survey

Unit	Hours	Content
IV	30	<p>Community health Nursing</p> <ul style="list-style-type: none"> □ Philosophy, Aims, Objectives, Concepts, Scope, Principles, Functions □ Community health Nursing theories and models □ Quality assurance: Community health Nursing standards, competencies, Monitoring community health nursing, nursing audits □ Family nursing and Family centered nursing approach □ Family health nursing process <ul style="list-style-type: none"> ○ Family health assessment ○ Diagnosis ○ Planning ○ Intervention ○ Evaluation □ Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged- Urban and rural population at large □ Community nutrition □ Concept, role and responsibilities of community health Nurse practitioners/nurse midwifery practitioners-decision making skills, professionalism, legal issues
V	45	<p>Maternal and neonatal care</p> <ul style="list-style-type: none"> □ IMNCI(Integrated Management of Neonatal And Childhood Illnesses) module □ Skilled Birth Attendant (SBA) module
VI	15	<ul style="list-style-type: none"> □ Disaster nursing (INC module on Reaching out: Nursing Care in emergencies)
VII	10	<p>Information, education and communication</p> <ul style="list-style-type: none"> □ IEC/BCC: Principles and strategies □ Communication Skills □ Management information and evaluation system: Records and reports □ Information technology □ Tele-medicine and tele-nursing □ Journalism □ Mass media □ Folk media
VIII	15	<p>Health care delivery system: Urban, rural, tribal and difficult areas</p> <ul style="list-style-type: none"> □ Health organization: National, State, District, CHC, PHC, Sub Centre, Village - Functions, Staffing, pattern of assistance, layout, drugs, equipments and supplies,Roles and Responsibilities of DPHNO □ Critical review of functioning of various levels, evaluation studies, recommendations and nursing perspectives □ Alternative systems of medicine □ Training and supervision of health workers

Unit	Hours	Content
		<ul style="list-style-type: none">□ Health agencies: NGO's, Roles and functions□ Inter-sectoral coordination□ Public private partnership□ Challenges of health care delivery system

Practical

Total = 660 Hours
1 Week = 30 Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Sub-centre, PHC, CHC	12	360 Hours
2	District family welfare bureau	1	30 Hours
3	Urban centers	6	180 Hours
4	Field visits	3	90 Hours
	Total	22 Weeks	660 Hours

Student Activities

- Identification of community leaders and resource persons (community mapping)
- Community health survey
- Community health nursing process- individual, family and special groups and community
- Counseling
- Health education – campaign, exhibition, folk media, preparation of IEC materials
- Organising and participating in special clinics/camps and national health and welfare programmes-Organise at least one health and family welfare mela/fair (all stalls of national health and family welfare activities should be included)
- Estimation of Vital health statistics -Exercise
- Drill for disaster preparedness
- Organise at least one in-service education to ANM's/LHV/PHN/HW
- Nutrition – Exercise on nutritional assessment on dietary planning, demonstration and education for various age groups
- Filling up of Records, reports and registers maintained at SC/PHC/CHC
- Assist women in self breast examination
- Conduct antenatal examination
- Conduct vaginal examination
- Conduct deliveries
- Post natal visits
- Perform Episiotomy and suturing
- Prepare Pap smear
- Conduct Insertion/Removal of IUD
- Blood Slide preparation
- Field visits
- Maintenance of log book for various activities

NURSING RESEARCH AND STATISTICS

Placement: 1st Year

Hours of Instruction
Theory 150 Hours
Practical 100 Hours
Total : 250 Hours

Part-A : Nursing Research

Theory 100 Hours
Practical 50 Hours
Total : 150 Hours

Course Description:

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

General Objectives:

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

1. Define basic research terms and concepts.
2. Review literature utilizing various sources
3. Describe research methodology
4. Develop a research proposal.
5. Conduct a research study.
6. Communicate research findings
7. Utilize research findings
8. Critically evaluate nursing research studies.
9. Write scientific paper for publication.

Content Outline

Unit	Hours		Course Content
	Theory	Practical	
I	10		Introduction: <ul style="list-style-type: none"> □ Methods of acquiring knowledge – problem solving and scientific method. □ Research – Definition, characteristics, purposes, kinds of research □ Historical Evolution of research in nursing □ Basic research terms □ Scope of nursing research: areas, problems in nursing, health and social research □ Concept of evidence based practice □ Ethics in research □ Overview of Research process
II	5	5	Review of Literature <ul style="list-style-type: none"> □ Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature.
III	12		Research Approaches and designs <ul style="list-style-type: none"> □ Type: Quantitative and Qualitative □ Historical, survey and experimental –Characteristics, types advantages and disadvantages □ Qualitative: Phenomenology, grounded theory, ethnography
IV	10	5	Research problem: <ul style="list-style-type: none"> □ Identification of research problem □ Formulation of problem statement and research objectives □ Definition of terms □ Assumptions and delimitations □ Identification of variables □ Hypothesis – definition, formulation and types.
V	5	5	Developing theoretical/conceptual framework. <ul style="list-style-type: none"> □ Theories: Nature, characteristics, Purpose and uses □ Using, testing and developing conceptual framework, models and theories.
VI	6		Sampling <ul style="list-style-type: none"> □ Population and sample □ Factors influencing sampling □ Sampling techniques □ Sample size □ Probability and sampling error □ Problems of sampling

Unit	Hours		Course Content
	Theory	Practical	
VII	20	10	Tools and methods of Data collection: <ul style="list-style-type: none"> □ Concepts of data collection □ Data sources, methods/techniques quantitative and qualitative. □ Tools for data collection – types, characteristics and their development □ Validity and reliability of tools □ Procedure for data collection
VIII	5		Implementing research plan <ul style="list-style-type: none"> □ Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data
IX	10	10	Analysis and interpretation of data <ul style="list-style-type: none"> □ Plan for data analysis: quantitative and qualitative □ Preparing data for computer analysis and presentation. □ Statistical analysis □ Interpretation of data □ Conclusion and generalizations □ Summary and discussion
X	10		Reporting and utilizing research findings: <ul style="list-style-type: none"> □ Communication of research results; oral and written □ Writing research report purposes, methods and style- Vancouver, American Psychological Association(APA), Campbell etc □ Writing scientific articles for publication: purposes & style
XI	3	8	Critical analysis of research reports and articles
XII	4	7	Developing and presenting a research proposal

Activities:

- Annotated Bibliography of research reports and articles.
- Review of literature of selected topic and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical/conceptual framework.
- Preparation of a sample research tool
- Analysis and interpretation of given data
- Developing and presenting research proposal
- Journal club presentation
- Critical evaluation of selected research studies
- Writing a scientific paper.

Method of Teaching

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Class room exercises
- Journal club

Methods of Evaluation

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

Internal Assessment

Techniques	Weightage (15marks)
Term Test(2 tests)	40%
Assignment	20%
Presentation	20%
Project work	20%
Total	100%

Part –B : Statistics

Hours of Instruction
Theory 50 Hours
Practical 50 Hours
Total : 100 Hours

Course Description

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing.

General Objectives

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

1. Explain the basic concepts related to statistics
2. Describe the scope of statistics in health and nursing
3. Organize, tabulate and present data meaningfully.
4. Use descriptive and inferential statistics to predict results.
5. Draw conclusions of the study and predict statistical significance of the results.
6. Describe vital health statistics and their use in health related research.
7. Use statistical packages for data analysis

Unit	Hours		Course Content
	Theory	Practical	
I	7	4	Introduction: <ul style="list-style-type: none">□ Concepts, types, significance and scope of statistics, meaning of data,□ sample, parameter□ type and levels of data and their measurement□ Organization and presentation of data – Tabulation of data;□ Frequency distribution□ Graphical and tabular presentations.
II	4	4	Measures of central tendency: <ul style="list-style-type: none">□ Mean, Median, Mode
III	4	5	Measures of variability; <ul style="list-style-type: none">□ Range, Percentiles, average deviation, quartile deviation, standard deviation
IV	3	2	Normal Distribution: <ul style="list-style-type: none">□ Probability, characteristics and application of normal probability curve; sampling error.

Unit	Hours		Course Content
	Theory	Practical	
V	6	8	Measures of relationship: <ul style="list-style-type: none"> □ Correlation – need and meaning □ Rank order correlation; □ Scatter diagram method □ Product moment correlation □ Simple linear regression analysis and prediction.
VI	5	2	Designs and meaning: <ul style="list-style-type: none"> □ Experimental designs □ Comparison in pairs, randomized block design, Latin squares.
VII	8	10	Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis) <ul style="list-style-type: none"> □ Non parametric test – Chi-square test, Sign, median test, Mann Whitney test. □ Parametric test – ‘t’ test, ANOVA, MANOVA, ANCOVA
VIII	5	5	Use of statistical methods in psychology and education: <ul style="list-style-type: none"> □ Scaling – Z Score, Z Scaling □ Standard Score and T Score □ Reliability of test Scores: test-retest method, parallel forms, split half method.
IX	4	2	Application of statistics in health: <ul style="list-style-type: none"> □ Ratios, Rates, Trends □ Vital health statistics – Birth and death rates. □ Measures related to fertility, morbidity and mortality
X	4	8	Use of Computers for data analysis <ul style="list-style-type: none"> □ Use of statistical package.

Activities

- Exercises on organization and tabulation of data,
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics(chi square, t-test, correlation)
- Practice in using statistical package
- Computing vital health statistics

Methods of Teaching:

- Lecture-cum-discussion
- Demonstration – on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data,

- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package.

Methods of Evaluation

- Test, Classroom statistical exercises.

Internal Assessment

Techniques

Test – (2 tests)

Weightage 10 marks

100%