

BSc_Nursing

| Title of the Course | Community Health Nursing I incl Env. Sc. & Epidemiology | unity Health Nursing I ind Env. Sc. & Epidemiology | | | | | | | | |
|------------------------------------|---|---|--|---|---|---|---|--|--|--|
| Course Code | N- COMH (I) 310 [P] | MH (I) 310 [P] | | | | | | | | |
| PartA | | | | | | | | | | |
| Year | 3rd | Credits | | | | | | | | |
| | | | | 0 | 0 | 2 | 2 | | | |
| Course Type | Embedded theory and field work | | | | | | | | | |
| Course Category | Foundation core | | | | | | | | | |
| Pre-Requisite/s | | Co-Requisite/s | | | | | | | | |
| Course Outcomes & Bloom's Level | C01- define community and community health nursing also interpreting C02- understand the community health problems and holistic care, core C03- demonstrate and show in the community about the self-examinate C04- evaluate the problem in the community by questioning and behalt C05- detect the problems in the community and assess the problem th | mpetent nursing care and extended role of nu ion, hand hygiene and related to the menstrue of that students able to analyze the problem | rses in community health centers. (BL2-Understand) al hygiene and care of a pregnant mother, new born baby and geriatri regarding health issues. (BL4-Analyze) | | | | | | | |
| Coures Elements | Skill Development J Enterpreneurship J Employability A Professional Ethics J Grader Values J Heimin Versional J | II Development ✓ trepreseurship ✓ ployability ✓ descrate Ethics ✓ man Values ✓ SDG (Goals) SDG (Goals) | | | | | | | | |

| | | Pan | . D | | | | |
|---------|---|--|------------|--|-----------|-------|------|
| Mod | ules | Contents | | Pedagogy | | Ho | ours |
| | | Part | С | | | | |
| Modules | | Title | | icative-ABCA/PBL/ eriments/Field work/ Internships | Bloom's | Hours | |
| Unit-1 | assessment/survey to identify hea teaching individual/family on: o Nu including nutritional assessment fi health survey | using communication andinterpersonal relationship □ Conducting community needs th determinants of a community □ Observation skills □ Nutritional assessment skills □ Skill in hitton, including food tygeine and asside to Healthy (flexible of Health (andiono □ Health assessment or dients of different age groups □ Oocumentation skills/investigating an epidemic – Community sosing, primary management of common health problems in the community and referral of high-risk visit □ Participation in implementation of national health programs □ Participation in school health | Field work | | BL3-Apply | | 80 |
| Unit 1 | assessment/survey to identify hea teaching individual/family on: o Nu including nutritional assessment fi health survey Screening, diagn | using communication andinterpersonal relationship □ Conducting community needs th determinants of a community □ Observation skills □: Nutritional assessment skills □ Skill in nitrion, including food tygiene and a skill of the Halthy flored to Healthy flored/on □ Health assessment or denis of different age groups □ Obcumentation skills/investigating an epidemic − Community sociality, primary management of common health problems in the community and referral of high+tak visit □ Participation in implementation of national health programs □ Participation in school health | Field work | | BL3-Apply | | 80 |

Part B

| | Part D(Marks Distribution) | | | | | | | | | |
|-------------|--|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| | Theory | | | | | | | | | |
| Total Marks | ks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | |
| | 50 | | | | | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 50 | 50 | 25 | 50 | 25 | | | | | |

| | | | | | | | | Part E | | | | | | | |
|-----|--|---------|-----------|--|---|-----|-----|--------|-----|------|------|------|------|------|------|
| | E | ooks | Bhanars | idas Bhanot Publish | tot Publishers. (2022). Textbook of Preventive and Social Medicine: Bhanarsidas Bhanot Publishers. | | | | | | | | | | |
| | A | ticles | Creation | o of an Enhanced Primary Care Registered Nurse Preceptor Role: A Pilot Project | | | | | | | | | | | |
| | References Books Kaakinen, J. R., Coehlo, D. P., Steele, R., & Robinson, M. (2018). Family Health Care Nursing: Theory, Practice, and Research (6h ed.), F.A. Davis Company. | | | | | | | | | | | | | | |
| | MOO | Courses | https://w | ww.coursera.org/lea | n/epidemiology | | | | | | | | | | |
| | v | ideos | https://w | ww.youtube.com/wa | ch?v=tb-k0aZYT30 | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | Course Articulation Matrix | | | | | | | | | | | | | | |
| 000 | PO1 | B02 | PO2 | PO4 | POS | POG | PO7 | PO9 | PO0 | BO10 | PO11 | PO12 | PSO1 | PSO2 | BSO2 |

| COs | P01 | POZ | P03 | PU4 | PU5 | P06 | P07 | P08 | PU9 | P010 | PU11 | PU12 | PSUI | PSUZ | PS03 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 2 |
| CO2 | 1 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 1 | 2 |
| CO3 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 3 | 3 | 2 | 1 | 2 | 2 |
| CO4 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| CO5 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 2 |
| CO6 | - | - | - | - | | - | - | - | - | - | - | - | | | - |



| | | | BSc_Nurs | ing | | | | | |
|----------------------------|--|--|---|---------------------------|---|---|---|---|-------|
| Title of the C | | Midwifery & Gynecology (OBG) Nursing (I&II) | | | | | | | |
| Course Co | de | N- MIDW (II) OBGN 410 [T] | | | | | | | |
| | | | Part A | | | | - | P | c |
| Year | | 4th | | | Credits | 3 | 0 | 0 | 3 |
| Course Ty | pe | Theory only | | | 1 | | | | |
| Course Cate | | Foundation core | | | Co-Requisite/s | | | | |
| Pre-Requis | ite/s | CO1- recognize, state the concept and principles of Midwifery and Obs | tetric Nursing.(BL1-Remember) | | | | | | |
| Course Outc & Bloom's L | | CO2: comprehend, distinguish and explain knowledge and skills in imp) CO3: apply, demonstrateheskills inassessing normalandhiph-inkobstet CO4: identify, analyzethehealthneedsandimpartmaternal,neonatal,famil CO5: describe, explainandevaluateprofessionalcompetency/inhandlingn CO6: explaintheevidence-basednursing practiceinthefieldofObstetricalt | ementing nursing care to normalance tricsand providingbasicemergencyot yplanning and other reproductive he ormaland high-risk conditions of wo | alth servio men in pre | ces in the hospital and community.(BL4-Analyze) egnancy and use of various equipment's in Obstetrics.(BL5-Evaluate | | | | |
| Coures Elem | ients | Skill Development ✓ Entrepreneurible X Enropskill Y Professional Ethics ✓ Gender X Human Values X Environment X | SDG (Goals) | | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | |
| Modules | | Contents | Part B | | Pedagogy | | | | Hours |
| unit -1 | Transformative education fo mortality ratio, Infant Mortali health programs related to R midwifery and OBG nursing care, physiologic birthing an midwifery practice (ICM) o L expectations & choices abot Ethical issues in maternal ar | statory of makefiely in India = "Current scenario: or Trends of maternity car relationship based and transformative involvery practice in India = "Vita IV Rate, Neonatal Mortality Rate, perinatal mortality rate, fertility rates of MiXCH+4 (Reproductive Maternal Nervorn and Child Health + Adolesce or Respectful maternity and newborn care (RNNO) or MiXefiery-led care of Respectful maternity and newborn care (RNNO) or MiXefiery-led care demodicatation of birth 6 Birthing careful waiter the MiXefield and careful applications in miXefield and the Careful and the Careful at care Lappl provisions in miXefiery practice in India: :: INCM/OHEAFW at careful and compared the Adolesce and the Adolesce at miXefield and the Adolesce and the Adolesce and the Adolesce at an identification of the Adolesce and the Adolesce a miXefield and the Adolesce and the Adolesce and the Adolesce at an identification of the Adolesce and the Adolesce and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce at a miXefield and the Adolesce and the Adolesce and the Adolesce at the Adolesce and the Adolesce | I health indicators – Maternal laternal death audit | lecturer | cum discussion | | | | 8 |
| unit -2 | Fertilization, conception a | numan reproductive system and conception (Maternal, Fetal & Newborn male peivis – bones, joints, ligaments, planes, diameters, landmarks, landmarks, nelles, diameters, moulding : = Fetopelver relationship: ::: Physiology of me di mighantation :: Embryological development ::: Placental development nt :: Fetal circulation & nutrition | physiology) Review: □ Female lination, pelvic variations □ Foetal nstrual cycle, menstrual hygiene and function, placental barrier □ | lecture c | rum discussion ,case study | | | | 6 |
| unit-3 | Socio-utilural aspects of regarding normal bothy Gen regarding normal bothy Gen Trimesters). Normal programs bothy Gen General Regarding normal programs/Antenatal care: a behavior, sexual life during pregnancyAntenatal care: a behavior, sexual life during abdominat papation, fetal as behavior, sexual life during and programs | end of normal preparancy (arther natal). Pre-pregnancy (2arther 1 Review of a numan security (Self Learning) : Pre-normaption of the connepting (Self Learning) : Pre-pregnancy : Assess and confirm pre- and confirmatory tests : Review of maternal nutrition & mainturition : Burger (Self) : Review of maternal nutrition & mainturition : the self securitical in the security of the security of the security of the security of the security of the security of the security of the security of the security of the security of the intervention of the security of the security of the security of the intervention of the security of security of | counseling (Including awareness ment and antenatia lever (I, II & Will graing): Disgriosis of programcy – intensity and the second second second learning assessment History sched learning making, risky actiful care and compassionate etc : A notanatia sessement: the care and compassionate etc : A notanatia sessement is on of FAA calitors and the set of the sessement : Maternal Mental heart rate – Doppler and d minest c: Third minester sessement : Calitation readiness ness and complication readiness as: Women centered care :: | lecture c | rum discussion, demonstration | | | | 12 |
| unt - 4 | necessary — Stages of Ibbs are and communication — [] stage of labour. — Pain man- smulation during first stage Role of DoularASH's Seco - Network - Network - Network - Network - Network - Network - Network | d care during labour = Normal labour and bith = Onset of bithhelsbour ur = Organization of labour room - Triage, preparation for thit = Positive Jungs used in labour as per Gol guidelines Fist Stage = Physicology of nor signers in labour room - Triage, preparation for thits — Positive of labour/Nutrition during labour : Pernote positive childbith experiment of labour/Nutrition during labour : Pernote positive childbith experiment Also and Also and Al | e birth environment ⊟ Respectful mail labour ⊒ Monkering provide the second second second second is a second second second second second is a second second second second second second is a second sec | lecture c | rum discussion ,other | | | | 12 |
| unit -5 | newborn to promote bonding Postpartum care/Ongoing cc home-based care Perinea Physiology of lactation and I and recognition of post-nata competence (Taboos related | □ Maintaining records and reports I'm divintaining records and reports Provide the second | assessment and care – facility and µerperium and its management □ □ Normal postnatal baby blues eeks after childbirth □ Cultural | lecture c | sum discussion, seminar | | | | 7 |
| unit -6 | Neonate – Physiological ada | re of normal neonates — Family centered care — Respectful newborn ca uptation — Newborn assessment — Screening for congenital anomalies — are of newborn) — Skin to skin contact and thermoregulation — Infection and its management | Care of newborn up to 6 weeks | lecture c | cum discussion, field visit | | | | 7 |
| unit -7 | methods – Hormonal, non-h effectiveness, advantages, c planning methods □ Emerge Balanced Counseling Strate services – SRHR services, p Importance of follow up and | pand of anyl/frequent childbarding \equiv Comprehensive range of family point motivation and barrier methods \sim Permanent methods. The semantimethods - Management methods - Bernaren methods - Bernaren methods - Bernaren methods - Bernaren range and research in contractive point $p_{\rm S}$ (BCS) - Legal and rights angels of PP \simeq Human rights aspects of PV \sim Management and the semantimethod of the semantime | and female sterilization Action, for use of various family mily planning counseling using Adolescents Vouth friendly of services (Review) Nence Physical, sexual and | lecture c | um discussion | | | | 8 |

| | Part | C | | |
|---------|--------------|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 6 | immunization | Field work | BL6-Create | 7 |

Part D(Marks Distribution)

т

| | | | Theory | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| 100 | 50 | 50 | 25 | 50 | 25 |
| | | | Practical | • | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| | 0 | | | | |

| | Part E |
|------------------|---|
| Books | Dutta. D. C (2021) Textbookof Obstetrics 13th Edition. Jaypee Publishers |
| Articles | Matemal and Child Health Nursing education before and during COVID-19: An exploratory descriptive study |
| References Books | Lowdermilk Matemity Nursing (2018). Mosby 7th Edition.New Delhi: Jaypee Brothers |
| MOOC Courses | htps://www-mooo-list.com.webpkgcache.com/doci/-lsi.www.mooc-list.com/lags/midwife |
| Videos | Female Petvis Practical Explanation |
| | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | PO6 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 1 |
| CO2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| CO3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
| CO5 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 |
| CO6 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |



BSc_Nursing

| Title of the Course | Educational Technology / Nursing Education | | | | | | | | | |
|------------------------------------|---|--|--|----------------------|------------|---|---|--|--|--|
| Course Code | EDUC 315 | | | | | | | | | |
| | PartA | | | | | | | | | |
| Year | 3rd | Credits L T P C | | | | | | | | |
| Tear | 310 | | Creats | 2 | 0 | 1 | 3 | | | |
| Course Type | Theory only | | | | | | | | | |
| Course Category | Discipline Core | | | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | | | | |
| Course Outcomes & Bloom's Level | CO1 hrow, recognize, recail, state the concepts, principles, philosophil Co2 comprehend, distinguish and explain various instructional media CO3 apply, demonstrate the principles and steps of guidance and cour CO4 analyze, density the importance of communication process, interp CO5 describe, explain the effective use of Information, Education and CO6 explain, generate, reconstruct new methods and instructional Meet | and methods in teaching learning process alo iseling.(BL3-Apply) iersonal relationship and human relations.(Bl Communication (IEC) for health.(BL5-Evalue | ng with the tools and techniques for assessment of knowledge, skill, L4-Analyze) te) | and attitude.(BL2-Ur | nderstand) | | | | | |
| | Skil Development X Entrepreneurship X Employability Y Professional Ethics Y Gender X Human Values X Environment X | Development X epreneurship X loyability ✓ SDG (Goals) SDG (Goals) SDG (Coals) and well-being) SDG4(Quality education) SDG4(Quality education) SDG4(Quality education) SDG4(Decent work and economic growth) | | | | | | | | |
| | | Part B | | | | | | | | |

| Modules | Contents | Pedagogy | Hours |
|---------|--|---|-------|
| Unit 1 | Introduction and Theoretical Foundations: Education and educational technology Definition, aims Approaches and scope of educational technology Latest approaches to education: O Transformational education Relationship based education o Competency based education Educational philosophy: Definition of philosophy: Comparison of educational philosophies — Philosophy of mursing education Teaching learning process: Definition = Transformational education education and of the philosophies — Philosophy of mursing education Teaching learning process: Definition = Transformation education education and learning — Nature and characteristics of Hacening and learning — Princips of Hacening and learning — Barris to teaching and learning = Learning Netrols — Latest approaches to learning o Experiential learning Reflective learning o Scenario based learning o Bosed learning o Blended learning o Binulation | Lecture cum Discussion, Group discussion & Senerio based study | 6 |
| Unit 2 | Assessment and Planning Assessment of leacher □ Estential qualities of a teacher □ Teaching styles - Formal authority, demonstrator, facilitator, delegator Assessment of learner □ Types of learners □ Determinants of learning - Learning needs, readiness to learn, learning styles □ Today's generation of learners and their stills and attributes □ Encitional intelligence of the learner □ Motivational factors - personal factors, environmental factors and support system Curriculum Reining □ Curriculum development, factors influencing, curriculum development, factors influencing, curriculum development, factors influencing, curriculum development, factors in disport factors in disport factors and support factors of support core plan, unit plan and lesson plan and barriers □ Witting learning outcomes Haviavical delectives □ Basic principies of writing course plan, unit plan and lesson plan | Lecture cum Discussion, Group discussion & Senerio based study | 6 |
| Unit 3 | Implementation Teaching in Classroom and Sell lab - Teaching Methods := Classroom management-principles and strategies := Classroom communication of solitations and Barriers to classroom communication technology (CT) – ICT used I execution Teaching methods - Features, advantages and disadvantages :: Lecture, Group discussion, microbaching := Sell lab - simulations, iField tips) := Self-directed learning (SD) := Computer statistication technology (Dn-Active James) strategies := Field tips) := Self-directed learning (SD) := Computer statistication technology (Dn-Active James) strategies := Team based learning := Problem based learning := Peer sharing := Case study analysis := Journaling := Debate := Gaming := Inter- professional decation | Lacture cum Discussion, Group discussion & Senerio based study | 8 |
| Unit 4 | Teaching in the Clinical Setting – Teaching Methods :: Clinical learning environment :: Factors influencing selection of clinical learning experiences :: Varing clinical learning outcomestyractice competencies :: Varing clinical learning outcomestyractice competencies :: a clinical teaching strategies - pastert assignment - clinical conference, clinical resentation/bedside clinic, Care study/care study, unuraing rounds, compet napping, project, debate, gama, role play, PBL, usersioning, written assignment, process study, unuraing rounds, compet napping, project, debate, gama, role play, PBL, usersioning, written assignment, process recording | Lacture cum Discussion, Group discussion & Senerio Eased study | 3 |
| Unit 5 | EducationalTeaching Media :: Media use – Parpose, componente, principles and eterps – Types of media Still visualio Non projected – draving & digmams, chartis, grapis, posters, catorios, hoard devices (classivite) about, builden board, flanoharti, flash cards, still picture-pilotographs, printed materials-handout, leafet, brochure, flyre Orepieded – film stripes, microscope power point silles, overhead projector Mongi visualo Video learning resources – videodrape S D/D, Univery, USB flash with evo e Motion pictures/films Realia and models o Real objects & Models Audio addisaudio media o Audiotapes/Compact discs o Radio & Tape recorder o Public address system o Digital audo. Electronic media/computer learning resources o Computers o Wo-based videoconferencing o E-learning. Smart classroom Telecommunication (Distance education) o Cable TV, satellite broadcasting, videoconferencing Telephones – TelehantNehenzinger Models and Buble technology. | Lecture cum Discussion, Group discussion & Senerio Eased study | 5 |
| Unit 6 | Methods/Strategies ⊂ Purposes, scope and principles in selection of assessment methods and types ⊂ Barriers to evaluation ⊂ Guidelines to develop assessment tests Assessment of knowledge: ⊂ Essay type questions, ⊂ Short answer questions (SAQ) ⊂ Multiple choice questions (MCQ – angle response & multiple response) Assessment of salits. ⊂ Choiral evaluation ⊂ Choice develop assess recording, written assignments ⊂ Vertal communication (real examination). ⊂ Simulation ⊂ Objective Structure (OSC) ⊂ Self- evaluation ⊂ Onicia portfolio, dinical loga Assessment of Attitude: _ Attitude scales Assessment tests for higher learning, ⊂ Interpretive questions, hot sopt questions, drag and drog and ordered response questions | Lecture cum Discussion, Group discussion & Senerio based study | 5 |
| Unit 7 | Guidancelacademic adviserili acuanseling and disciptine 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 :: Ourseling skillstechniques - basics :: Roles of counselior : guidance is the step of counseling :: Counseling and the step of counseling : problems - preventive guidance & Counseling : Roles of students :: Managing disciplinand/gritewance problems - preventive guidance & counseling : Role is discinding in a students :: Managing disciplinand/gritewance problems - preventive guidance & counseling : Role is discinding in a students : Roles of counseling : Roles of acuanse is the students of the students of the students : Roles of the students : Managing disciplinand guidance problems - preventive guidance & counseling : Role is discinding information endersistical efficiency acuanse is the student of the students of the students of the students : Roles of the students : finance is the student of the students of the students of the students : finance is the student of the students of the students of the students : finance is the student of the students of the students of the students : finance is the student of the students : finance is the student of the student of the students o | Lecture cum Discussion, Group discussion & Senerio based study | 3 |
| Unit 8 | 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-Acuty relationship Evidence based teaching – Introduction □ Evidence based education process and ta septication to nursing education | Lecture cum Discussion, Group discussion & Senerio Eased study , Case Study | 4 |
| | | Part C | |
| | | | |

| | Par | C | | |
|---------|---|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 1 | Introduction and Theoretical Foundations: Education and educational technology — Definition, aims — Approaches and scope of educational technology — Latest approaches to deucations — Ornstformational education on alternative based aducation on a Competency based aducation and Bologophy = Definition on Princeton Bearing mode and a score and a score of a score aducation and technology = Definition of philosophy, education and philosophy = Comparison of obscalational philosophies — Philosophy of nameling aduce philosophy education and philosophy = Comparison of obscalational philosophies — Philosophy of nameling aduce philosophy educations — Transdring Bearing as an concess obscalational philosophies — Philosophy of nameling aduce philosophy educations — Transdring Bearing as an concess obscalational philosophies — Philosophy of nameling aduce philosophy educations — Transdring Bearing as an concess — Lasming theories — Latest approaches to learning o Experiential learning Reflective learning o Scenario based learning o Simulation based learning o Bended learning o Simulation aduces the scenario philosophy = Definition of the scenario based learning o Scenario based learning o Simulation based learning o Standard Stand | Role Play | BL3-Apply | 6 |
| Unit 2 | Today's generation of learners and their skills and attributes | Seminar | BL4-Analyze | 4 |
| Unit 4 | Teaching in the Clinical Setting | Seminar | BL3-Apply | 4 |
| Unit 7 | Counseling skills/techniques - basics | Role Play | BL4-Analyze | 6 |

Part D(Marks Distribution)

| | Theory | | | | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | | | | | |
| | | | Practical | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | | |
| | 0 | | | | | | | | | | | | |

| Part E | | | | | | | | | | | | | | | |
|--------|---|------|------------|----------------------|-------------------|---------------------|-----|-------------------|--------|------|------|------|------|------|------|
| | Books Kumari, N., & PV. (2022). Textbook of Communication & Education Technology, Vol. 2. Elsevier. (2nd ed.). | | | | | | | | | | | | | | |
| | Articles https://www.ncbi.nlm.nih.gov/books/NBK538864/ | | | | | | | | | | | | | | |
| | References Books Sharma, S. K., & Sharma, R. (2020). Communication & Educational Technology. Elsevier. (2nd ed.). | | | | | | | | | | | | | | |
| | MOOC Cour | rses | https://ww | w.coursera.org/learn | managing-emotions | -uncertainty-stress | | | | | | | | | |
| | Videos | | https://ww | w.youtube.com/watc | n?v=b0pVs-hLaWw | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
| COs | PO1 | PO2 | P03 | PO4 | P05 | P06 | P07 | PO8 | PO9 | PO10 | P011 | P012 | PSO1 | PSO2 | PSO3 |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | P012 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 |
| CO2 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO6 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 |



BSc_Nursing

| Title of the Course | Health / Nursing Informatics & Technology | | | | | | |
|------------------------------------|---|--|---|---|---|---|---|
| Course Code | HNIT 145 | | | | | | |
| | | Part A | | | | | |
| Year | 1st | | Credits | L | т | Р | с |
| 100 | 154 | | oreald | 2 | 0 | 1 | 3 |
| Course Type | Theory only | | | | | | |
| Course Category | Foundation core | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO1- Develop a basic understanding of computer application in patient CO2- Describe the principles of health informatics and its use in develo CO3- Demonstrate the use of information system in healthcare for patient CO4- Analyse the knowledge of information and communication techno | pping efficient healthcare.(BL2-Understand) ent care and utilization of nursing data.(BL3-A | upply) | | | | |
| Coures Elements | Skill Development X Entrepreneurship X Employability Y Professional Efficies J Gender X Human Values X Environment X | SDG (Goals) | SD03(Good health and well-being) SD04(Quelly education) SD08(Decent work and economic growth) | | | | |

| Modules | Contents | Pedagogy | Hours |
|---------|---|---|-------|
| Jnit I | Introduction to computer applications for patient care delivery system and nursing practice • Use of computers in teaching, learning, research and nursing practice 25% • Windows, MS office: Word, Excel, Power Point • Internet • Literature search • Statistical packages • Hospital management information system | Lecture oum discussion, Demonstration & Redemonstration | 10 |
| Jnit 2 | Principles of Health Informatics • Health informatics – needs, objectives and limitations • Use of data, information and knowledge for more effective healthcare and better health | Lecture cum discussion, Role Play, Demonstration & Redemonstration | 4 |
| Jnit 3 | Information Systems in Healthcare • Introduction to the role and architecture of information systems in modern healthcare environments • Clinical Information System (CIS)Hospital information • System (HIS) | Lecture cum discussion, Demonstration & Redemonstration | 3 |
| Jnit 4 | Health Records • Challenges of capturing rich patient histories in a computable Form • Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems. | Lecture cum discussion, Demonstration & Redemonstration | 4 |
| Jnit 5 | Patient Safety & Clinical Risk • Relationship between patient safety and informatics • Function and application of the risk management process | Lecture cum discussion, Demonstration & Redemonstration | 3 |
| Jnit 6 | Clinical Knowledge & Decision Making - Role of knowledge management in improving decision-making in both the clinical and policy contexts - Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NADA, NCC) Omaha system. | Lecture ourn discussion, Demonstration & Redemonstration, Case Study | 3 |
| Jnit 7 | eHealth: Patients and the Internet • Use of information and communication technology to improve or enable personal and public healthcare • Introduction to public health • informatics and role of nurses | Lecture cum discussion, Demonstration & Redemonstration & Case discussion | 3 |
| Jnit 8 | Using Information in Healthcare Management • Components of Nursing Information system(NIS) • Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care • organizations | Lecture cum Discussion | 3 |
| Jnit 9 | Information Law & Governance in Clinical Practice Ethical-legal issues pertaining to healthcare information in contemporary clinical practice Ethical-legal issues related to digital health applied to nursing | Lecture cum Discussion, case discussion & Role Play | 4 |
| Jnit 10 | Healthcare Quality & Evidence Based Practice Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards | Lecture cum Discussion, case discussion & Role Play | 3 |

| Modules | Title | Indicative-ABCA//PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|---|---|----------------|-------|
| Unit I | Windows, MS office: Word, Excel, Power Point | Experiments | BL2-Understand | 2 |
| Unit 9 | Ethical-legal issues pertaining to healthcare information in contemporary clinical practice | Seminar | BL3-Apply | 5 |
| Unit 10 | Scientific evidence in improving the quality of healthcare and technical and professional informatics standards | Field work | BL3-Apply | 5 |

| Part D(Marks Distribution) | |
|----------------------------|--|
| X1 | |

Г

| | | | Theory | | |
|-------------|---|---------------------|--------------------------|--------------------------|--------------------------|
| Total Marks | Minimum Passing Marks External Evaluation | | Internal Evaluation | Min. Internal Evaluation | |
| 50 | 25 | 25 | 13 | 25 | 13 |
| | | | Practical | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| | 0 | | | | |

| | Part E |
|------------------|---|
| Books | Kumari, N. (2008). A Textbook of Communication & Educational Technology. Pee. Vee "Strategic Planning for Nurses, Change Management in Health Care Michele V. Sare , Jones & Bartlett. 2011 |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4825491/ |
| References Books | Bastable, S. B. (2020), Nurse as educator: Principles of teaching and learning for nursing practice (4th ed.). Jones & Bartlett Learning. |
| MOOC Courses | https://www.shiksha.com/online-courses/pedagogy-certification |
| Videos | https://www.youtube.com/watch?v=MB_yyDenwGs |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 |
| CO2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 1 |
| CO3 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 |
| CO5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | | | | | | | ERSITY DRIMPINDA TING DREAMS | | | | | | | | | | |
|---------------------|------------------------|---|--|---|--|---|---|--|---|--|--|---|--|---|--|--|--|--|
| | | | | | | | Syllabu | -2023-20 | 24 | | | | | | | | | |
| | | | | | | | BSc | Nursing | | | | | | | | | | |
| | Title of the | Course | Compe | tency Assessment | | | | | | | | | | | | | | |
| | Course | Code | INTE 4 | 15, 420, 425, 430, 43 | 35 | | | | | | | | | | | | | |
| | | | | | | | | Part A | | | | | | | | T | | |
| | Yea | r | 4th | | | | | | | c | redits | L | L | т 0 | P 0 | C 0 | | |
| | Course | Туре | Ember | dded theory and field | work | | | | | | | | | | | | | |
| | Course Ca | | Discipl | line Core | | | | | | | | | | | | | | |
| | Pre-Requ | isite/s | | | | | | | | | equisite/s | | | | | | | |
| | Course Ou & Bloom's | tcomes s Level | docum conditi CO2- / post-o compr CO3- / immed CO4- across | nentation, physician o ions. (BL1-Remembe Acquiring basic nursi perative care and wo ehensive understand Acquiring specialized liate newborn care, a The Pediatric Medica various nediatric spe | rder review, basic nur r) Ig care skills, preoper und care, proficiency ing of orthopedic care skills in Maternity/Ob nd accurately document I Specialty Skills, Ped vicialties, patient safet | rsing care, assistance wit rative management skills in surgical dressing setu, is involving traction mainte systetric and Gynecology of enting all relevant medica flatric Surgical Specially 3 w measures. IV therany J | h medical procedures, ce encompassing patient pr p and wound care technic nance, plaster cast care, are, such as performing j al and nursing information Skills, and Pediatric Neon Skills, and Pediatric Neon | ntral line care, a paration, preo ues, competen and bandage a ntenatal asses BL3-Apply) ttal Intensive C a preparation a | administrat perative ch ice in mana application(isments, as Care Specia and compre | Ity include acquiring comp | ardiac management, preparations, master ater seal drainage, ex are, providing postna stence in basic nursin pediatric natients ac | dysrhythmia reco ring pre-procedura cpertise in renal/ur atal routine care, n ng care, admission ross a spectrum c | gnition, interpre al preparations cologic manage nastering variou n and discharge of medical cond | etation of clinica for various proc ment including us gynecologica procedures, ph itions and surgi | I signs, and nursing ci cedures, post-operativ catheter insertion and Il procedures, managin hysical health assessed cal interventions (BL4) | e blue management, are for specific medical e care including immediate maintenance, and ng patients in labor, deliverin ent, nursing management Analyze) agement, postoperative care s support equipment use, vite nagement, patient | | |
| | Coures El | ements | Entrep Emplo Profes Gende Human | evelopment √ vreneurship √ yability √ issonal Ethics √ ir X n Values X nment X | | | SDG (G | als) | SDI SDI SDI | G3(Good health and well-b G4(Quality education) G8(Decent work and econd | eing) mic growth) | | | | | | | |
| Modu | ulaa. | 1 | | | Contents | | 1 | art B | | | De | 4 | | | | Hours | | |
| Unit I | ules | Communication and | Nurse patient rela | ationship Comfort, Re | st & Sleep, Pain and | Promoting Safety in Hea | Ith Care Environmental s | | | the Education | Pe | dagogy | | | | 160 | | |
| Unit I | | Hospital Admission a Health Assessment, | nd discharge, Mo The Nursing Proc | obility and Immobility cess, Nutritional need | and Patient education s, Elimination needs8 | n Mobility and Immobility & Diagnostic testing ,Elim | First aid and Emergencie ination needs Oxygenatio | 1 | | YE, Health Education, | | | | | | 320 | | |
| Unit III | | Care of Terminally ill, | death and dying | and Acid -Base Balances, Administration of Medications, Sensory Needs and Care of Unconscious patients,OSCE/OSPE; Health Education, | | | | | | | | | | | | 480 | | |
| | | | | | | , Orthopedic, Operation to t of children, critical & em | | | | | | | | | | | | |
| Unit IV | | education, Immuniza | tion, Health care | programs | , | | | OSC, C | SPE, Grov | th charts , simulations | | | | | | 200 | | |
| 1 | | | | | | | | art C | | Indiantica ADC | | | 1 | | | | | |
| Modul | les | | | | Title | | | | | Indicative-ABC Experiments/Fic Internshi | ld work/ os | | | Bloom's | Level | Hours | | |
| Unit I | | OSCE/OSPE | | | | | | Simulatio | | | | | | | | | | |
| Unit II | | Clinical wards Teachin | 5 | | | | | Field wor | | | | | BL3-Apply | | | 320 | | |
| Unit III Unit IV | | Clinical Ward Teaching Clincal Ward Teaching | , | nonstrations | | | | Field wor | ĸ | | | | BL3-Apply BL3-Apply | | | 480 | | |
| | | | - , | | | | | | | | | | | | | | | |
| 1 | | | | | | | | ks Distributi | on) | | | | | | | | | |
| Total Ma | arks | Min | imum Passing N | Aarks | | External Evaluation | | heory Min. | External E | valuation | li li | nternal Evaluatio | 'n | 1 | Min. Internal | Evaluation | | |
| 100 | | 50 | | | 75 | | 38 | | | | 25 | | | 13 | | | | |
| | | | | | | | F | actical | | | | | | | | | | |
| Total Ma | arks | Min | imum Passing N | larks | | External Evaluation | | Min. | External E | valuation | la | nternal Evaluatio | 'n | | Min. Internal | Evaluation | | |
| | | | | | | | | _ | | | | | | | | | | |
| | Book | s | Marily | n J. Hockenberry and | David Wilson."Wong | s Essentials of Pediatric | Nursing"4th Edition. Else | Part E vier Publishers | | | | | | | | | | |
| | Articl | es | | www.youtube.com/w | | | | | | | | | | | | | | |
| | References | | | | | | | | | " 2nd Edition. Jaypee Pub | ishers | | | | | | | |
| | MOOC Co Video | | | www.himss.org/resounce | | online-course-flexible-con | npetency-development-pr | mary-care-cas | e-study | | | | | | | | | |
| [| video | | Pediati | no Procedulle, Assess | ametic or crillaren | | | | | | | | | | | | | |
| | | | | | _ | | | iculation Ma | | | - | | <u> </u> | | | | | |
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 P | 07 P08 | P | D9 | PO10 | PO11 | PO12 | PS | D1 | PSO2 | PSO3 | | |
| CO1 | 3 | 2 | 3 | 2 | 2 | 3 3 | 2 | 3 | | 2 | 2 | 2 | 2 | | 1 | 1 | | |
| CO2 | 3 | 2 | 2 | 3 | 2 | 1 2 | 2 | 2 | | 1 | 1 | 3 | 3 | | 2 | 2 | | |
| CO3 | 3 | 2 | 3 | 2 | 2 | 2 2 | 3 | 2 | | 3 | 2 | 2 | 2 | | 1 | 2 | | |
| CO4 | 3 | 2 | 2 | 2 | 3 | 2 3 | 2 | 2 | | 3 | 2 | 2 | 1 | | 2 | 2 | | |
| CO5 | 2 | 2 | 1 | 1 | 2 | 2 2 | 2 | 2 | | 1 | 2 | 2 | 2 | | 2 | 2 | | |
| CO6 | - | - | - | - | - | | - | - | | - | - | - | - | | - | - | | |
| CO5 | | | | | | | 2 2 - | | | | | | - | | | 2 | | |



Syllabus-2023-2024 BSc_Nursing

E

| Title of the Course | Applied Microbiology and infection control including safety | | | | | | | | | | | | |
|------------------------------------|---|--|--|---|---|---|---|--|--|--|--|--|--|
| Course Code | MICR 201 | | | | | | | | | | | | |
| | | Part A | | | | | | | | | | | |
| Year | 2nd | | Credits | L | т | Ρ | С | | | | | | |
| 100 | 2.1 Ma | | orealdo | 2 | 0 | 1 | 3 | | | | | | |
| Course Type | Theory only | dy | | | | | | | | | | | |
| Course Category | Discipline Core | pline Core | | | | | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | | | | | | | |
| Course Outcomes & Bloom's Level | CO2- comprehend concepts, characteristics of microbes, Sources, porta CO3- apply various as eptic techniques, disinfection methods, sterilizati CO4- infer and illustrate importance and relevance of microbiology to n | 01-remember the definitions of terminologies, historical perspectives; recognizing structure and classification of microbes, Morphological types (BL1-Remember) 02-comprehend concepts, characteristics of microbes, Sources, portals of entry and exit, transmission of infections, laboratory methods to identification of microorganisms, Culture, Immunoprophylaxis (BL2-Understand) 03-apply various as epito techniques, disinfection methods, selinization methods (BL3-Apply), 04-infer and illustrate importance and relevance of microbiology to nursing (BL4-Analyza) 05-evaluate, relate and infer Standard stafety measures and Rolo of Nurse (BL5-Sevaluate) | | | | | | | | | | | |
| Coures Elements | Skill Development X Entrepreneuratio X Employability X Professional Efficies V Gender X Human Values X Environment X | SDG (Goals) | SDC3(Good health and well-being) SDC4(Quality education) SDC8(Decent work and economic growth) | | | | | | | | | | |

| | | Part B | | | | | |
|---------|--|--|-------|--|--|--|--|
| Modules | Contents | Pedagogy | Hours | | | | |
| Unit 1 | Introduction: Importance and relevance to nursing Historical perspective Concepts and terminology Principles of microbiology | Lecture cum Discussion | 3 | | | | |
| Unit 2 | General characteristics of Microbes: — Structure and classification of Microbes — Morphological types — Size and form of bacterin ⊟ Moltilly = Colonization — Growth an untrition of microbes = Temperature = Molstrue = Blocal and boyf histid = Liconatory methods for Identification of Microorganisms ⊟ Types of Staining – simple, differential (Gram's, AFB), special – capatuler staining (negative), spore, LPCB, KN mont. — Culture and molai preparations – said and fugital. Types of molais – sem synthetic, synthetic, enrichden enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria | Lecture cum Discussion & Demonstration | | | | | |
| Unit 3 | Pathogenic organisms □ Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative □ Viruses □ Fung: Superficial and Deep mycoses □ Parasites □ Rodents & Vectors o Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms | Lecture cum Discussion & Demonstration | | | | | |
| Unit 4 | □ Immunity: Types, classification □ Antigen and antibody reaction □ Hypersensitivity reactione □ Serological tests □ Immunoglobulins: Structure, types & provides □ Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases □ Immunization Schedule | Lecture cum Discussion & case study | 3 | | | | |
| Unit 5 | HAI (Hospital acquired Infection) □ Hospital acquired infection □ Bundle approach - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (S3)) = Prevention of VentilatorAssociated events (VAE) - Prevention of Central Line Associated Biolod Stream Infection (CLABS)) □ Surveillance of HAI – Infection control learns A Infection control committee | Lecture cum Discussion , Case study & Demonstration | 2 | | | | |
| Unit 6 | Isolation Precautions and use of Personal Protective Equipment (PPE) □ Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) □ Epidemiology & Infection prevention – CDC guidelines □ Effective use of PPE | Demonstration & Re-demonstration | 3 | | | | |
| Unit 7 | Hand Hygiene □ Types of Hand hygiene. □ Hand washing and use of alcohol hand rub □ Moments of Hand Hygiene □ WHO hand hygiene promotion | Lecture cum discussion, demonstration & Re Demonstration | 1 | | | | |
| Unit 8 | Disinfection and sterilization Definitions Types of disinfection and sterilization Environment cleaning Equipment Cleaning Guides on use of disinfectants Spaulding's principle | Lecture cum discussion, demonstration & Re Demonstration | | | | | |
| Unit 9 | Specimen Collection (Review) □ Principle of specimen collection □ Types of specimens □ Collection techniques and special considerations □ Appropriate containers □ Transportation of the sample □ Staff precautions in handling specimens | Lecture cum discussion, demonstration & Re Demonstration | | | | | |
| Unit 10 | BMW [Bis Medical Waste Management] Laurdry management process and infection control and prevention/Waste management process and infection prevention =: Staff precautions =: Laurdry management ::: Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation | Lecture cum discussion, Case Study. | | | | | |
| Unit 11 | Antibilotic stewardship Importance of Antibiotic Stewardship Anti-Microbial Resistance Prevention of MRSA, MDRO in healthcare setting | Lecture cum discussion, Case study | 2 | | | | |
| Unit 12 | Patient Stely Indicators □ Care of Nutrineable patients □ Prevention of Introgenic highry □ Care of fines, datains and bubing □ Restrain policy and care − Physical and Chemical □ Blood & blood transfusion policy □ Prevention of IV Complication □ Prevention of Fall □ Prevention of VI □ Shifting and transporting of patients □ Surgicial safety. Care coordination revent related to medication reconciliation and administration □ Prevention of communication errors □ Prevention of HA □ Documents ∩ Adverse Events □ Caputing of incidents □ RA (Rood Case Anthesis) □ CAPA (Concelve and Preventive Action) □ Report writing Adverse Events □ Caputing of incidents □ RA (Rood Case Anthesis) □ CAPA (Concelve and Preventive Action) □ Report writing Adverse Events □ Caputing of incidents □ Ra (Rood Case Anthesis) □ CAPA (Concelve and Preventive Action) □ Report writing Adverse Eventive Action) = Report writing Adverse Eventive Action (Ra (Rood Case Anthesis) □ CAPA (Concelve and Preventive Action) □ Report writing Adverse Eventive Action (Ra (Rood Case Anthesis) □ CAPA (Concelve and Preventive Action) □ Report writing Adverse Eventive Action (Ra (Ra (Rood Case Anthesis) □ CAPA (Concelve and Preventive Action) □ Report writing Adverse Eventive Action (Ra (Rood Case Anthesis) □ CAPA (Concelve and Preventive Action) □ Report writing Adverse Eventive Action (Ra | Lecture cum discussion, Role Play & demonstration | 3 | | | | |
| Unit 13 | IPSG (International Patient safety Goals) □ identify patient correctly □ Improve effective communication □ Improve safety of High Alert medication □ Ensure safe surgery □ Reduce the first of health care associated inflection □ Reduce the first of patient harm resulting from fails □ Reduce the harm associated with chinical alarm system | Lecture cum discussion, Role Play & demonstration | 1 | | | | |
| Unit 14 | Safety protocol = 25 (Sort Set in order, Shine, Standardiza, Sutalini) := Radiation safety := Lase safety := Fire safet -= Types and classification of the - Fire atam=. Fire(phthps equipment = HzAMAT (Hacandon Material)s addres /- Types of spl = management - MSDS (Material Safety Cata Sheets) := Environmental safety - Risk assessment - Aspect Impact analysis - Maintenance of Temp and Humidity (Department wise) - Audis := Emergement Code = Rise of Nutries in times of disaster | Lecture cum discussion, Role Play & demonstration | 2 | | | | |
| Unit 15 | Employee Safety Indicators Vaccination Heedle stick injuries (NSI)prevention Heedle stick injuries (NSI)prevention Heedle heedle stick injuries (NSI)prevention Heedle heedle stick injuries (NSI) Heedle heedle stick injuries and prevention and post exposure prophylaxis Vaccination program for heedlender stick injuries and prevention and post exposure prophylaxis | Lecture cum discussion, Role Play & demonstration | 2 | | | | |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | |
|---------|-------------------|--|---------------|-------|--|--|--|--|--|
| unit-5 | Colonization | Experiments | BL5-Evaluate | 5 | | | | | |
| unit-2 | Serological tests | Experiments | BL5-Evaluate | 8 | | | | | |

Part D(Marks Distribution)

| | Theory | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | | |
| | Practical | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | 0 | | | | | | | | | |

| | Part E | | | | | | | | |
|------------------|---|--|--|--|--|--|--|--|--|
| Books | Mustafa, M., & Ahmed, S. L. (2014). Bacteriological profile and antibiotic susceptibility patterns in neonatal septicemia in view of emerging drug resistance. Journal of Medical & Allied Sciences, 4(1). | | | | | | | | |
| Articles | Halpern, M., & Izhaki, I. (2017). Fish as hosts of Vibrio cholerae. Frontiers in microbiology, 8, 246717. | | | | | | | | |
| References Books | Sethuraman, K. M., Avabratha, K. S., Varghese, A. D., & Rai, B. S. (2014). Staphylococcal scaleded skin syndrome: A dermatological emergency in pediatrician's hand. Medical Journal of Dr. DY Patil University, 7(2), 189-191. | | | | | | | | |
| MOOC Courses | https://www.coursera.org/leam/bacterial-infections https://www.coursera.org/leam/antimicrobial-iselisance https://www.coursera.org/leam/antimicrobial-iselisance | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=te-RHUIGATA | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| CO2 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |
| CO3 | 2 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 3 | 2 | 2 | 1 |
| CO4 | 3 | 2 | 2 | 2 | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



MSc_Nursing-Community_Health_Nursing Title of the Course Course Code Nursing Management MNSG 201[T] Part A T 0 P 5 L 10 C 15 2nd Year Credits Theory only Discipline Core 1. Should be qualified with I Year M.sc Nursing in all the subjects Course Type Course Category 1. Should have the general community learning techniques used in the M.sc Nursing I year. 2. Able to identify the areas to implement in the research area. Pre-Requisite/s Co-Requisite/s subjects - CX-Requisities research area. OD: - comprehend dassifications, calagories, methodology, procedures, principle, and throne in the ward management (BL1-Remember) research area. CO2:- comprehend dassifications, calagories, methodology, procedures, principle, and throne in the ward management (BL1-Remember) research area. CO3:- comprehend dassifications, calagories, methodology, procedures, principle, and throne in the ward management (BL1-Remember) research area. CO3:- comprehend weetstanding of davations can be patient in the hospital settings, (BL2-Anderstand) research area. CO4:- convide widence based practice, advance pre and post operative care and to enable students to analyze on the patient in the hospital settings, (BL4-Analyze) research area. CO4:- envide widence based practice, advance pre and post operative care and to enable students to analyze on the patient in the hospital settings, (BL4-Analyze) research area. CO4:- envide widence based practice, advance pre and post operative care and to enable students to analyze on the patient in the hospital settings, (BL4-Analyze) research area. Still Development X Employability X Professional Bittis - Y Professional Bittis - J SDG (Goals) SDG4(Quality education) Human Values X Environment X SDG (Goals) Course Outcomes & Bloom's Level Coures Elements

| | Part B | | | | | | | | | |
|-----------|---|--|-------|--|--|--|--|--|--|--|
| Modules | Contents | Pedagogy | Hours | | | | | | | |
| Unit I | Introduction :: Philosophy, purpose, elements, principles and scope of administration :: Indian Constitution, Indian Administrative system via s via healbrare delivery system: National, Salte and Local :: Organization and functions of nursing services and education at National, State administrations: Hospital and Community Planning process. Five year plans, Various Committee Reports on health, State and Marioni Health policies, national population policy on AVUSH and plans and plans and plans and | Lecture Demonstration Group discussion Role Plays | 10 | | | | | | | |
| Unit II | Management : Functions of administration : Planning and control : Co-ordination and delegation ::: Decision making - decentralization tables goals of decentralization ::: Orcorect types; principles and techniques :: Vision and Mission Statements :: Philosophy, aims and objective ::: Ourrent trends and issues in Nursing Administration :: Theories and models Application to huming service and education | Lecture Demonstration Debate Case Presentaion | 10 | | | | | | | |
| Unit III | Planning : Planning process: Concept, Principles, Institutional policies :: Mission, phinosophy, objectives, AudioVideo citos, group discussion, lecture with pt, classocom presentations : Strategic planning : Operational plane : Management planes : Porgarmme evaluation and review technique(PERT), Gant Lohart, Management by objectives(MBO) :: Planning new venture :: Planning for change : Innovations in unsing Application to running evento and education | Audio/Video clips, group discussion, lecture with ppt, classroom presentations | 15 | | | | | | | |
| UNIT IV | Cognisation : Concept. principles, objectives: Types and theories, Minimum Lecture Demonstration Exposure to field viai Planning :: Planning process: Concept. Principles, Institutional policies : Mission, philosophy, objectives. Strategic planning. Operational planse Management plans :: Programme evaluation and review technique/PER T). Gant chart, Management by objectives(MB recontenties for operational, Davier of the operational planse). Strategic planning :: Management plans :: Programme evaluation and review technique/PER T). Gant chart, Management by objectives(MB recontenties for operation). Davier operational operations: a planse operational planse in the operational planse in the operational planse in the operational planse. Planning and Organising: nospital, unit and anollary services(specificatly central sterile supply department, laundy, kitchen, laboratory services, emergency etc) | Lecture Demonstration Exposure to field visit | 15 | | | | | | | |
| UNIT V | Directing | Audio/Video clips, group discussion, lecture with ppt, quiz | 15 | | | | | | | |
| Unit VI | Directing = Roles and functions ::: Melvation: Intrinsic, extrinsic, Creating melvating climate, Melvational Hervine :: Communication, process, types, strategies, Interpresonal communication, channels, barriers, problems, Confidentially-Public relations :: Delegation; commo delegation errors :: Managing conflict, process, maragement, negotiation, consensus :: Collective bargariting: health care labout have, unions, professionaliassociations, not of nurse manager Occupational health and safety Application to nursing service and education hivenizy control :: Conflictmention Application to nursing service and education | Lecture Demonstration Field Visit | 15 | | | | | | | |
| Unit VII | Material management Concepts, principles and procedures Planning and procurement procedures: Specifications ABC analysis VED (very important and essential daily use) analysis Planning equipments and supplies for nursing care: unit andhospital | Lecture Demonstration Field Visit | 10 | | | | | | | |
| Unit VIII | Controlling Quality assurance – Continuous Quality Improvement Standards Models Nursing audit | Lecture Demonstration Panel discussion | 15 | | | | | | | |

| | Part C | | | | | | | | | | |
|----------|--|--|---------------|-------|--|--|--|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | | | |
| Unit I | principles and scope of administration : Indian Constitution, Indian Administrative system via a via heathcare delivery system: National, State and Local : Organization and functions of nursing services and education at National, State Diartica and institutions: Heaptial and Community Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national Boyley on AVUSH and plans | Role Play | BL6-Create | 10 | | | | | | | |
| Unit II | Management Functions of administration a Planning and control a Co-ordination and delegation a Decision making – decentralization basic | Field work | BL3-Apply | 10 | | | | | | | |
| Unit III | Organisation Concept, principies, objectives, Types and theories, Minimum Lacture Demonstration Exposure to field visit Planning :: Planning process: Concept, Principies, Institutional policies :: Mission, philosophy, objectives, :: Strategic planning :: Operational plans :: Management plans :: Porgramme evaluation and review technique(FER T). Cant chart, Management by objectives/BIB requirements for organisation. Developing an organizational Structure, levels, organizational Effectiveness and organizational Climate, :: Organising morting services and patient care. Methods of platein assignment: Advantages and disadvantages, primary runsing care, :: Planning and Organism; hospital, unit and ancillary services/specifically central sterile supply department, laundry, kitchen, laboratory services, emergency elot | Field work | BL4-Analyze | 15 | | | | | | | |
| Unit IV | Directing Roles and functions :: Molivation: Intrinsic, extrinsic, Creating molivating dimate, Molivational theories :: Communication : process, types, strategies, Interpresonal communication, channels, barriers, problems, Confidentially Abulic relations :: Delegation common delegation entrors : Managing confict: process, management, negation, concenses a: Colective bargating: health care labour laws, unions, professionalassociations, role of nurse manager Cocupational health and safety Application to nursing service and education | Field work | BL3-Apply | 15 | | | | | | | |
| Unit V | Material management □ Concepts, principles and procedures □ Planning and procurement procedures : Specifications □ ABC analysis, □ VED (very important and essential daily use) analysis □ Planning equipments and supplies nursing care: unit andhospitalInventory control □ Condemnation Application to nursing service and education | Field work | BL4-Analyze | 15 | | | | | | | |

| Theory | | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|--|--------------------------|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Min. External Evaluation Internal Evaluation | | | | | | |
| 100 | | 75 | 38 | 25 | 12 | | | | | |
| | Practical | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | 0 | | | | | | | | | |

Part D(Marks Distribution)

| | Part E | | | | | | | | | | | | | | |
|--|--------------|------|-------------------------|--|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| | Books | | 1. Shabna | am Masih. Essentials of Nursing Management. 2nd edition. Lotus Publishers 157-160 | | | | | | | | | | | |
| | Articles | | https://jou | ournals /ww.com/hursingmanagement/pages/viewallmost/populararticles.aspx https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9901356/ | | | | | | | | | | | |
| | References B | ooks | Cherry, B. | B., & Jacob, S. R. (2019). Contemporary nursing: Issues, trends, & management (8th ed.). Elsevier. Smith, J. A. (2021). Strategies for effective nursing leadership. In S. L. Jenkins (Ed.), Leadership in healthcare (2nd ed., pp. 87-102). Springer. | | | | | | | | | | | |
| | MOOC Court | ses | Executive utm_source | xeoutive Post Graduate Program in Healthcare Management https://www.upgrad.com/executive-pgp-healthcare-management/? tm_source=GOOGLE&utm_medium=NBSEARCH&utm_campaign=IND_ACQ_WEB_GOOGLE_NBSEARCH_MV_GIM_HCM_HIT_ROI&utm_con | | | | | | | | | | | |
| Videos Leadership in Nursing - Youtube | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 3 | 2 | 2 | 3 | 1 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 2 |
| 002 | 1 | 2 | 2 | 1 | 3 | 1 | 1 | 2 | 3 | 2 | 3 | 1 | 3 | 2 | 3 |
| 03 | 1 | 2 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 1 | 2 | 2 | 3 |
| 201 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |

2

2

2

CO5 CO6

2

1



MSc_Nursing-Paediatric

| Title of the Course Clinical Sociality-II (Paciliatric) | | | | | | | | | | |
|---|---|--|----------------|--|---|----|----|--|--|--|
| Title of the Course | | | | | | | | | | |
| Course Code | MNSG 203[P] | ; 203[P] | | | | | | | | |
| Part A | | | | | | | | | | |
| Year | 2nd | | Credits | L | Т | Ρ | С | | | |
| tear | 210 | | Credits | 0 | 0 | 32 | 32 | | | |
| Course Type | Embedded theory and field work | ded theory and field work | | | | | | | | |
| Course Category | Discipline Core | Sine Core | | | | | | | | |
| Pre-Requisite/s | 1. Should be qualified with I Year M.sc N subjects | Nursing in all the | Co-Requisite/s | Should have understanding of milestones in pediatric nursing nursing medical and surgical procedures used in the M.sc Nursin year. | | | | | | |
| Course Outcomes & Bloom's Level | CO2- will interpret & amp; relate disorder CO3- will demonstrate advanced skills/c CO4- able to categorize the nursing pro CO5- able to assess treatment modalitie | 201 - bib to identify the role of padiatric nurse in various settings -Expanded and extended (BL1-Remember) 202 - will interpret & many, related disorders & amp; Common Communicable diseases (BL2-Inderstand) 202 - will interpret & many, related disorders & amp; Common Communicable diseases (BL2-Inderstand) 202 - will interpret & many, related disorders & amp; Common Communicable diseases (BL2-Inderstand) 202 - will interpret & many, related disorders & amp; Common Communicable diseases (BL2-Inderstand) 202 - will interpret & many, related disorders & many, related disorderes & many, related disorders & many, related disorders & many, | | | | | | | | |
| Coures Elements | Skill Development V Entrepreneurship X Employabilty X Professional Ethica V Gender X Human Values X Environment X | yout and describe standards of management of polaritic unitsmosphate, (sL-AnBay29) SDG3(Good health and well-being) SDG3(Good health | | | | | | | | |

| Part B | | | | | | | | | | | |
|---------|--------------|------------------------|-------|--|--|--|--|--|--|--|--|
| Modules | Contents | Pedagogy | Hours | | | | | | | | |
| Unit I | Introduction | Lecture cum Discussion | 5 hrs | | | | | | | | |

| | Par | tC | | |
|---------|-------------------------|--|---------------|---------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| 1 | Pediatric medicine ICU | Field work | BL3-Apply | 120 hrs |
| Ш | Pediatric surgical ICU | Field work | BL3-Apply | 120 hrs |
| = | NICU | Field work | BL3-Apply | 120 hrs |
| IV | Pediatric OT | Field work | BL3-Apply | 60 hrs |
| V | Pediatric medicine ward | Field work | BL3-Apply | 180 hrs |
| VI | Pediatric surgery ward | Field work | BL3-Apply | 180 hrs |
| VII | Emergency/Casualty | Field work | BL3-Apply | 120 hrs |
| VIII | Field visits* | Field work | BL3-Apply | 60 hrs |

| | Part D(Marks Distribution) | | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| Theory | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | 50 | | | | | | | | |
| Practical | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 100 | 0 | 50 | 25 | 50 | 25 | | | | |

| | Part E |
|------------------|---|
| Books | 1 Susan Carman and Theresa Kyle, Essentials of Pediatric Nursing 2 nd Edition 2 Textbook by Anupama Susmitha and Susamma Varghese |
| Articles | https://publications.aap.org/pediatrics |
| References Books | 1. Parul Dutta, Pediatric Nursing 6th edition, 204, 205 |
| MOOC Courses | https://www.indiannursingcouncil.orgle-kearning E-Learning E-Learning for Maternal and Newborn Health Care. |
| Videos | https://www.youtube.com/watch?v=7jBMTCg-ALQ Milestones in pediatric nursing |
| | |

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 3 | 2 | 2 | 2 | 1 | 3 | 3 | 3 | 1 | 3 | 1 | 3 | 1 | 2 | 1 |
| CO2 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 3 | 1 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 |
| CO6 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 1 | 3 | 2 | 1 | 3 |



| | MSc_Nursing-Obstetrical_Nursing | | | | | | | |
|------------------------------------|---|--------------------|----------------|--|---|----|----|--|
| Title of the Course | Clinical Specialty-II(Obstetric | al & Gyn. Nursing) | | | | | | |
| Course Code | MNSG 203[P] | | | | | | | |
| | | | Part A | | | | | |
| Year | 2nd | | Gredits | L | т | Р | С | |
| 1001 | 210 | | Credita | 0 | 0 | 32 | 32 | |
| Course Type | Theory only | | | | | | | |
| Course Category | Discipline Core | | | | | | | |
| Pre-Requisite/s | Qualified in M.Sc Nursing Is subjects | t year all the | Co-Requisite/s | Should be able to conduct and assist the stages of labor health programs related to mother and child Care, identify the basic health issues in mother and child care, implement. | | | | |
| Course Outcomes & Bloom's Level | Coli - recognize, statelheconceptandprinciplesofMdwifeny and/Dottechinvariang () Course Outcomes & Bioom's Level Coli - comprised utilization statel and thigh-insk pregnant women in hospitaliand community setting. () Coli - comprised utilization statel and thigh-insk pregnant women in hospitaliand community setting. () Coli - comprised utilization statel and thigh-insk pregnant women in hospitaliand community. () Coli - sentity in anyzetherealtherealtherealthereant providing and other reproductive health services in the hospital and community. () Coli - sentity in anyzetherealthereant providing and other reproductive health services in the oppital and community. () Coli - sentity in the oldi of Obstetrical Nursing and function and independit Middiver Nursi Practicion III in the fold of Obstetrical Nursing and function and independit Middiver Nursi Practicion III in the fold of Obstetrical Nursing and function and independit Middiver Nursi Practicion IIII in the fold of Obstetrical Nursing and function and independit Middiver Nursi Practicion IIII in the fold of Obstetrical Nursing and function and independit Middiver Nursi Practicion IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII | | | | | | | |
| Coures Elements | Skill Development X Entrepreneurship X Employability X Professsonal Ethics J Gender J Human Values X Environment J | SDG (Goals) | | | | | | |

| | Part B | | |
|---------|---|------------------------|-------|
| Modules | Contents | Pedagogy | Hours |
| unit 1 | Recognize the trends and issues in midwiferyand obstatrical Nursing Introduction to midwifery and obstatrical Nursing □ Introduction to concepts of midwifery and obstatrical Nursing □ Trends in midwifery andobstatrical nursing □ Historicalperspectives&c unrefittends □ Ligalandbiticalaspects in midwifery □ Proconception care andopensing/opparent/mode □ Role of nursimimwifery andobstatrical care □ Prolimation policies and legislations in relation to maternal health and welfare □ Maternal morbidity, mortalityand fertility rates □ Prolimation mortality rates | lecture cum discussion | 3 |
| unit 2 | Describe the anatomy and female reproductive system Review of nationry and physiologor female reproductive system andretia development : Tennie pelvis — general description of the bones joints/ignemis.ganaset the pelvisiameters of the true pelvis, important landmarks, and variations in pelvis alarge. : Femaleorgamoi reproduction - automalgentalia.internal gential organs and their anternicial/eliations, muncelature — books apply, nerves, hymphate, pelvico-talinations, pelvis periformum : Physiologo/themastural pelvicoment of the embryo and placenta at term — functions, abnormalities, the felal ace.Amniotichuid,The umbilicatord :: Pelaticirutions/ tell skult: Dress, stures and measurements. Reviewof/Genetics | lecture cum discussion | 8 |
| unit 3 | Describe the diagnosis and management of women during antenatal period Assessment and management of prepanancy (anten-natal). Normal prepanany – Physiologicalizationges during gregorations, ⊂ Reproductive system ⊂ Cardiovacularystem ⊂ Reprintolygatement Urinarysystem ⊂ Sastrointestinalisystem ⊂ Metabolicchanges ⊂ Skelatishanges ⊂ Skinchanges ⊂ Indendiagnosis I ⊂ Control and the Physiological antenness ⊂ Bioscientification (Skelatishanges ⊂ Skinchanges ⊂ Skinchanges ⊂ Skinchanges ⊂ Skelatishanges) Physiological antenness ⊂ Bioscientification (Skelatishanges) ⊂ Skinchanges ⊂ Skinchang | lecture cum discussion | 8 |
| unit 4 | Describe the physiclogy and stages of labour — Describente management et of women during intra-natial pointid - Physiclogylabour — Omer of babour = causes. Signs and symptoms, Per variantaxiamination — Stages offshour — First stage: physiclogylabour = Omer of theour: = causes. Signs and symptoms, Per variantaxiamination — Stages offshour — First stage: physiclogylabour = causes in the mising and the mising of the mising and the mising of the misi | lecture cum discussion | 12 |
| unit 5 | Describe the physiclegy of puerperium ⊡ Describethe manageme n of women during _ post-natal period Assessment and management of women duringpostatisperiod. Yoram puerperium ⊡ Physiclegy, Durindo Assey, management ⊡ Destinatiasessment □ Promoting physical andemotionalwell-being _ Destinatisficiandexersia □ Minordisordersof puerperium □ Lactationmanagement □ timmization □ Empiry dynamical attendi-beitim Ξ minordity wallies services: methods, courseling, Follow-up Recordiant reports | lecture cum discussion | 5 |
| unit 6 | Describe the Assessment and manageme it of normal neonate Assessment and management/ofromal neonates _ NormalNeonate Physiologicalizationic _ Initiadamp.Oally assessment Essential newbource nare; Thermachondi ::: Breast feeding, prevention/infrectione, Immunization Minor disorders of newborn and its management _ Levels of Neonstal care (level , II, Samp; II) Af primary; secondity and traffing when Maintanance/Reportsand Records | lecture cum discussion | 6 |
| unit 7 | Describe he Identificati on and manageme st d = womewith highrisk programcy High-Hispregnancy-assessment & ampornangement :: Screening and assessment. Ultrascrincs, cardoomorgaphy, NST, CS1non-Imaxeiva, Imaxie & Aamp, Newer modalities of diagnosis :: Levels of care, primary, secondaryandterflang/versia :: Disordersoftregnancy :: Hyper-emesis gravitatrum :: D Bedenig ineatry grapmort, barbins, concipientegnancy, vescular molo :: Anthe-partumiteromfrage. Pregnancy, Induced hypertensio :: GestationalDabetes Meltins :: Hydramnics :: Rhi noomgability :: Mertaldisorders :: Mutplepregnancy :: Anomalitiesoftbacenta :: Medical and surgicalenditions complication pregnancy: Elever soluciosano :: Denothate and using vescility and :: Partograph etc :: Case discussion/pres e nation :: Healthatic :: ParackesSession :: Desprivated Unicalpraticto ::: Essaytype ::: Short answers :: Objective type :: D Assessment of sallity Winhows Itt :: D Assessment parket parket in grand multipara :: TMUNUPERSITY, GWALLOR :: Intections.RTISTD), UTI-HIV, TORCH ::: Addescent pregnancy, Elserty primi and grand multipara :: Mutaring management of moherswithingh:: his pregnancy :: Mantenanaced ::: Mutaring management of moherswithingh:: his pregnancy :: Mutaring management of moherswithingh:: his pregnancy :: Mutaringh:: his pregnancy: Mutaringh:: his pregnancy: his his pregnancy: his his pregnancy: his his his pregnancy: his his his his pregnancy: his his his pregnancy: his his his his pregnancy: his his his his pregnancy: his his his pregnancy: his his his his his his | lecture cum discussion | 10 |
| unit 8 | Describe management of all abnormal labour And obtetricidi emergencies Abnormal Labour-assessmentant management of Boordenia labour-assessmentation all abnormal labour Andreamentation all preventations and management of actions - precipitate labour, protongediatour - Complicationsofthird sageringuries to brith canal - Obstetricatemergencies and thermanagement of Dementationant protogeneologo. "La Suspensive 1.3 - Manateria Dementationari - Biotecherdybactore Demonstrateuring video (films scan reports partograph etc Case discussion/pres entation - Healthalt - Practicatessain Dependentationaries (TMUNERSTOR - Objective types - Assessmentof Statist with beckstra - Sassessmentof patient management protogeno - Wanagementor womenum degraphotecher laboration - Healthalt - Practicatessain - Destructive-partention - Wanaigemanterior (WorkLIGR - Venico - Manualermovalor placent - Destructive-partention - Wanaigementor womenum degraphotecher laboration - bestructive-partention - Wanaigementor - Manualermovalor placenta - Destructive-partention - Manaterianagementor / Wanaigementor / Manualermovalor placenta - Destructive-partention - Manaterianagementor / Manaterianagementor / Manualermovalor / Destructive-partention - Manateriana - Manateriana - Manateriana - Manateriana - Manateriana - Destructive-partention - Manateriana - Manateria | lecture cum discussion | 10 |

| | Par | tC | | |
|---------|---------------------------------|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| unit 5 | embryological development modal | PBL | BL6-Create | 20 |
| Module | IMNCI | Simulation | BL3-Apply | 25 |

| | | | Part D(Marks Distribution) | | | | | | |
|-------------|-----------------------|---------------------|----------------------------|---------------------|--------------------------|--|--|--|--|
| | Theory | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 200 | | 100 | 50 | 100 | 50 | | | | |
| | Practical | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | 0 | | | | | | | | |

| | Part E |
|------------------|--|
| Books | 1. Dutta[DC) Textbook of Obstetrics 13thEdition. 2. Myles Textbook for Midwives, International Edition, Jayne E. Marshall & Maureen D. Raynor, 17th edition, |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4081621/ |
| References Books | 1 Fraser[DM]. MylesTextbookofMidwives, Churchill Livingstone. 14th Edition. |
| MOOC Courses | https://www.indiannursingcouncil.org/e-learning |
| Videos | A career in midwifery - YouTube www.youtube.com > watch |

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | PO6 | P07 | P08 | PO9 | PO10 | PO11 | P012 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 | 1 | 3 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 1 | 2 |
| CO4 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 2 | 1 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



MSc_Nursing-Medical_Surgical_Nursing

| Course Code MNSG 203P] Part A Part A Year D C C Occurse Type Lab only T P C C Course Type Lab only T P C C Course Category Dasplane Core C Course Course Type Lab only Sold understand the basic of after main gencedure, identify the problems and beable to apply in the discal area. C Pre-Regulaters Sold understand the basic of after main gencedure, identify the problems and beable to apply in the discal area. Course Outcomes Sold Understand (SL-Amproval) Course outcomes Sold Understand (SL-Amproval) Course outcomes Sold Understand for adic conditions (BL-Amproval) Course outcomes Sold Outcomes Billion S Level Sold (Sold) providing comprehensive care to cardio vascular and thoracic conditions (BL-Amproval) Sold (Sold) Participant and theracic conditions (BL-Amproval) Sold (Sold) Participant and theracic conditions (BL-Amproval) Sold (Sold) Participant and thoracic conditions (BL-Amproval) Sold (Sold) Participant and theracic vascular and thoracic conditions (BL-Amproval) Sold (Sold) Participant | Title of the Course | Clinical Specialty-II(Medical Surgical Nursing) | nical Specially-II (Medical Surgical Nursing) | | | | | |
|---|---------------------|--|--|---|---|--|-------------|--|
| Year 2nd Credits I T P C C Course Type Lab only 32 <th>Course Code</th> <th>MNSG 203[P]</th> <th></th> <th></th> <th></th> <th></th> <th></th> | Course Code | MNSG 203[P] | | | | | | |
| Image: Course Type Image: Course | | | Part A | | | | | |
| Image: Course Type Image: Course | Yoar | and | Cradita | L | т | Ρ | с | |
| Course Category Discipline Core Pre-Requisites Qualified in MSe Numpi lat Year Co-Requisites Should understand the basic of all the nursing procedure, identify the problems and be able to apply in the dinical area. Course Outcomes & Bloom's Level CO-Appreciate rends and issues related to cardio vascular and horacic Naring (BL-S-Reember) (CO-Appreciate rends and issues related to cardio vascular and horacic Naring (BL-S-Monember) (CO-Appreciate rends and issues related to cardio vascular and horacic conditions(BL-S-Apply) CO-Appreciate rends and issues related to cardio vascular and horacic conditions(BL-S-Apply) (CO-Appreciate Set in providing comprehensive care to palente with cardio vascular and horacic conditions(BL-S-Apply) (CO-Apply nursing process in providing comprehensive care to palente with cardio vascular and horacic conditions(BL-S-Apply) (CO-Apply nursing process in providing comprehensive care to palente with cardio vascular and horacic conditions(BL-Analyze) (CO-Apply nursing process in providing comprehensive care to palente with cardio vascular and horacic conditions(BL-Analyze) (CO-Apply nursing process in providing comprehensive care to palente with cardio vascular and horacic palents(BL-S-Evaluate) (CO-Apply nursing process in providing comprehensive care to palente with cardio vascular and horacic palents(BL-S-Evaluate) (CO-Apply nursing process in providing comprehensive care to palente with cardio vascular and horacic palents(BL-S-Evaluate) (CO-Apply nursing process in providing comprehensive care to palente with cardio vascular and horacic palents(BL-S-Evaluate) (CO-Apply nursing process in providing comprehensive care to palente with cardio vascular and horacic palents(BL-S-Evaluate) (CO-Apply nursing process in providing comprehensive care to palente with cardio vascular and horacic palente (BL-S-Evaluate) (C | 1601 | 2114 | 0 | 0 | 0 | 32 | 32 | |
| Pre-Requisites Qualified in M.Sc Nurning Ist Year Co.Requisite/s Should understand the basic of all the nursing procedure, identify the problems and be able to apply in the clinical area. Course Outcomes CO-4. Appreciate iterated and issues related to cardly vocated and thoracic Vacating (BL-Annanced). Course Outcomes CO-4. Appreciate iterated to cardly vocated and thoracic Vacating (BL-Annanced). Course Outcomes CO-4. Appreciate iterated to cardly vocated and insues related to cardly vocated and thoracic Vacating (BL-Annanced). Course Outcomes Course Outcomes CO-4. Appreciate iterated herein providing completions on the able providing completions on and rebuiltation of patients with cardlo vascular and thoracic conditions(BL-Annapce). CO-4. Appreciate iterated in andre leader to cardly vocated and thoracic conditions(BL-Annapce). Course Elements Sill Development s/ Embryoneursel Linics / Professional Ethics / Human Values s / SDG (Goals) SDG4(Quality education). | Course Type | Lab only | b only | | | | | |
| Course Outcomes & Bloom's Level CO1-Appreciate trends and issues related to cardio vascular and thoracic Cursing (BL1-Remember) CO2-Describe the application indicate the importance of the importance of the indicate and thoracic conditions(BL3-Understand) CO2+Describe the importance of the import | Course Category | Discipline Core | | | | | | |
| Course Outcomes & Bloom 5 Level CO2- Describe the expleminology, etilology, anthophysicology and disposicil assessment of cardio vascular and thoracic conditions(BL2-Anderstand) CO3- Aprity nursing process in providing comprehensive care to putnets with cardio vascular and thoracic conditions(BL2-Analyza) CO4 Aprity nursing process in providing comprehensive care to putnets with cardio vascular and thoracic conditions(BL2-Analyza) CO5 - Bearching various explainment/Sagdets used for critical care of cardio vascular and thoracic putnets (BL3-Analyza) CO5 - Bearching various explainment/Sagdets used for critical care of cardio vascular and thoracic putnets (BL3-Evaluate) Course Elements Sall Development - Entropreneutib (XS Professional Ethics - Human Values - Human Values - SDG (Goals) SDG(Quality education) | Pre-Requisite/s | Qualified in M.Sc Nursing Ist Year Co-Requisite/s Should understand the basic of all the nursing procedure, identify the problems and be able to apply in th | | | | the problems and be able to apply in the cli | nical area. | |
| Entropycability X Entropycability X Professional Ethics J Gender J Human Values J | | CO2- Describe the epidemiology, etiology, pathop CO3- Participate in national health programs for h CO4- Apply nursing process in providing compreh | CO2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of cardio vascular and thoracic conditions(BL2-Understand) CO3. Participate in national health programs for health promotion, prevention and rehabilitation of patients with cardio vascular and thoracic conditions(BL3-Apply) CO4. Acoh runsimo process in providing concerned the product on the concerned to the conc | | | | | |
| Environment 4 | Coures Elements | Entrepreneurship X Employability X Professsonal Ethics ✓ SDG (Goals) Gender ✓ | SDG4(Quality education) | | | | | |

| Modules | Contents | Pedagogy | Hours |
|---------|------------------------------------|---|-------|
| unit-1 | Cardio thoracic -Medical surgical | Care Study – 1 □ Health education □ Clinical presentation/ Care | 240 |
| unit-2 | OTs (Cardiac and thoracic) | Care study – 1 □ Health teaching | 120 |
| unit-3 | Casualty | Cardiac assessment – 1 □ Drug presentation – 1 | 60 |
| unit-4 | Diagnostic labs including cath lab | Provide care to2-3 assigned patients *Nursing careplan- 1 *Maintain drugbook | 60 |
| unit-5 | ICCU | Care Note – 1 | 120 |
| unit-6 | ICU | Care Note – 1 | 120 |
| unit-7 | CCU | Assist as circulatory nurse – 4 🗆 Positioning & draping – 5 🗆 Assist as scrub nurse in major surgeries – 4 🗆 Assist as scrub nurse in minor | 120 |
| unit-8 | Paediatric Intensive | case study | 60 |

| | Par | C | | |
|---------|-----------------|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| unit-1 | care note | Field work | BL3-Apply | 6 |
| unit-4 | diagnostic note | Experiments | BL4-Analyze | 6 |

| Part D(Marks Distribution) | | | | | | | | | | |
|----------------------------|-----------------------|---|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| | Theory | | | | | | | | | |
| Total Marks | Minimum Passing Marks | Minimum Passing Marks External Evaluation | | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | 50 | | | | | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 0 | 50 | 25 | 50 | 25 | | | | | |

| · | . Part E | | | | |
|---|---|--|--|--|--|
| Books Brunner&Suddarth's Textbook of Medical-Surgical Nursing 13th Edition. | | | | | |
| Articles Relationship Status and Quality Are Associated With Perceived Benefits of Caregiving for People With Heart Failure | | | | | |
| References Books Black and Mattassarin Jacobs, Medical Surgical Nursing :Philadelphia. W., B. Saunders, Sth Edition. | | | | | |
| MOOC Courses | https://www.coursera.org/courses?query=medical Essential Medical Skills | | | | |
| Videos | Jhunlie Escala 36.7T+ views - 6 months ago | | | | |
| | | | | | |

| Course Articulation Matrix | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 2 | 2 | 1 | 1 | 3 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 2 |
| CO2 | 2 | 1 | 1 | 3 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 2 |
| CO3 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 1 |
| CO4 | 2 | 1 | 1 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 1 |
| CO5 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 2 |
| CO6 | - | - | - | | - | - | - | - | - | - | - | - | - | | - |



MSc_Nursing-Psychiatryic

| Title of the Course | Clinical Spacialty-II(Psychiatryic) | | | | | | | | | |
|------------------------------------|--|--|--|---|---|----|----|--|--|--|
| Course Code | MNSG 203[P] | | | | | | | | | |
| PartA | | | | | | | | | | |
| Year | 2nd | | Credits | | т | Ρ | С | | | |
| 1001 | 210 | | oreand | 0 | 0 | 32 | 32 | | | |
| Course Type | Embedded theory and lab | | | | | | | | | |
| Course Category | Discipline Core | | | | | | | | | |
| Pre-Requisite/s | Should have been qualifies in M.Sc nursing Ist Year in the subjects | all | Co-Requisite/s | Should be able to understand the basic of identifying the mental disorders, therapies and implement the clinical procedure, understand the psychology and psychiatry conditions. | | | | | | |
| Course Outcomes & Bloom's Level | C01- Students will able to identify and care for specia C02- Student will understand of dynamicslegal and et C03- Students will demonstrate advanced skills/comp C04- Students can analyze & amp; Integraterecent te C05- Students will assess, and demonstrateskills in c C06- Identify areas of research in the field of psychiat | etence in nursing manage hnology and various treat arrving out crisis interventi | ment of patients with mental disorders(BL3-Appl ment modalities in the management of patients w | v) | | | | | | |
| Coures Elements | Skill Development X Enterpreneurship X Employability X Professional Ethics J Gender X Human Values X Environment J | s) SDG4(Quality ed SDG5(Gender ed | ucation) uuality) | | | | | | | |

| | Part B | | | | | | | | | |
|---------------|---|---|---|--|---------------|----|-------|--|--|--|
| Modules | | Contents | | Pedagogy | | | Hours | | | |
| UNIT 1 | Principles and | practice of Psychiatric nursing Review | Lecture cum d | liscussion | | | 2 | | | |
| UNIT 2 | Crisis Intervention ⇒ Crisis, Definition ⇒ Phases In The Development of A Crisis ⊂ Types of Crisis; Dispositional Anticipated Life Transitions Traumatic Stress, Maturational/ Development , Reflecting Psychopathology ⇒ Psychiathic Emergencies and their management : Grief and grief reaction ⇒ Crisis Intervention, Phases ⇒ Post traumatic stress disorder (PTSD) ⇒ Role of the Nurse | | | liscussion □ Case discussion □ Case presentation □ Clinical practice | | | 10 | | | |
| UNIT 3 | Anger/ Aggression Management 🗅 Anger and Aggression, Types, Predisposing Factors 🗅 Management 🗅 Role of The Nurse LECTURE CUM DISCUSSION | | | | | | 4 | | | |
| UNIT4 | The Suicidal Client Epidemiological Factors Risk Factors Predisposing Factors: Theories of Suicide-Psychological, Sociological, Biological Biological Nursing Management | | | tiscussion □ Case discussion □ Case presentation □ Clinical practice | | | 5 | | | |
| UNIT5 | Disorders of Infancy, Childhood, and Adolescence o Mentally Challenged - Autistic Disorders - Attention-Deficit/Hyperactivity Disorder - Conduct Disorders, behavioural disorders - Oppositional Defiant Disorder - Tourette's Disorders - Separation Anxiety Disorder - Psychophamacological Intervention and Nursing Management | | | Lecture cum Discussion Demonstration Group work Practice session Olinical practice | | | | | | |
| UNIT6 | Delirium, Deme Management | ntia, and Amnestic Disorders 🗅 Delirium 🗅 Dementia 🗆 Amnesia 🗅 Psychopharmacological Intervention and Nursing | ure cum discussion □ Case discussion | | | | | | | |
| UNIT7 | Management | ntia, and Amnestic Disorders □ Delirium □ Dementia □ Amnesia □ Psychopharmacological Intervention and Nursing The Dynamics Of Substance-Related Disorders □ The Impaired Nurse □ Codependency □ Treatment Modalities For ated Disorders and Nursing Management | Lecture cum d | tiscussion \Box Clinical/ field practice \Box Field visits to mental health service agencies | | | 5 | | | |
| UNIT 8 | Disorganized Schizophrenia | and Other Psycholic Disorders (Check ICD10) :: Nature of the Disorder :: Predisposing Factors :: Schizophrenia : Charanoi Schizophrenia :: Deataonic Schizophrenia :: Charanoi Schizophrenia :: Undifferentiated Schizophrenia :: Sekatori Other Psycholic Deatores :: Schizoathreider Uberder :: Einfer Psycholic Deatore :: Schizophrenion Disorder :: der Due to a General Medical Condition :: Substance-Induced Psycholic Deatore :: Schizophrenia and Nursing | is Lecture and Discussion □ Case discussion □ Case presentation □ Clinical practice | | | | 5 | | | |
| | | | Part | t C | | | | | | |
| Modules Title | | | | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Но | ours | | | |

| modules | The | Internships | Biodin's Level | Hours |
|---------|--|-------------|----------------|-------|
| UNIT V | Disorders of Infancy, Childhood, and Adolescence Mentally Challenged Autistic Disorders Attention-Deficit/Hyperactivity Disorder Conduct Disorders, Definit/Hyperactivity Disorder Psychopharmacological Intervention and Nursing Management | | BL4-Analyze | 5 |
| XXI | Community M ental Health Nursing o National Mental Health Program. Community mental health program o: The Ohanging Focus of care ::: The Public Health Model ::: The Role of the Nurse o: Case Management o: The community as Client ::: Primary Prevention ::: Populations at Risk :: Secondary prevention ::: Tertiary Prevention ::: Community based enhabilitation | Field work | BL4-Analyze | 7 |

| Part D(Marks Distr | ibutior |
|--------------------|---------|
| These | |

| Theory | | | | | | | | | |
|-------------|--|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | | | | | | | | | |
| | Practical | | | | | | | | |
| Total Marks | al Marks Minimum Passing Marks External Evaluation | | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 200 | 100 | 100 | 50 | 100 | 50 | | | | |

| | Part E |
|------------------|---|
| Books | Stuart, G.W. and Laraia, M.T Principles and Practice of Psychiatric Nursing. 8 th edition, India : elesvier, 2008. |
| Articles | Mental health patients' preferences regarding restrictive interventions: An integrative review |
| References Books | Morgan, C.T. Introduction to Psychology, 7th Edition Kapoor Birnia, Tentbook of psychiatry Mursing 15th/Edition Shives Basic Conceptis in Menia Health Mursing. 2nd Edition, Philadelphia : J.B. lippincott, 1990. |
| MOOC Courses | http://in.shtu.edu/lp/v02b/master-of-science-pay-chology-ma®utm_source=search-&utm_campaign=SNHU-Masters-MSC Pay-chology-India-Google-Search-Phrase-NS-Latest-NOWA-LP&utm_adgroup=SNHU-Masters-MSC Pay-chology-India-NS-Online-KW-NoWA- LP&arcative=059962037808.device=c8placement=&utm_medium=Google&utm_term=online%20masters%20in%20psychology&adgroupid=1684282146888gad_source=18gdid=CJwKCAjw&yBNAgEiwADSEjeB8fAnxCPrJOS- M22ub/D_272tgURRCoOMCIUEcovP27/MNSErDAGEEQAD_DME |
| Videos | Aggression Management |
| | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | P012 | PSO1 | PSO2 | PSO3 |
| CO1 | 3 | 2 | 2 | 3 | 1 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO2 | 1 | 2 | 3 | 1 | 3 | 1 | 1 | 2 | 3 | 2 | 3 | 1 | 3 | 2 | 3 |
| CO3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 1 | 2 | 2 | 3 |
| CO4 | 3 | 2 | 2 | 3 | 1 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO5 | 2 | 1 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 |
| CO6 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 2 |



MSc_Nursing-Psychiatryic

| Title of the Course | Clinical Specialty-II(Psychiatryic) | nical Specialty-II (Psychiatryic) | | | | | | | | | |
|------------------------------------|---|--|--|-------|---|----|--|--|--|--|--|
| Course Code | NNS6203[T] | | | | | | | | | | |
| | Part A | | | | | | | | | | |
| Year | 2nd | Credits | L | т | P | С | | | | | |
| i da | 210 | oreand | 10 | 0 | 0 | 10 | | | | | |
| Course Type | Theory only | ny only | | | | | | | | | |
| Course Category | Discipline Core | scipline Core | | | | | | | | | |
| Pre-Requisite/s | Should have been qualifies in M.Sc nursing 1st Year in the subjects | Co-Requisite/s | . Should be able to understand the basic of identifying the mental disorders, therapies and implement the clinical procedure, understand the psychology and psychiatry conditions | | | | | | | | |
| Course Outcomes & Bloom's Level | CO2- Student will understand of dynamics legal and et CO3- Students will demonstrate advanced skills/compe | proups like children, adolescents, women, elderly, abused and neglester cial issues pertaining to psychiatrin runsing (BL2-Understand) ience in nursing management of patients with mental disorders(BL3-Ap nology and various treatment modalities in the management of patients ryring out crisis intervention. (BL5-Evaluate) nursing (BL5-Create) | ply) | mber) | | | | | | | |
| Coures Elements | Skill Development X Entrepreneurship X Employability X SDG (Goals Gender X Human Values X Environment J | SDG4(Quality education) SDG7(Affordable and clean energy) | | | | | | | | | |

| | | Part B | | | | |
|-----------|--|---|------------------------|---------------|-------|--|
| Modules | Contents | | Pedagogy | | Hours | |
| unit-l | Principles and practice of Psychiatric nursing -Review | lecture cum discussion | | 2 hrs. | | |
| unit-II | Crisis Intervention Crisis, Definition — Phases In The Development of A Crisis = Types of Crisis: Dispositional, Ant Transitions Traumatic Stress, Maturational/ Development, Reflecting Psychopathology — Psychiatric Emergencies management — Grief and grief reaction — Crisis Intervention, Phases — Post traumatic stress disorder (PTSD) — R | and their lecture cum discusion | | 10 hrs. | | |
| unit-III | Anger/ Aggression Management Anger and Aggression, Types, Predisposing Factors Management Role of The | Nurse lecture cum discussion | lecture cum discussion | | | |
| unit-IV | The Suicidal Client Epidemiological Factors Risk Factors Predisposing Factors: Theories of Suicide-Psycholog Biological Vursing Management | al, Sociological lecture cum discussion | | 5 hrs. | | |
| unit-V | Disorders of Infancy, Childhood, and Adolescence Mentally Challenged Autistic Disorders Attention-Deficit/Hy Conduct Disorders, behavioural disorders Oppositional Defand Disorder Tourette's Disorders: Beparation Psychopharmacological intervention and Nursing Management | eractivity Disorder nxiety Disorder ⊟ field visit | r field visit | | | |
| unit-VI | Delirium, Dementia, and Amnestic Disorders Delirium Dementia Amnesia Psychopharmacological Interventi Management | In and Nursing lecture cum discussion | lecture cum discussion | | | |
| unit-VII | Substance-Related Disorders Substance-Use Disorders Substance-Induced Disorders Classes Of Psychoadi Predisposing Factors The Dynamics Of Substance-Related Disorders The Impaired Nurse Codependency Tror Substance-Related Disorders and Nursing Management | e Substances eatment Modalities seminar | | 10 hrs. | | |
| unit-VIII | Schizophrenia and Other Psychotic Disorders (Check (E010) Nature of the Disorder :::: Predisposing Factors ::: SA Disorganized Schizophrenia - Catatonic Schizophrenia - Vanarold Schizophrenia - Undifferentiated Schizophrenia Schizophrenia ::: Other Psychotic disorders - Schizoaffecture Disorder - Sherl Psychotic Disorder - State Psychotic Disorder - Sherl Psychotic Disorder - Treatment and Management | Residual n Disorder • lecture cum discussion | | | | |
| | | Part C | | | | |
| Modules | Title | Indicative-ABCA/P Experiments/Field w Internshins | | Bloom's Level | Hours | |

| | | Internships | |
|----|-------------------------|-------------|--|
| XI | Anxiety Disorders Model | PBL | |

| | Part D(Marks Distribution) | | | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| Theory | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 50 | 75 | 38 | 25 | 12 | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | 0 | | | | | | | | | |

5 hrs.

| | | Part E |
|------------|-------|--|
| Books | 5 | Psychiatric Mental Health Nursing" by Shells L. Essentials of Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice" by Mary C. Townsend Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice" by Karyn I. Morgan, Mary C. Townsend, and Nancy K. Trotter-Knox |
| Article | 15 | Article Title: "The Impact of Stigma on Mental Health: A Review |
| References | Books | Psychiatric Nuraing Assessment, Care Plans, and Medications Morgan, C. Timoduction to Psychology, The Edition Kapoor Binka, Textbook of psychiatry Nursing 13 the Edition Shives Basic Concepts in Metal Health Nursing, 2rd Edition, Philadelphia : J. B. lippincott, 1990. |
| MOOC Cor | urses | https://in.shu.adu/ph/-0022.bhmaster-d-science-psychology-mei?utm_source-search-Muth_Masters-MSC Psychology-India-Ocogle-Search-Prase-NSL-atest-NWM-LP&utm_adgroup=SMHL-Masters-MSC Psychology-India-NS-Online-KW-AloWA- LP&creative=8959825337608.device=c8placement=8utm_medum=Doogle&utm_term=online%20masters%20m%20psychology&adgroupid=1664282146888gad_source=18gcid=CjwKCAjw4ygBhagEiwADSEjeOdMiaypgQAAPmiAVsVeT4/w6DGwq6D6nR72BeH7ssVOsCWokd- garc2LiEQAv0_BF |
| Video | 5 | https://www.youtube.com/watch?v=0P8gQw2XMVE |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | 2 |
| CO2 | 3 | 1 | 2 | 3 | 1 | 2 | 1 | 3 | 1 | 2 | 3 | 1 | 3 | 1 | 3 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 2 | 3 | 1 | 2 |
| CO4 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 3 | 1 | 2 | 3 | 1 | 2 | 1 | 3 | 2 | 2 | 3 | 1 | 3 | 1 | 3 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



MSc_Nursing-Paediatric

| Title of the Course | Clinical Specialty-II(Paediatric) | | | | | | | | | | |
|------------------------------------|--|---|--|--|---|---|----|--|--|--|--|
| Course Code | MNSG 203[T] | | | | | | | | | | |
| Part A | | | | | | | | | | | |
| Year | 2nd | | Credits | L | т | Ρ | С | | | | |
| i ear | 2110 | | Ciedits | 10 | 0 | 0 | 10 | | | | |
| Course Type | Theory only | sory only | | | | | | | | | |
| Course Category | Discipline Core | pline Core | | | | | | | | | |
| Pre-Requisite/s | 1. Should be qualified with I Year M.sc N subjects | Nursing in all the | Co-Requisite/s | 1. Should have understanding of milestones in pediatric nursing nursing medical and surgical procedures used in the M.sc Nursing I year. | | | | | | | |
| Course Outcomes & Bloom's Level | CO2- will interpret & amp; relate disorde CO3- demonstrate advanced skills/com CO4- able to categorize the nursing pro CO5- able to assess treatment modaliti | 201 - bit lo identify the role of politicir nurse in various estings - Expanded and extended (BL1-Renember) 202 - eliter hourse have, related isolates fam; Common Communicable diseases (BL2-Londerstand) 203 - eliteronataria edvenced etallizione senses in the care off limitants to pra edioexiste (BL2-Apply) 204 - elitero targetor the nursing menagement of children with medical and surgical problems, manage emergencies in children.(BL3-Apply) 205 - elite to assess treatment modalities including cosmetic surgery an nursing interventions in selected pediatric surgical problems/ Disorders(BL4-Analyze) 205 - elite to assess treatment modalities including cosmetic surgery an nursing interventions in selected pediatric surgical problems/ Disorders(BL4-Analyze) 205 - elite to assess treatment modalities including cosmetic surgery an nursing interventions in selected pediatric surgical problems/ Disorders(BL4-Analyze) 205 - elite to assess treatment modalities including cosmetic surgery an nursing interventions in selected pediatric surgical problems/ Disorders(BL4-Analyze) 205 - elite to assess treatment modalities including cosmetic surgery an nursing interventions in selected pediatric surgical problems/ Disorders(BL4-Analyze) 205 - elite to assess treatment modalities including cosmetic surgery an nursing interventions in selected pediatric surgical problems/ Disorders(BL4-Analyze) 205 - elite to assess treatment modalities including cosmetic surgery an nursing interventions in selected pediatric surgery and nursing inter | | | | | | | | | |
| Coures Elements | Skill Development V Entepreneuship X Employabity X Professonal Ethics V Gender X Human Values X Environment X | SDG (Goals) | SDC1(Ne powerty) SDC3(Cod Health and well-being) SDC3(Cod Health and well-being) SDC3(Cod Health and Code Health SDC3(Codent wells and Code network) SDC3(Codent and Code network) SDC3(Code | | | | | | | | |

| L | Part B | | | |
|-----------|--|-------------------------|--------|--|
| Modules | Contents | Pedagogy | Hours | |
| Unit I | Introduction | Lecture cum Discussion | 5 hrs | |
| Unit II | Pathophysickogy, assessment[Including interpretation of various invasive and non-invasive diagnostic procedures), teatment modatilies and nursing intervention is elected pediation endecid adiocenter – Coliti with regristratory disorders – Upper regristratory tract: chosmal attenia, tonsilitis, epistaxis, aspiration Lower respiratory tract. Bronchogeneri, Mathina, adurna, cysic Bronchogeneri, Hold with gaster-besitiant disorders. – Damined diseases, spatio-espityagia relius. – Hypatic disorders – Hypatin, Fundio ribidhood Nephritis, Hydronephross, hemolytic-uremic syndrome, kidney transplantation – Child with cardio-vascular disorders – Acquired. Rehumatic Sterr, Rhouraisto Lead Cardio and Control | Seminar / Presentations | 35 hrs | |
| Unit III | Assassmertijfickling interpretation of various invesite and non-invalve diagnostic procedures), treatment modalities including cosmetic surgery and mursip laterworkien in elected poliditic surgeral proferious Disorders. I Gestrotatscial appleam: Cleft Bio, cleft palate and conditions requiring plastic surgery. Tracheo esciphageal Istuluidatesia, Hirchsprung, diseasemegacion, matrotation, intestinal obstruction, ducional attesing, gasthochiais, scoredati Istuluidatesia, Hirchsprung, diseasemegacion, matrotation, intestinal obstruction, ducional attesing, gasthochiais, scoredati Inatiomation, omphotociedi, gabrigandia herniai □ Anomalies of the nervous system: Spina bifda, Meningocele, Myelomaningocele, hydrocophalus, □ Anomalies of the selectal system: Typosadias, Epispadia, Undescended testesis, Extorolph bladder: Toxonalies of the selectal system: Typosadias, Epispadias, Undescended testesis, Eutorolph bladder: disorders: Nursing management of the child with traumatic injuries. General principles of managing Poliatitic trauma - Head injuny, abdominal injuny, abdominal injuny, classima, Hodgkin's Non Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma □ Management of stomas, cartheters and tubes □ Management of works and drainagea | Seminar / Presentations | 35 hrs | |
| Unit IV | Intensive care for pediatric clients -: Resuscitation, stabilization & monitoring of pediatric patients -: Anatomical & physiological basis of critical illness in infancy and childhood -: Care of child requiring long-lerm ventilation -: Nutritional needs of critically ill child -: Legal and ethical issues in pediatric intensive care -: Intensive care procedures, equipment and techniques -: Documentation | Lecture cum Discussion | 10 hrs | |
| Unit V | High Risk Newborn = Concept, goals, assessment, principles :: Narsing maragement of :: Post-mature infart, and baby of diabetic and substance use mothes: Respiratory conditions. Adhybria neonatiarum, neosatial aprose meconium aspiration syndrome, pneum borrax, pneumo mediastimum :: I derum neonatorum ::: Birth injuries,: Hypoxis ischaemic encephelopathy :: Congenital anomalies: Hornatal exizence: Nonatal hypocatacensis, hypophyemisi, hyporpagnesamic, Meonatal harent diseases: Neonatal hemotytic diseases :: Neonatal infections, neonatal sepsis, opthalmia neonatorum, cognital synthiji, HIV/ADS :: Advanced neonatal procedures: Calculation of indire equivements. Hematobigaia conditions - entyrhotabiss fetals, hemothagic disoater in the newborn :: Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of runsing services in NCU | Lecture cum Discussion | 20 hrs | |
| Unit VI | Developmental disturbances and implications for nursing :: Adjustment reaction to school, :: Learning disabilities :: Habit disorders, speech disorders, :: Conduct disorders, :: Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schoophrenia. | Lecture cum Discussion | 10 hrs | |
| Unit VII | Challenged child and implications for nursing Physically challenged, causes, features, early detection & management Cerebral palsied child, Mentally challenged child. Training & rehabilitation of challenged children | Lecture cum Discussion | 10 hrs | |
| Unit VIII | Crisis and nursing intervention 🗅 The hospitalized child, 🗅 Terminal illness & death during childhood 🗅 Nursing intervention-counseling | Seminar / Presentation | 5 hrs | |

| | Par | tC | | |
|-----------|--|--|---------------|---------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit II | Pathophysiology, assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders | Field work | BL4-Analyze | 120 hrs |
| Unit VII | Challenged child and implications for nursing | PBL | BL3-Apply | 5 hrs |
| Unit VIII | Nursing intervention-counseling | PBL | BL3-Apply | 10 hrs |

Part D(Marks Distribution)

| | Theory | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | | |
| | Practical | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | 0 | | | | | | | | | |

| | Part E | | | | | | | | |
|------------------|---|--|--|--|--|--|--|--|--|
| Books | Dorothy R. Marlow ; Edition, 2 ; Publisher, Saunders, 1965 ; Original from, the University of Michigan. | | | | | | | | |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5155058/ | | | | | | | | |
| References Books | Hockenberry, Marilyn J., and David Wilson. Wong's Essentials of Pediatric Nursing. 8th ed. St. Louis, MO: Mosby/Elsevier, 2009. MLA (9th ed.) | | | | | | | | |
| MOOC Courses | https://www.indiannursingcouncil.org/e-learning Integrated Sexual and Reproductive health (ISRH) E-Learning for Maternal and Newborn Health Care : Introduction | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=UZYJ61yEM7A | | | | | | | | |
| | | | | | | | | | |
| | Course Articulation Matrix | | | | | | | | |

| COs | PO1 | PO2 | P03 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 2 | 2 | 2 | 1 | 3 | 1 | 3 | 1 | 3 | 1 | 3 | 1 | 2 | 1 |
| CO2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 3 | 1 | 2 | 2 | 2 |
| CO4 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 |
| CO6 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 3 | 1 | 3 | 2 | 1 | 3 |



| | | | | M | Sc_Nursing-Obstetrical_Nursing | | | | | |
|--|--|--|---|--|--|---|----------------------------------|-----------------------------------|-----------------------------------|---------|
| | Title of the Course | Clinical Specialty-II(Obstetrical & O | Syn. Nursing) | | | | | | | |
| | Course Code | MNSG 203[T] | | | | | | | | |
| | | | | | Part A | | | | | |
| | Year | 2nd | | | Credits | P 0 | C 10 | | | |
| | Course Type | Embedded theory and field work | | | | 10 | 0 | U | 10 | |
| | Course Category | Discipline Core | | | | | | | | |
| Characteristic in M Co. Municipal List Verse in all the | | | | | Co-Requisite/s | Should be able to conduct and assist th mother and child care, implement. | e stages of labor health program | ns related to mother and child Ca | rre, identify the basic health is | sues in |
| CO1- recognize, statetheconceptandprinciplesofMidwiferyandObstetricNursing (BL1- CO2- comprehend, distinguishandesplanknowledgeandsbillumismementing nursing c CO3- spey), demonstratebalkin isassessing incommalandingi-riskobleticational provide 8 Bloom's Level CO5- descrite any activity and water the state in the second state of the state of the second state of the | | | | | g care to normaland high-risk pregnant wo vidingbasicemergencyobstetricandneonata ud other reproductive health services in the ah-risk conditions of women in pregnancy i | Icare(BL3-Apply) hospital and community.(BL4-Analyze) and use of various equipment's in Obstetr | | | | |
| Skill Development X Entrepreneurship X Entrepreneurship X Entrepreneurship X Ordenssonal Ethics 4' Gender -/ Human Values X Entvironment 4' | | | | | | | | | | |
| | | | | | Part B | | | | | |
| Modules | | Contents | | | | | Pedagogy | | | Hours |
| unit 1 | Management of problems of women during pregnancy :: Risk approach of obstetrical nursing care , concept&goals. :: Screening of high-risk pregnancy, newer modalities of diagnosis. :: Nursing Management of Pregnancies at fisk-due to obstetrical complication :: I service the service of the | | | | | | | | | 25 |
| unit 2 | Pregnancies at risk-due to pre-existing health prob Cardio-vascular disease. □ Thyroid diseases. □ Ep Psychiatric disorders □ Infections Toxoplasmosis F HIV/AIDS, Vaginal infections; Leprosy, Tuberculos substance use □ Pregnancies complicating with tu | pilepsy. □ Essential hypertension □ C Rubella Cytomegalo virus Herpes (TC is □ Other risk factors: Age- Adolesce | nronic renal failure. RCH); Reproductive 1 nts, elderly; unwed m | Tropical diseases. Tract Infection(RTI);STD; | | | | | | 15 |
| unit 3 | Abnormal labour, pre-term labour & obstetrical em uterine actions. Atony of uterus, precipitate labour, Contracted perivs-CPO, dystocia: ::: Obstetrical em embolism, rupture uterus, presentation and prolapa Manual removal of placenta. ::: Obstetrical operate tract injuries-Third degree perinealitear, VVF, RVF placenta. | prolonged labour. Abnormal lie, pr pergencies Obstetrical shock, vasa pr se cord. Augmentation of labour. Mon: Forceps delivery, Ventouse, Caes | esentation, position or aevia, inversion of ute ledical and surgical in arian section, Destruc | ompound presentation. arus, amniotic fluid duction. Version ctive operations Genital | on.c. C. ental | | | | | 15 |
| unit 4 | post partum complications Nursing management venous thrombosis and pulmonary embolism Su complications, post partum blues, depression, psy | ub involution of uterus, Breast condition | sepsis, urinary compl ons, Thrombophlebitis | lications, puerperal Psychological | field work | | | | | 10 |
| High Risk Newborn :: Concept, goals, assessment, principles. ::: Nursing management of ::: Pre-term, small for gestational age, post- mature intant, and baly of diabetic and substance use mothers. ::: Respiratory conditions. Apphysia neonatourus, monental apnoes meconium aspiratoris nyndrome, pneumo horax, pneumo modelistium::: I citerus neonatourus. :: Birth inpirates. ::: Hypoois ichemenic encephelogathy ::: Congential anomalius: ::: Neonatal secures.:: Neonatal hypocalcaemia, hypodycemia, hypogycemia, hypogycem | | | | | Lecture discussion Demonstration Casediscussion Casepresentation Simulated practice Supervised Clinical practice | | | | 25 | |
| unit 6 | HIV/AIDS BHIV positive mother and her baby BHIV p | ounseling Breast feeding issues | child transmission(PT National policies and g | CT) - Prophylaxis for guidelines - Issues: | demonstration ,virtual lab | | | | | 15 |
| Unit 7 | Gynecological problems and nursing management pathophysiology, diagnosis and nursing managem Uterine displacement Genital prolapse Gen carcinoma, Pelvic inflammatory diseases, reprodu rape, trauma, assault | ent of Menstrual irregularities Di ital injuries Uterine malformation | seases of genital tract Uterine fibroid, ovaria | t Genital tract infections an tumors, Breast | Lecture Cum Discussion Method | | | | | 25 |
| Unit 8 | Administration and management of obstetrical and control; Standard safety measures Quality Assure standards for obstetrical and gynaecological unit | | | | Lecture Cum Discussion Method | | | | | 5 |

| Part D(Marks | Distribution) | |
|--------------|---------------|--|
| | | |

Part C

Field work

Field work Field work

Field work Field work Field work Field work

Field work

Title

LHC_HHC_SC Describe the anatomy and female reproductive system Review of anatomy and physiologyof female reproductive system andfetal development :: Female pelvis — general description of the bones joints.jigaments.planesof the pelvisdameters of the true pelvis, important landmasks, and variations in pelvis shape.: Temaleograpsof reproduction-externalizationalian.jiennal genal and largens and their anatomicalivatianesults := fataldevelopment :: Conception: Review of fetalization, implantiation (embedding of the ovum). Development of the embryo and placentia at term — functions, shoromatilies, the fatal sacAnnitotichuid. The umblication ⊂ Healtanciation.Fatal skuth. bones, subures and measurements. ReviewofGenetics

Antenatal OPD including Infertitity clinica/Reproductive medicine, Family welfare and post partum clinic / PTCT Antenatal and Postnatal ward

Labour room Neonatal Intensive Care Unit Obstetric/Gynae Operation Theatre Gynae Ward CHC, PHC, SC

Indicative-ABCA/PBL/ Experiments/Field work/ Internships

Hours

180

180

120

90 90

120

180

8

Bloom's Level

BL2-Understand

BL2-Understand

BL3-Apply

BL3-Apply BL4-Analyze BL5-Evaluate

BL6-Create

BL3-Apply

unit 1 unit 2 unit 3

unit 4 unit 5

unit 6

unit 7

unit 1

Modules

| | Theory | | | | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | | |
| | 50 | | | | | | | | | | | | |
| | | | Practical | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | | |
| 100 | 0 | 50 | 25 | 50 | 25 | | | | | | | | |

| | Part E | | | | | | | | | | | | |
|---|---|-------------|--------------------|--------------------|--------|----|--------------------|--------|--|--|--|--|--|
| Books | Books Wongs essential of paediatric nursing 8th edition by marilym J. hocken berry, david WilsonChild health nursing 2 nd edition by Padmaja, jaypee publisher pvt lid. | | | | | | | | | | | | |
| Articles | Articles https://www.slideshare.net/priyankagohi110/introduction-to-midwlfery-234623705 | | | | | | | | | | | | |
| References Books Bobek Maternity&ChildHealthNursing Care for the childbearing family 2ndEdition,Philadelphia:J.B. Lippincott, 1990. | | | | | | | | | | | | | |
| MOOC Courses | MOOC Courses https://www.indiannursingcouncil.org/e-learning E-Learning for Maternal and Newborn Health Care. | | | | | | | | | | | | |
| Videos | | https://www | v.youtube.com/user | /Midwivesmagazine/ | videos | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | Co | ourse Articulation | Matrix | | | | | |
| | | | | | | | | | | | | | |

| | COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| C | D1 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 3 |
| C | 02 | 3 | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 | 1 | 3 | 1 | 2 | 2 | 2 |
| C | D3 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 1 | 2 |
| C | D4 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| C | D5 | 2 | 1 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 |
| C | D6 | • | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| MSc | Nursing- | Community | Health | Nursing |
|-----|----------|-----------|--------|---------|

| Title of the Course | Nursing Education | | | | | |
|---------------------|--|----------------|-------------------------------|---|---------------------------------------|---------------------------------|
| Course Code | MNSG101[P] | | | | | |
| | Part A | | | | | |
| Year | 1st | L | т | Р | С | |
| 1681 | TOK | Credits | 0 | 0 | 5 | 5 |
| Course Type | Embedded theory and field work | | | | | |
| Course Category | Foundation core | | | | | |
| Pre-Requisite/s | 1. The candidate should be a Registered Nurse and Registered mixel and Registered mixel and reginateriation and the second state of the second state should have undergone in BS. Nursing / BS. Hors. Nursing / PS and Basic BS. Constraing with minimum of Style and state state of the second state should have undergone in BS. Nursing / BS. Hors. Nursing / PS and Basic BS. Constraing with minimum of Style and the second state should have undergone in BS. Nursing / BS. Hors. Nursing / PS and Basic BS. Nursing in an institution which is recognized by Indian Nursing Cound. Altimum one year of work experience after Basic BS. Nursing / DS. Hors. | Co-Requisite/s | programs, o to identify th | and have the b community he the community of community | alth talk , visits / health issues | s and be able s. Should have |
| Course Outcomes | CO1- know, recognize, recail, state the concepts, principles, philosophies and trends in nursingeducation. (BL1-Remember) CO2- comprehend, distinguish and explain various instructional methods, media, tools and techniques in teaching learning process. (BL2-Understan CO3- anny use and relate the incincies and stems of unidance and counseline (BL3-Annhy) | d) | | | | |

 Course Outcomes & Bloom's Level
 Solid Course Subjection
 Solid Course Subjection
 Solid Course Subjection
 Solid Course Subjection

 Sill Development / Course Elements
 Sall Development / Employable X Subjection
 Sall Development / Employable X Subje

| | Part B | | |
|-----------|---|------------------------------|-------|
| Modules | Contents | Pedagogy | Hours |
| Unit II | Teaching – Learning Process I. Concepts of teaching and learning Definition, theories of teaching and learning, relationship between teaching and learning Educational aims and objectives ; types, domains, tewels, elements and writing of duciational objectives : Competency based education(CBE) and outcome based education(CBE) : Instructional design: Planning and designing the leason, simulation, laboratory, seminar, parks, symposium, problem solving, problem based learning (PLL), workshop, project, role- playtocic-:drama), dinical teaching methods, programmed instruction, self directed learning(SDL), micro teaching, computer assisted instruction(CAL), computer assisted teaming (CAL) | MICRO TEACHING, SEMINAR | 30 |
| Unit III | Instructional media and methods :: 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. | Micro teaching Field Work | 10 |
| Unit V | Standardized and non-standardized lests :: O Meaning, characteristics, objectivity, validity, reliability, usorim, construction of tests :: Essay, short answer questions and multiple choice questions. :: Rating scales, checkist, OSCE/OSPE(Objective structured chicalipractical examination) :: Differential scales, and summatis cases, scottenety, andeotatic record, attitude scale, critical indicate technique :: Question bank-preparation, validation, moderation by panel, utilization :: Developing a system for maintaining confidentiality | Panel Discussion, Case Study | 10 |
| Unit VI | Administration, Scoring and Reporting a Administering a test; scoring, grading versus marks a Objective tests, scoring essay test, methods of scoring, Item analysis. | Micro Teaching Quiz, | 5 |
| Unit VII | Standardized Tools Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities | Panel Discussion, Field Work | 6 |
| Unit VIII | Nursing Educational programs ::: Perspectives of nursing advacation: Global and national ::: Patterns of nursing advacation and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(V) programs. MPhil and Ph.D. ji Nursing, post basic diploma programs, nurse practitioner programs. | Academic Visit | 6 |
| Unit X | Continuing Education in Nursing I: Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. Program planning, implementation and evaluation of continuing ducation programs Research in continuing ducation Distance education in nursing. X 10 10 Curriculum Development :: Definition, curriculum divergence determinants, process and degla of curriculum divergence determinants, process and degla of curriculum divergence Curriculum change, role of tutterins, faculty, administrators, statutory bodies and other stateholders Equivalency of courses: Transcript, credit system | Field work | 10 |
| Unit XI | Teacher preparation □ Teacher – roles & responsibilities, functions, characteristics, competencies, qualities, □ Preparation of professional leacher □ Organizing professional aspects of teacher preparation programs □ Evaluation: self and peer □ Critical analysis of various programs of teacher education in India. | Seminar, Field Work | 4 |

| | Par | tC | | | | |
|-----------|-----------------|--|----------------|---|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Title Experiments/Field vork/ Internships | | | | |
| Unit II | Micro Teaching | Field work | BL2-Understand | 4 | | |
| Unit III | Seminar | PBL | BL3-Apply | 3 | | |
| Unit V | Micro Tecahing | PBL | BL2-Understand | 4 | | |
| Unit VI | Micro Teaching | PBL | BL4-Analyze | 4 | | |
| Unit VIII | Lesson Planning | Field work | BL2-Understand | 8 | | |
| Unit X | Field Visit | Experiments | BL5-Evaluate | 8 | | |
| Unit XI | clinical Method | PBL | BL4-Analyze | 8 | | |

| Part D(| Marks | Distribution |) |
|---------|-------|--------------|---|

| | Theory | | | | | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | | | |
| | 50 | | | | | | | | | | | | | |
| | | | Practical | | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | | | |
| 100 | 0 | 50 | 25 | 50 | 25 | | | | | | | | | |

| | Part E | | | | | | | | | | |
|------------------|---|--|--|--|--|--|--|--|--|--|--|
| Books | 1 Gilbret, J.J. Gilbret, J.J., "Educational Handbook For Health Personnel, W.H.O. Geneva, 1997 3rd Edition 2 Heidgerken E. Loretta "Teaching & Learning in Schools of Nursing" 12th Edition | | | | | | | | | | |
| Articles | http://journals.healio.com/pound/jne | | | | | | | | | | |
| References Books | Taylor, C. (WH: Slockert, P.A.), (2024), Sleep, In B. J. Aste, W. Duggley, P. A. Potter, P. A. Slockert, A. G. Perry, & A. M. Hall (Eds.), Canadian fundamentals of nursing (7th ed., pp. 1073-1086), Elsevier. Textbool & Nursing Education, Lahar Wenkessan, Poonan Josh Elsevier Health Sciences, 31 Oct 2015, 116 Edition, | | | | | | | | | | |
| MOOC Courses | MICROTEACHING SKILLS, LESSON PLANNING, AND ACTION RESEARCH https://moocupai.edu.my/course/view.php?id=75 | | | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=ieVeWups5sU https://www.youtube.com/watch?v=isUvCdjs0os | | | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | P03 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | P012 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 1 |
| CO2 | 3 | 1 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 3 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 1 |
| CO5 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 2 | 3 | 1 | 3 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



MSc Nursing-Community Health Nursing

| | MSc_Nursing-Cor | mmunity_Health_Nursing | | | | | | | |
|------------------------------------|--|---|---|----|---|---|---|--|--|
| Title of the Course | Nursing Education | | | | | | | | |
| Course Code | MNSG101[T] | | | | | | | | |
| | | Part A | | | | | | | |
| Year | 1st | | Credits | L | T | P | С | | |
| Course Type | Theory only | | | 10 | 0 | 0 | 10 | | |
| Course Category | Discipline Core | | | | | | | | |
| Pre-Requisite/s | 1. The candidate should be a Registered Nurse and Registered midwife or equivalent with any Sta requirements shall be the passing of : B.S.c. Nursing / B.S.c. Hons. Nursing / Post Basic B.S.c. Nur- candidate should have undergone in B.S.c. Nursing / B.S.c. Hons. Nursing / Post Basic B.S.c. Nurs Council. 4. Minimum one year of work experience after Basic B.S.c. Nursing. Minimum one year of | sing with minimum of 55% aggregate marks. 3.The ing in an institution which is recognized by Indian Nursing | ng Co-Requisite/s health programs, visits and be able | | | | have the basic knowledge o is, community health talk , ble to identify the communit | | |
| Course Outcomes & Bloom's Level | CO1- how, recognize, recall, state the concepts, principles, philosophise and tends in nursing exp CO2- comprehend, distinguish and explain various instructional methods, media, tools and technic CO3- apply, use and relate the principles and steps of guidance and counseling (BL2)/understan CO4- identify, compare, differentials damy; nailysz, the solition pursing damic CO5- compare, differentials damy; eavieys, the solition pursing damicational program. In CO5- compare, angleranita, the compared starp is and the solition of the solition of the CO5- explain, generale, reconstruct Design a plan for myowement in instructional design, deliver CO5- explain, generale, reconstruct Design a plan for myowement functional design, deliver and the solitic damic damication of the solitic damication of the solitic damication design and the solitic damication | ques in teaching learning process.(BL2-Understand) d) heir problems, issues and future trends and identifying resear Infor nursing educational institutions.(BL5-Evaluate) | | | | | | | |
| Coures Elements | Skill Development ✓ Entrepreneurship × Employability × Professional Ethics ✓ Gender × Human Values × | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) | | | | | | |

Part B

| Modules | Contents | Pedagogy | Hours | |
|-----------|--|--------------------------------|-------|--|
| Unit I | Introduction :: Disturbition ? Education : Definition, aims, concepts, philosophies & their education implications, o Impact of Social, economical, political & technological changes on education: :: Protessinal education :: Drumer threads and tasses in education: Educational reforms and National Educational policy, various educational commissions-reports :: Trends in development of nursing education in india | Lecture cum discussion method | 10 | |
| Unit II | Teaching – Learning Process in Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning . Educational aims and objectives : Upper, domains, tewel, elements and writing of deuclational objectives : Competency based education(CBE) and outcome based education(CBE) : Instructional design: Planning and designing the leason, and and the second seco | Lecture cum discussion method | 20 | |
| Unit III | Instructional media and methods :: 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, mult media, video-tele conferencing etc. | Lecture curn discussion method | 10 | |
| Unit IV | M easurement and evaluation: 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. Contention and norm referenced evaluation | Lecture curn discussion method | 10 | |
| Unit V | Standardized and non-standardized tests : ::: Meaning, characteristics, objectivity, validity, reliability, usability, norme, construction of tests ::: ::: ::: :::::::::::::::::::::: | Lecture cum discussion method | 12 | |
| Unit VI | Administration, Scoring and Reporting a Administering a test; scoring, grading versus marks a Objective tests, scoring essay test, methods of scoring, Item analysis. | Lecture cum discussion method | 8 | |
| Unit VII | Standardized Tools Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities. | Lecture cum discussion method | 12 | |
| Unit VIII | Nuesing Educational programs :: Perspectives of running education: : Blobal and national. :: Patterns ef running education and training programmes in India. Norwinersity and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Centificate B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D) in Nursing, post basic diploma programs, nurse practitioner programs. | Lecture cum discussion method | 5 | |

| | Part C | | | | | | | | | | | | |
|-----------|-------------|--|----------------|-------|--|--|--|--|--|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | | | | | |
| Unit I | Seminar | Seminar | BL2-Understand | 2 | | | | | | | | | |
| Unit X | Field Visit | Field work | BL3-Apply | 4 | | | | | | | | | |
| Unit XI | seminar | Seminar | BL3-Apply | 5 | | | | | | | | | |
| Unit XII | role play | Role Play | BL2-Understand | 3 | | | | | | | | | |
| Unit XIII | visit | Field work | BL3-Apply | 5 | | | | | | | | | |
| Unit XIV | field visit | Field work | BL3-Apply | 4 | | | | | | | | | |
| UNIT XV | seminar | Seminar | BL2-Understand | 5 | | | | | | | | | |

| Part D(Marks Distribution) | | | | | | | | | | | | |
|-----------------------------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|
| Theory | | | | | | | | | | | | |
| Total Marks Minimum Passing Marks | | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| 75 | | 75 | 38 | 25 | 13 | | | | | | | |
| | | | Practical | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| | 0 | | | | | | | | | | | |

| Part E | | | | | | | | | |
|----------------------------|---|--|--|--|--|--|--|--|--|
| | Gillbret, J.J., "Educational Handbook For Health Personnel, W.H.O. Geneva, 1997 Heidgerken E. Loretta "Teaching & Learning in Schools of Nursing" | | | | | | | | |
| Articles | 018). Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders (3rd ed.). Springer Publishing Company. | | | | | | | | |
| References Books | Reiss, B., Evans, M., McKarotz, G., Pleunik, S., & Page, R. (2020). Pharmacology in nursing (3rd Australian and New Zealand ed.). Congage Learning Australian Bockley, T., Alken, R. L., & Edwards, H. (Eds.). (2024). Levike's medical-surgical nursing: Assessment and management of clinical problems (6th Nuturalian and New Zealand ed.). Elsevier Australia. | | | | | | | | |
| MOOC Courses | https://www.my-mooc.com/en/categorie/nursing | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=leVeWupsSsU | | | | | | | | |
| Course Articulation Matrix | | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 1 |
| CO2 | 3 | 1 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 3 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 1 |
| CO5 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 1 |
| CO6 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 2 | 3 | 1 | 3 | 2 | 1 | 1 |



| | | MSc_Nu | irsing-Comm | nunity_Health_Nursing | | | | | | | |
|---------|---|---|--|--|---------|---------|--------|--------|---------|--|--|
| | Title of the Course | Advance Nursing | | | | | | | | | |
| | Course Code | MNSG102[T] | | | | | | | | | |
| | | | Pa | art A | | | | | | | |
| | Year | 1st | | | Credits | L 10 | Т 0 | P 7 | C 17 | | |
| | Course Type | Theory only | | I. | | | | | | | |
| | Course Category | Discipline Core | ipline Core | | | | | | | | |
| | Pre-Requisite/s | 1.The candidate should be a Registered Nurse and Registered midwife or equivalent requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Bas should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Bas 4.Minimum one year of work experience after Basic B.Sc. Nursing, 5.Minimum one ye | asic B.Sc. Nursing with minimum of 55% aggregate marks. 3.The candidate the nursing in an institution which is recognized by Indian Nursing Council. | | | | | | rsing | | |
| | Course Outcomes & Bloom's Level | Col-To remember the code of ethics, concepts and various brevies, trends of advance Col2-To understand the holistic care, compretent runging care, extended for ide in runsing Col3-To understand the importance of nursing process, health care system and its age Col4-To provide variance based practice, advance pre and post operative care and Col5-To evaluate the applications of nursing process and theories such as case study Col5-To evaluate the applications of nursing procedures to evaluation in qua | ng and its relation oplications on the orenable studer orenable studer | on to evidence based patient care and elaborate the role of the N ie patient in the hospital settings. (BL3-Apply) its to analyze on the patient in the hospital settings. (BL4-Analyz based clinical oractices. (BL5-Evaluate) | | | | | | | |
| | Coures Elements | Skill Development J Entrepreneurship X Employabily Professional Ethics J Gender X Human Values X Environment J | | SDG (Goals) SDG3(Good health and well-being) SDG4(Quality education) | | | | | | | |
| · | | | Pa | art B | | | | | | | |
| Modules | | Contents | Pedagogy | | | | | | | | |
| | Nursing as a Profession - History of developm | nent of nursing profession, characteristics, criteria of the profession, perspective of | | | | | | | | | |

| modules | oontento | i caagogy | mouro |
|-----------|---|---|-------|
| Unit I | Nursing as a Profession - Bistory of development of nursing profession, characteristics, citeria of the profession, perspective of nursing profession-netional, global - Code of ethins(NC), code of professional conduct(NC), buildowney and accountability, assertiveness, visibility of nurses, legal considerations, -: Role of regulatory bodies :- Professional organizations and unions-self defense, individual and collective berginning - Educational preparations, continuing education, career opportunities, professional advancement & role and scope of nursing education: Role of research, leadership and management: Quality assurance in nursing (MC): - Education runsing. | Lecture Demonstration Group discussion Role Plays | 10 |
| Unit II | Health care delivery: Health care environment, economics, constraints, planning process, policies, policia process via e via muraing profession: Health care delivery system-national, tatler district and toolar due! Using ratebordies in the health care system- Covernment, non-port, 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 | Lecture Demonstration Debate Case Presentation | 5 |
| Unit III | Cenetica : Review of cellular divelon, mutation and law of inheritance, huma genome project. The Genomic era Basic concepts of Genes, Chronosomes & DNA Aproches to common genetic disorders. Cenetic testing - basis of genetic disorders, a symptomatic and predisposition testing. Prenatal diagnosis & screening, Ethical, legal & psychoscial issues in genetic testing Genetic counseling Pradicital agricultant of genetics in running. | Audio/Video clips, group discussion, lecture with ppt, classroom presentations | 10 |
| Unit IV | Epidemiology Scope, epidemiological approach and methods, Morbidity, mortality, Concepts of causation of diseases and their screening, Application of epidemiology in health care delivery, Health survelliance and health informatics Role of nurse | Lecture Demonstration Exposure to field visit | 10 |
| Unit V | Bio-Pupido social pathodogr - Pahhophysickogy and Psychodynamics of disease causation - Life processes, homeotatic mechanism, biological and psycho-social dynamics in causation of disease, life style - Commo probleme: Cyopen instificiency, fluid and electrolyte imbalance, nutritional problems, hemorhage jand shock, altered body temperature, unconsciouress, siese pattern and its disturbances, pain, sensory deprivation. T retartent aspects: pharmacological and pre- post operative care aspects. C addio pulmonary resuscitation. C = End of life Care : Infection prevention (Including HIV) and standard safety measures, bio-medical waste management. I Sel of nurse- Evedence based nursing practice. Best practices : Innovations in nursing | AudLecture Demonstration Debate Case Presentationio/Video clips, group discussion, lecture with ppt, quiz | 20 |
| Unit VI | Philosophy and Theories of Nursing :: Values, Conceptual models, approaches, :: Nursing theories: Nightingale's, Hendersons's, Roger's, Peplau's, Abdelia's, Lewine's, Oren's, Johnson's, King's, Neuman's, Roy's, Walson parsoe, etc and their applications, :: Health belief models, communication and management, etc. :: Concept of Self health. :: DeVience based practice model. | LecturLecture Demonstration Case Presentation Panel discussione Demonstration Field Visit | 10 |
| Unit VII | Philosophy and Theories of Nursing ::Values, Conceptual models, approach. Nursing theories. Nightingale's, Hendersons's, Roger's, Peplaus, Abdella's, Lewine's, Orem's, Johnson's, King's, Neuman's, Roy's, Watson : cete and their applications, :Health belief models, communication and management, etc ::Concept of Self health: Evidence based practice model | Lecture Demonstration Panel discussion Exposure to field Visit | 10 |
| Unit VIII | Nursing process approach Bealth Assessment-illness status of patients/clients (Individuals, family, community), Identification of health: Health: The sproblems, health behaviors, signs and symptoms of clients. Bealth coals, micedition, analysis and utilization of data relevant to nursing process. Brownation of nursing care plans, health coals, micementation, modification and evaluation of care. | Lecture Demonstration Case Presentation Panel discussion | 10 |

| | Part C | | | | | | | | | | | |
|-----------|------------------|---------------|----------------|---|--|--|--|--|--|--|--|--|
| Modules | Title | Bloom's Level | Hours | | | | | | | | | |
| Unit I | Role Play | PBL | BL2-Understand | 3 | | | | | | | | |
| Unit II | Debate | PBL | BL3-Apply | 4 | | | | | | | | |
| Unit III | Group Discussion | PBL | BL4-Analyze | 3 | | | | | | | | |
| Unit IV | Field Visit | PBL | BL5-Evaluate | 5 | | | | | | | | |
| Unit V | Quiz | PBL | BL3-Apply | 3 | | | | | | | | |
| Unit VI | Debate | PBL | BL2-Understand | 2 | | | | | | | | |
| Unit VII | Field Visit | PBL | BL3-Apply | 5 | | | | | | | | |
| Unit VIII | Panel Discussion | PBL | | 4 | | | | | | | | |

| Part D(Marks Distribution) | | | | | | | | | | | |
|-------------------------------------|---|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|
| Theory | | | | | | | | | | | |
| Total Marks Minimum Passing Marks E | | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | |
| 75 | | 75 | 38 | 25 | 13 | | | | | | |
| | | | Practical | | | | | | | | |
| Total Marks Minimum Passing Marks | | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | |
| | 0 | | | | | | | | | | |

| | Part E | | | | | |
|--|---|--|--|--|--|--|
| Books 1 Stanley, J. M. 1. (2011). Advanced practice nursing: emphasizing common roles. 3rd ed. Philadelphia, F.A. Davis. 2 Potter & Perry Nursing Foundation 6th Edition | | | | | | |
| | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4660397/ https://journals.lww.com/advancesinnursingscience/pages/default.aspx | | | | | |
| References Books | LoBionds-Wood, G., & Haber, J. (Eds.) (2013). Nurving research in Canada: Methods, rotical appraisal, and utilization (2rd Cdn. ed.) (10, Cameror & M. O. Singh, Cdn. Adapt.). Elsevier Canada. Atals, B. J. Duggleby, W., Potter, P. A., Sockert, P. A., Parry, A. G. S. Hall, M. M. (Eds.). (224). Canadian fundamental on funzing (7h ed.). Elsevier. | | | | | |
| MOOC Courses | https://advolinical.org/ advance clinical training | | | | | |
| Videos | https://www.youtube.com/watch?v=bc/ztQiIN10 https://www.youtube.com/watch?v=JAXQTAHzzw2 | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 3 | 1 | 1 | 2 | 3 | 3 | 1 | 3 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 1 | 2 |
| CO4 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 2 | 1 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



MSc_Nursing-Paediatric

| [| | | | | | | | | | |
|---|--------------------------------|---------|------------|---|---------------------------------------|-----|-------|----|--|--|
| Title of the Course | Clinical Specialty-I | | | | | | | | | |
| Course Code | MNSG104[P] | | | | | | | | | |
| | | Part A | | | | | | | | |
| Year | 1st | | | Credits | L | т | Р | с | | |
| 100 | T WA | | | o.ca.a | 0 | 0 | 22 | 22 | | |
| Course Type | Embedded theory and field work | | | | | | | | | |
| Course Category Discipline Core | | | | | | | | | | |
| Pre-Requisite/s | Co-Requisite/s | milesto | nes in peo | ical proced | ng of ing nursing lures used in | | | | | |
| Course Outcomes & Bloom's Level | | | | | | | | | | |
| Skill Development ✓ Entrepreneurahip × Entrepreneurahip × | | | SDC (C) | SDG4(Quality education) SDG4(Clean water and sanitation) SDG7(Affordable and clean energy) SDG17(Partnerships for the goals) | | | | | | |
| Part B | | | | | | | | | | |
| Modules Contents Pedagogy | | | | | | | Hours | | | |
| Unit I Introduction - Current principles, practices and trends in Pediatric Nursing - Role of pediatric nurse in various settings - Expanded and extended | | | | | | hrs | | | | |

| | Part C | | | | | | | | | | |
|---------|---------------------------|--|---------------|---------|--|--|--|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | | | |
| 1 | Pediatric Medicine Ward | Field work | BL3-Apply | 120 hrs | | | | | | | |
| 11 | Pediatric Surgery Ward | Field work | BL3-Apply | 120 hrs | | | | | | | |
| Ш | Labor Room/Maternity Ward | Field work | BL3-Apply | 60 hrs | | | | | | | |
| IV | Pediatric OPD | Field work | BL3-Apply | 60 hrs | | | | | | | |
| V | NICU | Field work | BL3-Apply | 120 hrs | | | | | | | |
| VI | Creche | Field work | BL3-Apply | 30 hrs | | | | | | | |
| VII | Child Guidance Clinic | Field work | BL3-Apply | 30 hrs | | | | | | | |
| VIII | Community | Field work | BL3-Apply | 120 hrs | | | | | | | |

Part D(Marks Distribution)

| | Theory | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | 50 | | | | | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 0 | 50 | 25 | 50 | 25 | | | | | |

| | Part E |
|------------------|--|
| Books | Pediatric Nursing Procedures 2nd Edition 2014 By Raman Kalia Pediatric Nursing Procedure, A Padmaja |
| Articles | https://network.bepress.com/medicine-and-health-sciences/nursing/pediatric-nursing/Pediatric-Nursing Commons. |
| References Books | A Comprehensive Procedure Manual Of Pediatric Nursing, Jyoti Shokeen, Khushbu Saharan |
| MOOC Courses | https://cpr.heart.org/en/cpr-courses-and-kits/healthcare-professional/acls Advanced Cardiovascular Life Support (ACLS) |
| Videos | https://www.youtube.com/watch?v=at3bmx_Egg Preparing Your Child for Medical Procedures |
| | |

| Course Articulation Matrix | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 3 | 1 | 3 | 1 | 2 | 2 | 3 | 2 | 1 | 3 | 3 | 1 | 2 | 3 | 2 |
| CO2 | 2 | 2 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | 3 | 2 | 2 | 1 | 3 | 1 |
| CO3 | 1 | 2 | 2 | 2 | 1 | 3 | 1 | 2 | 3 | 1 | 2 | 2 | 2 | 3 | 1 |
| CO4 | 1 | 1 | 2 | 1 | 1 | 3 | 1 | 3 | 2 | 3 | 1 | 1 | 2 | 2 | 3 |
| CO5 | 2 | 1 | 2 | 1 | 3 | 1 | 3 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 2 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | | MSc_I | Nursing-Ob | stetrical_Nurs | ing | | | | | | | |
|---------------------|---|---|---|--|---------------------------|--|------------------|--|---------------|------|------------|----------------------------|-------|
| Title of th | e Course | Clinical Specialty-I | | | | | | | | - | - | | |
| Course | e Code | MNSG104[P] | | | | | | | | - | | | - |
| | | | | Pa | irt A | | | | | | | | |
| Ye | | 1st | | | | | Cree | dia | L | L | т | Ρ | С |
| Ye | ar | 150 | | | | | Cree | aits | C | 0 | 0 | 22 | 22 |
| Cours | е Туре | Embedded theory and field work | (| | | | | | | | | | |
| Course | Category | Discipline Core | | | | | | | | | | | |
| Pre-Rec | quisite/s | education requirements shall be | gistered Nurse and Registered midwife or equivalent wil the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / F idergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post um one year of work experience after Basic B.Sc. Nursi | Post Basic B S | ic Nursing with mi | inimum of 55% addredate marks | Co-Req | Co-Requisite/s Co-Req | | | | to mother and th issues in | |
| Course C & Bloom | Dutcomes o's Level | CO1- recognize, state the concept and principles of Mkiwifery and Obstetric Nursing, (BL1-Renember) CO2- comprehend, distinguish and explain knowledge and skills im implementing narring care to normal and high-risk pregnant women in hospital and community setting (BL2-Understand) comes CO3- apply, demonstrate the skills in assessing normal and high-risk obstetrics and providing basic emergency obstetric and neonatal care(BL3-Apply) Level CO4- describ, explain and evaluate professional competency in handing normal and high-risk content in pregnamy and use of various equipment's in Obstetrics. (BL5-Evaluate) CO4- describ, explain and evaluate professional competency in handing normal and high-risk content in pregnamy and use of various equipment's in Obstetrics. (BL5-Evaluate) CO5- describ, explain and evaluate professional competency in handing normal and high-risk content in pregnamy and use of various equipment's in Obstetrics. (BL5-Evaluate) CO5- describ, explain the vedeore-based nursing practica in his field of Obstetrica Nirmal and function as independent Mkivelly Nurse Protectioner (BL5-Create) | | | | | | | | | | | |
| Coures I | Elements | Skill Development ✓ Entrepreneurship × Employability × Professional Ethics ✓ Gender ✓ Human Values × Environment ✓ | | SDG3(Good health and well-be SDG (Goals) SDG 17(Partnerships for the gou | | | | | | | | | |
| | | | | Pa | irt B | | | | | | | | |
| Modules | | | | | | | | Hours | | | | | |
| unit-1 | Current cor Rights of | cept of health. Trends & issues in I | I⊦Surgical Nursing in India. □ Current status of health a Medical – Surgical Nursing. □ Ethical & cultural issues ir ecial laws & ordinances relating to older people. □ Natio h. | n Medical – Su | lical – Surgical Nursing. | | | 5 hrs | | | | | |
| М | | | | | | | | | | | | | |
| Modules | | | Title | Pa | rt C | Indicative-ABCA/ Experiments/Field Internships | PBL/ work/ | | Bloom's Level | | | | Hours |
| unit 1 | Anetenatal Wards & OPDs | | | | Field work | | | BL2-Understand | | - | | 120 | |
| unit 2 | Labour Room | | | | Field work | | | BL2-Understand | | | | 150 | |
| unit 3 | Postnatal Ward | | | | Field work | | | BL3-Apply | | | | 60 | |
| unit 4 | Family Planning Clinics | | | | Field work | | | | | | | 60 | |
| unit 5 | PHC/Rural maternity setting | 1 | | | Field work | | | | | | | 120 | |
| unit 6 | Gynae | | | | Field work | | | | | | | 60 | |
| unit 7 | Maternity OT | | | | Field work | | | | | | | 60 | |
| unit 8 | NICU | | | | Field work | | | | | | | 30 | - |
| [| | | F | Part D(Marks The | s Distribution) | | | | | | | | |
| Total Marks | Minimur | Passing Marks | External Evaluation | | | nal Evaluation | Internal Evaluat | ion | | Min. | Internal E | valuation | |
| | 50 | | | | | | | | | | | | |
| | 1 | | 1 | Prac | ctical | | II. | | | | | | |
| Total Marks | Minimur | Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | | | |
| 100 | 0 50 25 26 26 26 26 26 26 26 26 26 26 26 26 26 | | | | | | | | | | | | |
| | | | | Pa | rt E | | | | | | | | |
| Bo | | Dutta (DC) Textbook of Obstetri | | | | | | | | | | | |
| Arti | | https://www.ncbi.nlm.nih.gov/pm | | | | | | | | | | | |
| Referenc | | | Nosby 7th Edition. New Delhi : Jaypee Brothers | | | | | | | | | | |
| MOOC | | | iveryprogramme/training-methods/ Training Methods | | | | | | | | | | |
| Vid | Videos A career in midwifery - You Tube www.youtube.com > watch | | | | | | | | | | | | |

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 | 1 | 3 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 1 | 2 |
| CO4 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 2 | 1 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | | | | | | 023-2024 | | | | | | | |
|--|---|---|--|--|--|---|--|---|---|--|---------------------------|-----------------------------|--------------|--------------------------|
| | | | | | | MSc_Nursing-P | sychiatryic | | | | | | | |
| | Title of the | Course | Clinical Specialty-I | | | | | | | | | | | |
| | Course | Code | MNSG104[P] | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | Part | A | | | | L | т | Р | с |
| | Yea | r | 1st | | | | | | Credits | | 0 | 0 | 22 | 22 |
| | Course | Туре | Embedded theory and lab | | | | | 1 | | 1 | | | | |
| | Course Ca | ategory | Discipline Core | | | | | 1 | | | | | | |
| | Pre-Requ | isite/s | The minimum education require minimum of 55% aggregate ma | ments shall be the passing of : rks. | B.Sc. Nursing / B.Sc. H | Hons. Nursing / Pos | st Basic B.Sc. Nursing with | | Co-Requisite/s | | Should und problems in | erstand the ge nursing | neral psych | ology and psychiatry |
| | Course Ou & Bloom's | tcomes s Level | CO2- Student will understand o CO3- Students will demonstrate | lentify the tends and issues in the field of psychiatry and psychiatric nursing(BL1-Remember) do dynamics of personality development and huma hebrestand) rate thetherspeutic communications skills and role of psychiatric nurse practitioner in all interactions(BL3-Apply) Samp: Integratespecto-pharmacological ganets, their effects and nurses origit@L4-Analyze) and demonstratenursing process approach in caring for patients with mential disorders(BL3-Exelute) rate evidence based nursing protects and forest origit@L4-Sevalute) rate evidence based nursing protects and forest origit@L4-Sevalute) | | | | | | | | | | |
| | Coures Ele | ements | Skill Development X Entrepreneurship X Employability X Professonal Ethics J Gender X Human Values X Environment J | velopment X ensurating X ability X ability X asonal Etnes J X Values X X | | | | | | | | | | |
| - | | | + | | | Deat | P. | | | | | | | |
| Module | es | | | Contents | | Part | D | | Pedagogy | | | | | Hours |
| | | Acute Psychiatric Ward | | | | | 120 | | | | | | | |
| | | Chronic Psychiatric ward | | | | | 120 | | | | | | | |
| | | Psychiatric Emergency Unit | t LECTURE CUM DISCUSSION | | | | | 60 | | | | | | |
| | | O.P.D | | | | | DEMONSTARTION | | | | | | | 60 |
| | | Family Psychiatric Unit | | | | | COUNSELLING | | | | | | | 60 |
| | | Community Mental Health U | nit | | | | FEILD COUNSELLING IN CO | MMUNITY | | | | | | 120 |
| 1 | | Rehabilitation / Occupationa | I Therapy Unit/Half way home/ Day | / care centre | | | COUNSELLING | | | | | | | 120 |
| | | | | | | Part | r. | | | | | | | |
| Module | IS | | | Title | | , dit | h | ndicative-ABCA/F cperiments/Field v Internships | PBL/ work/ | Bloom's Level | | Hours | | |
| I | | Community Mental Health Uni | t | | | | Industrial Visit | | BL4-Analyze | | | | | |
| - | | | | | | | | BL4-Mialyze | | | | | | 10 |
| | | O.P.D | | | | | PBL | | | BL4-Analyze | | | | 10 |
| | | | | | | Part D(Marks E Theor | PBL Distribution) | | | | | | | |
| Total Mari | | Minimum F | Passing Marks | External Eva | | Part D(Marks D | PBL Distribution) | | Internal Evaluatio | | | Min. | Internal Eva | |
| Total Mari | | | Passing Marks | External Eva | | Part D(Marks D | PBL Distribution) Y Min. External Evaluation | | Internal Evaluatio | | | Min. | Internal Eva | |
| | | Minimum F | | | luation | Part D(Marks D | PBL Distribution) Y Min. External Evaluation | | | n | | | | aluation |
| Total Mari | ks | Minimum F 100 Minimum F | Passing Marks Passing Marks | External Eva | luation | Part D(Marks E Theor Practic | PBL Distribution) Y Min. External Evaluation | | Internal Evaluatio | n | 50 | | Internal Eva | aluation |
| Total Mari | ks | Minimum F | | | luation | Part D(Marks D | PBL Distribution) Y Min. External Evaluation | | | n | 50 | | | aluation |
| Total Mari | ks | Minimum F 100 Minimum F | | External Eva | luation | Part D(Marks E Theor Practic | PBL Distribution) y Min. External Evaluation al Min. External Evaluation | | Internal Evaluatio | n | 50 | | | aluation |
| Total Mari | ks | Minimum F 100 Minimum F 0 | | External Eva | luation | Part D(Marks E Theor Practic 50 Part I | PBL Jistribution) y Min. External Evaluation cat Min. External Evaluation E | | Internal Evaluatio | n | 50 | | | aluation |
| Total Mari | ks | Minimum F 100 Minimum F 0 | Stuart, G.W. and Laraia, M.T Pr https://journala.lww.com/indianjj | External Eva 100 inciples and Practice of Psychia sychiatry/pages/default.aspx | luation | Part D(Marks E Theor Practic 50 Part I | PBL Jistribution) y Min. External Evaluation cat Min. External Evaluation E | | Internal Evaluatio | n | 50 | | | aluation |
| Total Mari | ks Book Articl References | Minimum F 100 Minimum F 0 Ks es 5 8 Books | Passing Marks Stuart, G.W. and Laraia, M.T.P. https://journals.lww.com/indianj Morgan, C.T.Introduction to Pay Kapoor Birnia, Textbook of pays Shrives Basic Concepts in Menu | External Eva 100 inciples and Practice of Psychiatry/pages/default.aspx chology, 7th Edition hastry Naming, 13thEdition Health Naming, 7th Edition, P | Iluation | Part D(Marks E Theor Practic 50 50 Part I 20, India : elesvier, noott, 1990. | PBL Distribution) y Min. External Evaluation al Min. External Evaluation E 2008. | | Internal Evaluatio | n | 50 | | | aluation |
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MSc_Nursing-Paediatric

| Title of the Course | Clinical Specialty-I | | | | | | | | |
|------------------------------------|---|---|---|--|----------------------------|----------------------------|---------------------------------|--|--|
| Course Code | MNSG104[T] | | | | | | | | |
| | | | Part A | | | | | | |
| Year | 151 | | Credits | L | Т | Р | С | | |
| 1001 | 101 | | | 10 | 0 | 0 | 10 | | |
| Course Type | Theory only | | | | | | | | |
| Course Category | Discipline Core | | | | | | | | |
| Pre-Requisite/s | B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. aggregate marks. | Nursing with minimum of 55% | Co-Requisite/s | 1. Should have understanding the M.sc Nursing I year. | g of milestones in pediatr | ic nursing nursing medical | and surgical procedures used in | | |
| Course Outcomes & Bloom's Level | CO3- apply principles of growth and developmental mile CO4- identify and illustrate different defects and system | estones from birth to adolescence natic diseases of child health. (BL4 | ammes related to child health and welfare (BL1-Remember) (BL3-Apply) -Analyze) uccomes to determine if they were met by the time frames indicated. | (BL5-Evaluate) | | | | | |
| Coures Elements | Skill Development J Entepreneurship X Employability A Professional Ethics J Gender X Human Values X Environment X | SDG (Goals) | SDG4(Quality education) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG17(Partnerships for the goals) | | | | | | |

| | Part B | | |
|-----------|---|-------------------------|--------|
| Modules | Contents | Pedagogy | Hours |
| Unit I | Introduction on 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, □ Trevy ear plans, □ National health programs related to child health. | Lecture Cum Discussion | 10 hrs |
| Unit II | Assessment of pediatric clients a History taking a Developmental assessment a Physical assessment a Nutritional assessment a Family assessment | Lecture Cum Discussion | 10 hrs |
| Unit III | Hospitalized child :: 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 | Lecture cum Discussuion | 10 hrs |
| Unit IV | Pre-natal Pediatrics Embryological and fetal development, Prenatal factors influencing growth and development of fetus, Genetic patterns of common pediatic disorders, chromosomal aberrations, genetic assessment and courseling legal and ethical aspects of genetic courseling. I provide the other prevail care and not of the other previous disorder of the other prevail care and not of pediatric nurse. | Seminar / Presentations | 15 hrs |
| Unit V | Growth and Development of children :: Principles of growth and development, ::: Concepts and theories of growth and development, :: Developmental tasks and special needs from infancy to ackiescence, developmental milestones, ::: Assessment of growth and development of pediatric clients, :: Pactors affecting growth and development. | Lecture cum Discussions | 15 hrs |
| Unit VI | Behavioral Pediatrics and Pediatric Nursing □ Parent child relationship, □ Basic behavioral pediatric principles and specific behavioral pediatric concepts/disorders-maternal deprivation, failureto thrive, child abuse, the battered child, □ Common behavioral problems and their management, □ Child guidance dimic. | Lecture cum Discussions | 15 hrs |
| Unit VII | Preventive Pediatrics and Pediatric Nursing :: Concept, aims and scope of preventive pediatrics, ::: Maternal health and its influence on child health antensiat aspects of preventive pediatrics, :: Immunization, expanded program on immunization universal immunization program and cold hain, :: Nintion and nuthition if requirements of children, harding patternes of feeding, baby-freedly heaptial inflative and exclusive breast feeding, :: Freaith education, nutritional education for children :: Nutritional programs :: National and international organizations related to chi health, Role or pediation ruses in the hospital and community. | Seminar / Presentations | 15 hrs |
| Unit VIII | Neonatal Nursing □ 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 relateded babies, □ Identification and adsincation of neonates with infection, NV & ADB, Ophthamia neonatorum, congenial syphilis. □ High risk new born-identification, classification and nursing management. Organization of neonatal care, services[Levels], transport, neonatal intensive care with cognization and management of nursing services in NCU | Lecture cum Discussion | 30 hrs |

| | Part C | | | | | | | | | | | |
|-----------|--|--|---------------|--------|--|--|--|--|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | | | | |
| Unit II | Assessment of pediatric clients a History taking a Developmental assessment a Physical assessment a Nutritional assessment a Family assessment | Field work | BL3-Apply | 60 hrs | | | | | | | | |
| Unit VII | Immunization, expanded program on immunization/ universal immunization program | Field work | BL3-Apply | 60 hrs | | | | | | | | |
| Unit VIII | Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU | Field work | BL3-Apply | 60 hrs | | | | | | | | |

Part D(Marks Distribution)

| | Твоту | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | |
| | | | Practical | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | 0 | | | | | | | | |

| | Part E | | | | | | | | |
|------------------|--|--|--|--|--|--|--|--|--|
| Books | Marlow, Dorothy R. (1977). Textbook of Pediatric Nursing . Philadelphia: W.B. Saunders Company. | | | | | | | | |
| Articles | https://www.ncbi.nim.nih.gov/booksiNBK335/ | | | | | | | | |
| References Books | Hockenberry, Marilyn J., and David Wilson. Wong's Essentials of Pediatric Nursing. 8th ed. St. Louis, MO: Mosby/Elsevier, 2009. MLA (9th ed.) | | | | | | | | |
| MOOC Courses | https://cpr.heart.org/en/cpr-courses-and-kits/healthcare-professional/acls Advanced Cardiovascular Life Support | | | | | | | | |
| Videos | 4 Wix Studio features you gota know For web pros wix.com Create new Sponsored - 1:17 wix.com 4 0:01 / 1:18 Growth and Development of Infants, Toddlers, Preschoolers and School Aged Children(https://www.youtube.com/watch?v=JEAR8PIDXXc) | | | | | | | | |

Course Articulation Matrix

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | P012 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 1 | 3 | 1 | 2 | 2 | 3 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 2 |
| CO2 | 2 | 2 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 3 | 2 | 1 | 3 | 1 |
| CO3 | 1 | 2 | 2 | 2 | 1 | 3 | 1 | 2 | 3 | 3 | 1 | 2 | 2 | 3 | 1 |
| CO4 | 1 | 2 | 2 | 1 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 |
| CO5 | 2 | 1 | 2 | 1 | 2 | 1 | 3 | 1 | 1 | 2 | 2 | 3 | 2 | 1 | 2 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



MSc_Nursing-Psychiatryic Clinical Specialty-I MNSG104[T]

Title of the Course Course Code

| | Part A | | | | | | |
|------------------------------------|---|--|--|---------|-------------------------------------|----------|---------|
| Year | İst | | Credits | L 10 | T 0 | P 0 | C 10 |
| Course Type | Theory only | | | | | | |
| Course Category | Discipline Core | | | | | | |
| Pre-Requisite/s | 1. The candidate should be a Registered Nurse and Registered midwlfe or equivalent with any State Nursi shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in a institution which is recognized by after Basic B.Sc. Nursing Minimum one year of work experience prior or after Post Basic B.Sc. Nursing | 55% aggregate marks. 3. The candidate should have undergone | Co-Requisite/s | genera | understi I psychol itry probl | ology an | |
| Course Outcomes & Bloom's Level | CO1: Students will able to identify the trends and issues in the field of psychiatry and : psychiatric numpsi Co2: Student will understand of dynamics of personality development and human - behaviour [BL2-Vindo Co3: Students will demonstrate thetherapeutic communications skills and role of psychiatric numps practic Co4: Students can analyza Samp; Integrate psycho pharmacological agents, there iffects and numes role Co5: Students will assess, and demonstratenumiap process apprach in carring for patients will mental Co5: Students can incorporate evidence based numpsing nucleics and isolarity the areas of research in the Co5: Students can incorporate evidence based numpsing nucleics and isolarity the areas of research in the | rstand) ioner in all interactions(BL3-Apply) i(BL4-Analyze) iisorders(BL5-Evaluate) | | | | | |
| Coures Elements | Skill Development X Entrepreneurating X Employability X Professional Efficies J Gonder X Human Values X Environment J | SDG (Goals) | SDG4(Quality education) SDG7(Affordable and clean energy) | | | | |

| | Par | B | | |
|------------|--|--|---------------|---------|
| Modules | Contents | Pedagogy | | Hours |
| Unit- I | Introduction Mental Health and Mental Illness Historical perspectives Crends, issues and magnitude Contemporary practices Mental health tawkActs Chatonal mental health program -National mental health authority, state mental health authority, intpl contantial Mental Health Mental Illness Provide thealth function Psychiatric nursing Chatonacts Of psychiatric Of ps | lecture cum discussion | | 15 hrs. |
| Unit -II | Concepts of Psychobiology The Nervous System: + An Anatomical Review + The Brain and limbic system • Nerve Tissue • Autonomic Nervous system • Neurotransmitters □ Neuroendocrinology • Patulary, Thyroid Gland • Circadian Rhythms □ Genetics □ Neuro Systhaidri disordes □ Psycholimentodgy • Normal Immune response • Implications for psychiatric (liases ⊂ Implications for Nursing | lecture cum discusion | | 10 hrs. |
| Unit- III | Theories of Personality Development and relevance to nursing practice Psychoanalytic Theory- Freud's ⊑ Interpersonal Theory Sullivan's ⊡ Theory of Psychosocial Development-Enkson's ⊒ Theory of object relations ⊒ Cognitive Development Theory ⊒ Theory of Moral Development ⊒ A Nursing Model+Hitlegard E Peptau | lecture cum discussion | | 10 hrs. |
| Unit- IV | Stress and its management An introduction to the concepts of stress ⊡ Psychological Adaptation to stress ⊡ Stress as a Biological Response. □ Stress as an Environmental Event. Stress as Transaction between the Individual and the Environment. □ Stress management | lecture cum discussion | | 5 hrs. |
| Unit- V | Therapeutic communication and interpersonal reliationship Review communication process, factors affecting communication Communication with individuals and in groups : Techniques of therapeutic communication-touch therapy : Barrier d/ communication with specific reference to psychophatology : Therapeutic attluess : Dynamics of a therapeutic Nurse-client reliationship. Therapeutic use of self Garining self-averaness : Therapeutic nurse-patient reliationship its phases ; Conditions essential to development of a therapeutic reliationship : Therapeutic impasse and its management | Lecture Cum Discussion ,Demonstration | | 10 hrs. |
| Unit- VI | Assertive Training Assertive Communication ⊐ Basic Human Rights ⊐ Response Patterns • (Nonassertive Behavior + Assertive Behavior + Aggressive Behavior + Passive Aggressive Behavior] ⊡ Behavioral Components of Assertive Behavior ⊐ Techniques that Promote Assertive Behavior ⊐ Thought-Stopping Techniques Mehod Robe of The Nuse | Lecture Cum Discussion Demonstration | | 10 hrs, |
| Unit- VII | Promoting Self-Esteem Components of Self-Concept The Development of Self-Esteem The Manifestations of Low-Self-Esteem Boundaries Role of The Nurse | Lecture Cum Discussion | | 10 hrs. |
| Unit- VIII | The running process in psychiatric/mental health nursing Mental health assessment. History taking, mental status examination :: Physicia and neurological examination: D = Psychonetic sassesment :: Investigations, Diagnosis and Differential diagnosis :: Interpretation of investigations :: Nurse's role :: Dursing case management + Critical pathways of care ::: Documentation + Problem- oriented recording + Focus daming >: The PIE method | Lecture Curn Discussion ,Demonstration | | 10 hrs. |
| | Par | C | | |
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |

| modules | nue | Internships | biolin's Level | nours |
|---------|---------------------------|-------------|----------------|-------|
| IV | Stress and its management | Case Study | BL2-Understand | 10 |
| | | | | |

| | Part D(Marks Distribution) | | | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| | Theory | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 100 | 75 | 38 | 25 | 12 | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 200 | 0 | 100 | 50 | 100 | 50 | | | | | |

| | Part E | | | | | | |
|------------------|---|--|--|--|--|--|--|
| Books | Stuart, G.W. and Laraia, M.T, Principles and Practice of Psychiatric Nursing, 8th edition edition, India : elesvier, 2008. | | | | | | |
| Articles | https://onlinelibrary.wiley.com/journal/13852850 Mental health patients' preferences regarding restrictive interventions: An integrative review | | | | | | |
| References Books | Morgan, C.L. Introduction to Psychology, 7th Edition Kapoor Birnia, Textbook of psychiatry Nursing 13th Edition Shives Sais: Concepts in Menti-Health Nursing, 2nd Edition, Philadelphia : J.B. lippincott, 1990. | | | | | | |
| MOOC Courses | https://www.indiannursingcouncil.org/uploads/pdf/170531167814220981465a4fdbebbe01.pdf Mental Health Training for Nurses | | | | | | |
| Videos | https://www.youtube.com/watch?v=dp0Xu3Tp6kU Psychiatry Lecture Series | | | | | | |

| Course | Articulation | Ma |
|--------|--------------|----|

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | - | - | - | - | - | - | - | - |
| CO2 | 3 | 1 | 2 | 3 | 1 | 2 | 1 | - | - | - | - | - | - | - | - |
| CO3 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | - | - | - | - | - | - | - | - |
| CO4 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | - | - | - | - | - | - | - | - |
| CO5 | 2 | 1 | 3 | 1 | 1 | 2 | 2 | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | rsing-Obstetrical_Nurs | ing | | | | | |
|------------------------------------|---|--|--|---|-----------------------------|--|--------------|-----------|
| Title of the Course | Clinical Specialty-I | | | | | | | |
| Course Code | MNSG104[T] | | | | | | | |
| | | Part A | | | | | | |
| Year | 1st | | | Credits | L | Т | Ρ | С |
| Course Type | Theory only | | | | 10 | 0 | 0 | 10 |
| | | | | | | | | |
| Course Category | Discipline Core | | | | I | | | |
| Pre-Requisite/s | The candidate should be a Registered Nurse and Registered mixelf or equivalent whith education requirements shall be the passing of -B.S.C. Nursing / B.S.C. Nursing Council. 4. Minimum one year of work experience after Basic B.Sc. Nursing Basic B.S.C. Nursing | t Basic B.Sc. Nursing with m ic B.Sc. Nursing in an institu | inimum of 55% aggregate marks. tion which is recognized by | Co-Requisite/s | of labor her child Care, | build be able to conduct and assist the stage abor health programs related to mother and Id Care, identify the basic health issues in ther and child care, implement. | | |
| Course Outcomes & Bloom's Level | CO1-recognize, state the concept and principles of MdxMey and Obstetric Nuraing (BL-1 CO2-comprehend, distinguish and explain knowledge and stills in implement(BL2-Un CO3-app), demonstrate the skills in assessing normal and high-tisk obstetrics and provid CO4-leading, marging the health needs and impart material, neorabil, family planning and CO4-leading, marging the health needs and impart material, neorabil, family planning and the state of the state CO4-leading, marging the health needs and impart materials the field of Destriction Nursing and fu Evaluation CO6-explain the evidence-based nursing practice in the field of Destriction Nursing and fu | derstand) ing basic emergency obstetri d other reproductive health se h-risk conditions of women in | projection of the prospital and communi- pregnancy and use of various equi- | ipment's in Obstetrics. □ CO6: explain the evidence-based nurs | ing practice in the | e field of Obs | stetrical Nu | rsing and |
| Coures Elements | Skil Development X Entrepreneurship X Employability X Professional Ethics V Gender V Human Values X Environment V | s | DG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG4(Quality education) SDG4(Sustained and antifaction) SDG4(Sustained antifaction) SDG4(Sustained antifaction) SDG4(Pathersthips for the goals) | | | | |
| | | Part B | | | | | | |
| Modules | Contents | | | Pedagogy | | | Hours | |
| it 1 | Introduction ⊡ Historical and contemporary perspectives □ Epidemiological aspects of maternal and child h maternal and child health problems □ issues of maternal and child health . Age, Gender, Sexuality, psycho Preventive obstricts □ National health and family verticate programmers related to maternal and child health system. National Rural health mission, Role of NGO's □ Theories, models and approaches applied to mide scope of midwyre practice. Independent Nurse midwyr practitioner □ Legal and Ethical asses. Code of | Socio cultural factors : health care delivery /ifery practice Role and | lecture cum discussion | | | 10 | | |

| Sin I | system- National Rural health mission, Role of NGO's □ Theories, models and approaches applied to midwifery practice □ Role and scope of midwifery practice. Hependent Nurse midwifery practiciner □ 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. | | |
|--------|--|-----------------------|----|
| Unit 2 | Human reproduction Review of anatomy and physiology of human reproductive system: male and female Hormonal cycles Embryology Genetics, teratology and counseling Clinical implications | ecture cum discussion | 15 |
| Unit 3 | Pregnancy □ Maternal adsptation. Physiological, psychosciał - Assessment – Maternal and foatia measures Maternal measures/History Maing, examination-GerentLphysical and obstatrical measure, deintification of high risk, - Foatian measure - distribution of high risk, - Hostian measure - Materian measure - Materian - Materian Materian - Hostian - Hostian - Materian - Materian - Materian - Materian - Materian - Hostian - Materian - Materian - Materian - Materian - Materian - Hostian - Materian - Materian - Materian - Materian - Materian - Materian - Hostian - Materian - Mater | ecture cum discussion | 25 |
| Unit 4 | Normal Labour and nursing management: Essential factors of labour ⊟ Stages and norsel First stage. Physiology of normal labour + Use of partograph. Principies, use and critical analysis, evidence based studies - Anaigesta and anaesthesia in labour - Nursing management Second stage - Physiology, intrapartum monitoring - Nursing management Resuscitation, immediate newborn care and initiate breast feeding (Guidelment of National neonalacy fortum of India). Third stage - Physiology and nursing management. Fourth stage - Observation, critical analysis and Nursing management Various child brith practice: water bith, position change et c Evidence based practice in relation to labour intervention Role of nurse midwerly practitioner + National Variang et o | ecture cum discussion | 25 |
| Unit 5 | Normal purperium and nursing management : Physiology of purperium :: Physiology of lactation, lactation management, enclusion breast leading, skyl findly hospital initiative(RFH) : essessment of postnatial women :: Minor discontota and complications of purperium :: Management of mothers during purperium. Postnatial exercises Rooming in, bonding, warm chain :: Evidence based studies Rold of nurse individery parationer - AlternativeComplementary trengties | ecture cum discussion | 20 |
| Unit 6 | Normal Newborn : Physiology and characteristics of normal newborn :> Physical and Behavioural assessment of newborn :: Severation and the severation is a characteristics of normal newborn := Newborn :: Efficient Newborn Newborn :: Organization of neostatic area, services(Levels), transport, neostati intensive care unit, organization and management of nursing services in NICU := Observation and care of newborn :: Parenting process | ecture cum discussion | 20 |
| Unit 7 | Pharmoco dynamics in obstetrics ::: Drugs used in pregnancy, labour, post parture and newborn :: Calculation of drug dose and daministration :: Effocts of drugs used ::: Ansekthesia and analegosia in obstetrics ::: Roles and responsibilities of molively nurse practitioner ::: Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOH-MY. | ecture cum discussion | 10 |
| Unit 8 | Family welfare services □ Population dynamics □ Demography trends: vital statistics, calculation of indicators especially maternal and neonatal montality 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 molively prototioner. □ Family file doctation: □ Evidence based studies □ information, Education and Communication(EC) □ Management information and evaluation system(MES) □ Teaching and supervision of health team members | ecture cum discussion | 10 |
| | | | |

| | Pa | rt C | | |
|---------|--|--|----------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| unit 1 | led care unit modal | PBL | BL6-Create | 15 |
| unit 5 | Describe the physiology of puerperium ID bescribe the management of wromen during ID post-netial period Assessment and management of wromen during post natal period: Normal puerperium ID Physiology, Duration & amp;management ID Postnatal assessment ID Promoting physical and emotional wall-being: Destinatal diet and services II Minor disorders of puerperium ID Lactation management ID Immunization ID Family dynamics after child-birth: Family welfare services; methods, counseling, Follow-up Records and reports | PBL | BL2-Understand | 5 |
| unit 7 | Describe the Identification and management of C women with hightisk pregnancy High-tisk pregnancy - assessment & Xampic - management : Screening and assessment Uttrasorics, cardiolomography, NST, CST, non-tworks - investe & campic, Never modalities of diagnosis : Levels of care, primary, secondary and tetrative levels : Disorders of pregnancy : Hyper-emesis gravidrum Ellederig in environment of the second sec | PeL | BL6-Create | 10 |

| | Part D(Marks Distribution) | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|
| | Theory | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | |
| 100 | | 75 | 38 | 25 | 13 | | | |
| | | | Practical | • | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | |
| | 0 | | | | | | | |
| | | | | | | | | |

| | - Part E | | | | | | |
|------------------|---|--|--|--|--|--|--|
| Books | 1. Buckley Kathleen and Kulb Nancy W, "high Risk Maternity Nursing Manual" Edn, Williams & Wilkin, 1993, Philadelphia. | | | | | | |
| Articles | r research in reproductive health investigates a range of issues such as menstruation, pregnancy, childbirth, menopause and related challenges. | | | | | | |
| References Books | n C.S, " Textbook of Obstetrics and Neonatology", Dawn Books, Calcutta. GoodnerBrenda, " Concepts of Obsterics Nursing", I edn, Skidmore, Roth Publishing, INC , 1994, Texas | | | | | | |
| MOOC Courses | https://www.indiannursingcouncil.org/uploads/pdf/167645674026842941863ecb32465cc8.pdf https://www.indiannursingcouncil.org/uploads/pdf/167645674026842941863ecb32465cc8.pdf Nurse Practitioner Midwifery (NPM) Educator Program | | | | | | |
| Videos | https://www.youtube.com/watch?v=NphviVNeCwA | | | | | | |
| | | | | | | | |
| | Course Articulation Matrix | | | | | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2 | 3 | 1 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 | 1 | 3 | 1 | 2 | 2 | 2 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 1 | 2 |
| CO4 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 2 | 1 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | BSc_Nursing | | | | | | | |
|------------------------------------|---|---|---|----------------|---|---|---|--|--|
| Title of the Course | Adult Health Nursing-I with Integr. Pathophysiology incl BCLS module | | | | | | | | |
| Course Code | N - AHN (I) 215 [P] | N - AHN (I) 215 [P] | | | | | | | |
| | | Part A | | | | | | | |
| Year | 2nd | | Credits | L | Т | Ρ | С | | |
| 1001 | and the second | oreand | 0 | 0 | 7 | 7 | | | |
| Course Type | Embedded theory and lab | | | | | | | | |
| Course Category | Foundation core | | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | Co-Requisite/s | | | | | |
| Course Outcomes & Bloom's Level | CO1- able to Integrate knowledge from nursing and otherscientific and CO2. understand the participate with the interdisciplinary beathcare tes CO3- able to demonstrate accountability (professionalism) through iden CO4- analyze & amp; integratetechnology and information systems to p CO5- evaluate verbal,non-verbal communication strategies used to con | am and assume accountability for providing sa tification of self- learning needs and continue ovide safe, effective care to adult populations | afe and effective care to the adult population.(BL2-Understand) d professional development.(BL3-Apply) s with any disease condition.(BL4-Analyze) | | | | | | |
| Coures Elements | Still Development / SDG3(Good health and well-being) Entroprenet / Entroprenet / Entroprenet / SDG3(Good health and well-being) SDG3(Good health and well-being) SDG3(Good health and well-being) Professional Ethics / SDG (Goals) SDG3(Good health and well-being) SDG3(Blocent work and economic growth) SDG8(Decent work and economic growth) | | | | | | | | |

Part B

Contents

Pedagogy

Hours

Modules

| | Par | IC | | |
|---------|---|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 1 | Intervences therapy of Vcanniation of W maintenance and monitoring o Administration of IV medicationCare of patient with Central line Treparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal procentesis Management patients with respiratory problems I: Administration of oxygen through mask, nasal process, eventur mask. Pute country I: Neduction :: Ones physiotherapy - Pottensistion and assistent of country I: Celevisian :: Contract or Celevisian :: Contract or Celevisian :: Celevisi | Field work | BL4-Analyze | 108 |
| Unit 2 | Pre-Operative care □ temediate Post-operative care □ Post-operative exercise □ Peln assessment □ Peln Management □ Assistion diagnostic procedure and after care of patients undergoing o Colonoscopy 0 ERCP 6 r.d.socopy 0 Liver BjooryHoogasteria aspiration □ destroatomy/Lejunostomy feeds □ leostomy/Colostomy care □ Surgical dressing □ Suture removal □ Surgical seak □ Sitz bath □ Care of drain | Field work | BL4-Analyze | 108 |
| Unit 3 | Cardiae monitoring = Recording and interpreting ECG = Arterial Nood gas analysis = interpretation = Administer cardiac drugs = Preparation and after care of patients for cardiac cardiatrication = CPR = Collection of blood sample for o Blood yourping/coss matching a Blood sugar o Serum electrolytes : Assisting with blood transfusion = Assisting for bore marrow aspiration = Application of anti-embiliam toxiching (EED bace) = Application/minintenance of sequential Compression device | Field work | BL4-Analyze | 54 |
| Unit 4 | Intradermal injection-Skin allergy testing Application of topical medication Medicated bath | Field work | BL4-Analyze | 27 |
| Unit 5 | Barrier Nursing Reverse barrier nursing Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices) | Field work | BL4-Analyze | 27 |
| Unit 6 | Preparation of patient with Myelogram/CT/MRI ⊃ Assisting with application & removal of POP/Cast ⊇ Preparation, assisting and after care of patient with Skintracton/skeletal traction ⊇ Care of orthotics ⊇ Muscle strengthening exercises ⊇ Crutch walking ⊒ Rehabilitation | Field work | BL4-Analyze | 54 |
| Unit 7 | Position and draping Preparation of operation table Set up of trolley with instrument Assisting in major and minor operation Disinfection and sterilization of equipment Scrubbing procedures – Gowning, masking and gloving Intra operative monitoring | Field work | BL4-Analyze | 108 |

| | Part D(Marks Distribution) | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|
| | Theory | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | |
| | 50 | | | | | | | |
| | | | Practical | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | |
| 100 | 50 | 50 | 25 | 50 | 25 | | | |

| | Part E |
|------------------|--|
| Books | Brown, D., & Lewis, S. M. (2007). Lewis's medical-surgical nursing: Assessment and management of clinical problems. Elsevier Australia. |
| Articles | Sarhadi, Z., Jahantigh, M., & Yaghoubinia, F. (2023). Effect of Self-efficacy-Based Training on Treatment Adherence of Patients with Heart Failure. Medical-Surgical Nursing Journal, 12(3). |
| References Books | Brotto, V., & Rafferty, K. (2019). Clínical dosage calculations. Cengage AU. |
| | https://www.my-mocc.com/eim/moc/infaction-prevention-in-nursing-homes https://www.my-m |
| Videos | https://www.youtube.com/watch?v=XPrTbiVPl6g&list=PLQrdx7r&skfVMmaCtsYIMGvpUMWV6-kWw&lindex=2&pp=iAQB |
| | · |

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 1 | 1 | 1 | - | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 1 | 2 | 1 |
| CO3 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | 3 | 3 | 2 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO5 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | | | BSc_Nursing | | | | | | |
|---|--|---|--|--|--|---------|---|---|---|-------|
| | Title of the Course | Adult Health Nursing-I with Integr. Pathophysiol. incl BCLS module | | | | | | | - | |
| | Course Code | N - AHN (I) 215 [T] | | | | | | | | |
| | | | | Part A | | | | | | |
| | | | | | Gredits | L | т | Ρ | С | |
| | Year | 2nd | | | Credits | 7 | 0 | 0 | 7 | |
| | Course Type | Theory only | | | | | | | | |
| | Course Category | Foundation core | | | | | | | | |
| | Pre-Requisite/s | | | | Co-Requisite/s | | | | | |
| | Course Outcomes & Bloom's Level | CO1- able to Integrate knowledge from nursing and other scientific and CO2-understand the interdicipinary health care team and assume as CO3-able to demonstrate accountability (professionalism) through ide CO4-analyze & integrate technology and information systems to provi CO5- evaluate verbal, non-verbal communication strategies used to cc | ccountability for p entification of self ide and improve | providing safe and effective ca - learning needs and continue safe, effective care to adult po | are to the adult population.(BL2-Understand) ed professional development.(BL3-Apply) opulations with any disease condition.(BL4-Analyze) | | | | | |
| | Coures Elements | Skill Development ✓ Entrepreneurahip X Employability X Professornal Ethics ✓ Gonder X Human Values X Environment X | SDG (Goals) | SDG3(Good health and well-being) SDC4(Quality education) SDG8(Decent work and economic growth) | | | | | | |
| | | | | Part B | | | | | | |
| Modules | | Contents | | | Pedagogy | | | | | Hours |
| Unit-1 | of Health and illness disease- concepts, causa Acute illness chronic illness, & Terminal il Surgical conditions based on Nursingprocess. aNurse in Medical Surgical settings: Outpat | al Nursing – Evolution and trends of Medical and Surgical Nursing — Reviv ditros, classification – International Classification diseases (IQ-10 of tall liness, stages of illness — Review of concepts of comprehensive Nursing — Role of Nurse, patient and family in care of adult patient — Role and rese find department — II – Patient und — Intensive care und — Home and com- ammation and Infection — Immunity — Wound healing — Care of Surgical | er version), carein Medical sponsibilities of nmunitysettings | Lecture cum discussion, Ca | ase Study, Demonstration | | | | | 6 |
| Unit-2 | the OT team o Duties and responsibilities of the sutures and suture materials, equipment for co of sets for common surgical procedures Scr procedures Maintenance of the therapeutic | cal set up of the operation theatre o Classification o O.T Design o Staffing re runse in OTT = Position and draping for common surgical procedures summon surgical procedures = Disiniticitican and startication of equipment ubbing procedures = Gowning, masking and gloving = Monitoring the pat environment IT of assisting in any or and mirror operation, handing say Anaesthesia – types, methods of administration, effects and stages, equip | Instruments, Preparation tient during the becimen | Lecture cum discussion, Case Study, Demonstration | | | | | | 15 |
| Unit-3 | Nursing care of patients with common signs a | nd symptoms and management Fluid and electrolyte imbalance Shoo | ck 🗆 Pain | Lecture cum discussion, Case Study, Demonstration | | | | | | |
| Unit-4 | Assessment – history taking, physical assess infections o Chronic obstructive pulmonary dis | ory problems ⊟ Review of anatomy and physiology of respiratory system ment and flagnostic tests ⊒ Common respiratory problems. o Upper respi acease o Pleural effusion, Empyema o Bronchiectasis o Pneumonia o Lun irratory distress syndrome o Pulmonary embolism ⊟ Health behaviors to p | iratory tract ng abscess o | Lecture cum discussion, Case Study, Demonstration | | | | | | 18 |
| Unit-5 | assessment – History and physical assessmer Bleeding, Inflections, Inflammation, tumors, Ot Appendicitis, Hernias o Hemorrhoids, fissures abscess, cirrhosis, portal hypertension, hepati | rs of digestive system 	□ Review of anatomy and physiology of GI system ti 	□ GI investigations 	□ Common GI disorders: o Oral cavity: lips, gums a struction, Perforation & Periforition = Deptic & duodenal uter, or Ma-Baboe , Fistulas o Pancreas: inflammation, cysts, and tumors Liver: inflammation for failure, tumors o call ibadder: inflammation, Cholettinass, tumors 	□ generations, for the structure of th | ind teeth o GI: irption, n, cysts, astric | Lecture cum discussion, Ca | ase Study, Demonstration, Problem based learning | | | | | 16 |
| Nursing Management of patients with cardiovascular problems — Review of nationy and hypiology of cardio-vacular pyshol. Warsing Assessment Halory and Physical assessment — Therwise & non-investive cardio: provemers — Devoters of vacuular pyshol Hyperfersion, anteriosciencia, Raymadri al disease, aneurym and periphenal vascular disorders — Coronay anterly diseases. coron atherosciencias, Angina pedors, mycoradial interaction — Valvalar disorders — Coronay anterly diseases. Coron percandits, myocardits, endocardits, cardiomyopathies — Cardia dyntythmias, heart block. — Congestive heart failure, corpumoniale, pumoany edma, cardiogenic shock, cardiad terpopathies. — Cardiad cyntythmias, heart block. — Congestive heart failure, corpumoniale, pumoany edma, cardiogenic shock, cardiad terpopathe — Cardiad uptoration | | | | Lecture cum discussion, Ca | ase Study, Demonstration, Problem based learning , Health Edu | Ication | | | | 20 |
| Unit-7 | Nursing Management of patients with disorder physical assessment & Diagnostic tests Ana thalassemia, leukemia, leukopenia agranulocy | rs of blood □ Review of Anatomy and Physiology of blood □ Nursing asse amia, Polycythemia □ Bleeding Disorders: clotting factor defects and plate tosis □ Lymphomas, myelomas | essment: history, elets defects, | Y- Lecture cum discussion, Case Study, Demonstration, Problem based learning , Health Education | | | | | | 7 |
| Unit-8 | Nursing Assessment –History and Physical as tumors) Diabetes mellitus | rs of endocrine system Review of anatomy and physiology of endocrine sessment Disorders of thyroid and Parathyroid, Adrenal and Pituitary (F | Hyper, Hypo, | Lecture cum discussion, Case Study, Demonstration | | | | | | 8 |
| Unit 9 | Assessment: History and Physical assessment | rs of Integumentary system □ Review of anatomy and physiology of skin : t □ Infection and infestations; Dermatitis □ Dermatoses; infectious and N riasis, Malignant melanoma, Alopecia □ Special therapies, alternative ther ry system | Lecture cum discussion, Ca | ase Study, Demonstration | | | | | 8 | |

 Nursing management of patients with musculoskeletal problems

 Nursing Assessment: History and physicid assessment: History and physicid sesses in thimory. Son History Constraints, Instrume, Table Constraints, Instrume, Instrume

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| Unit 4 | Common respiratory problems: o Upper respiratory tract infections o Chronic obstructive pulmonary diseases o Pleural effusion, Empyrema o Bronchiedcais o Pneumonia o Lung abscess o Cyst and tumors o Chest Injuries o Acute respiratory distress syndrome o Pulmonary emotiolism | Case Study | BL3-Apply | 5 |
| Unit 6 | Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction | PBL | BL3-Apply | 5 |
| Unit 7 | Awareness on thalassemia, | Field work | BL3-Apply | 4 |
| Unit 10 | Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease | Field work | BL3-Apply | 5 |

Part D(Marks Distribution)

| | Твеоту | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | |
| | | | Practical | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | |
| | 0 | | | | | | |

| | Part E |
|------------------|--|
| Books | Brunner, L. S. (2010). Brunner & Suddarth's textbook of medical-surgical nursing (Vol. 1). Lippincott Williams & Wilkins. |
| Articles | Nurses' Perceived Knowledge of Mental Health Education in Medical-Surgical Settings Seney, Valerie, Insana, Jacqueline; Misto, Kara; O'Neale, Brittney |
| References Books | Suzanne C. Smeltzer, Brenda G. Bare. (2000). Brunner & Suddarth's textbook of medical-surgical nursing. Philadelphia 'Lippincott, |
| MOOC Courses | https://www.google.com/lack?sa=l&ai=DChcSEw/UKKTis568GAv/dWg8CHeRDBHIYABACGgJUYg&ase=2&gcide=CjwKCA/wkiygBhAgEiwADSEjeDWNDBdfyl_hs0IP39NITS3zeLYIGE1jn11W8VcVoza13FywLZuFIBoCDqYQAvD_BwE&ei=3DdEZsaKN#TY1e8Pws-k- Al&sig=ADDB4_30y-2&8_562ue-K1KGoA_HUA0C3age=Zani=4&adurKe=vg51m56GAvUDPUHHclnCS3002x8BAgLEAE https://www.my-mocc.com/len/mocc/addressing=value=cause |
| Videos | Introduction of MEDICAL SURGICAL NURSING M.S.N. BSc Nursing 2nd year M.S.N. GNM 2nd year |
| | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | P03 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 3 |
| CO2 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 1 | 3 | 1 | 3 | 3 | 2 | 2 | 1 |
| CO3 | 2 | 2 | 1 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 3 | 2 | 1 | 2 |
| CO4 | 3 | 2 | 2 | 2 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 |
| CO5 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | | BSc_Nursing | | | | | | | |
|----------------------------------|---------------------------------|---|---|---|---|---|---|---|--|--|
| Title of the Cours | se | Adult Health Nursing-II w/ Integr.Paphl.inc.Gertr.Care & Pallt.Care | | | | | | | | |
| Course Code | | N - AHN (II) 215 [P] | | | | | | | | |
| | | | Part A | | | | | | | |
| Year | | 2nd | | Credits | L | т | Р | с | | |
| lea | | 2110 | | Ciedita | 0 | 0 | 7 | 7 | | |
| Course Type | | Embedded theory and lab | | | | | | | | |
| Course Category | Course Category Foundation core | | | | | | | | | |
| Pre-Requisite/s | s | | | Co-Requisite/s | | | | | | |
| Course Outcome & Bloom's Leve | - | CO1- able to Integrate knowledge from nursing and otherscientific and CO2- understand the participate with the interdisciplinary healthcare tee CO3- able to demonstrate accuntability (professionalism) through iden CO4- analyze & amp; integratetechnology and information systems to p CO5- evaluate wheal non-vehad communication strategies used to con- table and the strategies of the strategies and the strategies and the strategies and the strategies and the strategies and the strategies and the strategies and the strategies and the strategies and the strategies and the strategies and the strategies and the strategies and the strategies and the strateg | am and assume accountability for providing s ntification of self- learning needs and continue rovide safe, effective care to adult population | afe and effective care to the adult population.(BL2-Understand) d professional development.(BL3-Apply) s with any disease condition.(BL4-Analvze) | | | | | | |
| Coures Element | | Skill Development J Entrepreneurship X Employability X Professional Ethols J Gender X Human Values X Environment X | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | | | |

Part B

Pedagogy

Hours

Contents

Modules

| | Par | tC | | |
|---------|---|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 1 | □ Examination of ear, nose, threat and History taking □ Applying bandages to Ear, Nose □ Tracheostomy care □ Preparation of patient, assisting and monitoring of patients undergoing diagnosise procedures o Audiooy screening tests o Audiomy screening te | Field work | BL3-Apply | 48 |
| Unit 2 | ☐ History taking, Examination of eyes and interpretation □ Assisting procedures o Visual acuity o Fundoscopy, retinoscopy, cophralmoscopy, tonomety, o Refraction test=Pre and post-coperative care □ Instillation of drops/ medication □ Eye imigation □ Application of eye bandage ⊂ Sustising with foreign body removal | Field work | BL3-Apply | 48 |
| Unit 3 | Assessment of klichey and urinary system of History taking o Physical axamination of tasksdar adel seamination of digital rectal axam Preparation and assisting with disposition and thraneautic procedures o cytopocopy. Cytophorast dudies: WP etc Perinceal dialysis o Hemodalysis, o Lithotipsy o Specific tests: Semen analysis, gororancea test, Renal Prostate Biopsy etc Catheterization: care : Bidderf migation : Li Orccoring and monitoring : Arbuilation and exercise i | Field work | BL4-Analyze | 48 |
| Unit 4 | Assessment of bums ::: First aid of burns ::: Fluid & electrolyte replacement therapy ::: Skin care ::: Care of Burn wounds ::: Bathing ::: Dressing ::: Pre-operative and postoperative care of patients ::: Caring of skin graft and post cosmetic surgery ::: RehabilitationHistory taking and assessment of Generatic patient | Field work | BL4-Analyze | 48 |
| Unit 5 | History taking; Neurological Examination Patient monitoring Prepare and assist for various invasive and non-invasive diagnostic procedures Range of motion exercises, muscle strengthening Care of medical, surgical and rehabilitative patients | Field work | BL4-Analyze | 72 |
| Unit 6 | History taking Immunological status assessment (e.g. HIV) and Interpretation of specific tests Caring of patients with low immunity Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills | Field work | BL4-Analyze | 24 |
| Unit 7 | History taking & physical examination of cancer patients □ Screening for common cancers: TNM classification □ Preparation, assisting and after care patients undergoing diagnostic procedures □ BioptiesFNAC □ Pap smare □ Bone-marrow aspiration □ Various modalities of treatment □ Chenetherapy □ Pain nanagement □ Storma Herapy □ Hormonal Herapy □ Immuno therapy □ Gene therapy □ Alternative therapy □ Storma care and feeding □ Caring of patients treated with nuclear medicine □ Rehabilitation | Field work | BL4-Analyze | 72 |
| Unit 8 | Assessment of ortically lip patients — Assisting in arterial puncture, ET bits Intubation & Actuation — AGC analysis & Interpretation - respiratory axious, respiratory axious, metabolica axious, metabolica axious — Setting out Ventilater modes and settings and care of patient on a ventilator — Set up of totley with instruments — Monitoring and maintenance of Chest drainage system — Bag mask ventilation. Assisting and maintenance of Chest and a prephratel maintenance is invasive. Setting up of findiaton punc, distinging and maintenance of Lice trainage asystem — Bag Drug administration-intracardic, intrachecal, epidural, — Monitoring pacemaker — ICU care bundle — Management of the dying patient in the ICU | Field work | BL3-Apply | 48 |
| Unit 9 | Practicing_triage' = Primary and secondary survey in emergency = Examination, investigations & their interpretations, in emergency & disaster situations = Emergency care of medical and traumatic hipty patients = Documentations, assisting in legal procedures in emergency unit. Managing coroval = Counseling the aplatient and Emily in dealing with priving & betweenent. | Field work | BL4-Analyze | 48 |

Part D(Marks Distribution)

| | Theory | | | | | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | | | |
| | 50 | | | | | | | | | | | | | |
| | | | Practical | | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | | | |
| 100 | 50 | 50 | 25 | 50 | 25 | | | | | | | | | |

| | Part E | | | | | | | |
|--|---|--|--|--|--|--|--|--|
| Books Brunner, L. S. (2010). Brunner & Suddarth's textbook of medical-surgical nursing (Vol. 1). Lippincott Williams & Wilkins. | | | | | | | | |
| Articles Sudhapriya, S., Maliga, M., Meenakahi, K. B., Sapthiha, N. M., & Jeevitha, D. International Journal of Advance Research in Nursing. | | | | | | | | |
| References Books Alexander, E. L., Rohrock, J. C., McEven, D. R., & Van Wicklin, S. A. (1972). Alexander's Care of the Patient in Surgery. | | | | | | | | |
| | https://www.my-mooc.com/en/moochh-einapat-of-fururing https://www.my-mooc.com/en/moochh-enulas-inutring/milok/tery | | | | | | | |
| Videos | https://www.youtube.com/watch?v=lcpc0w80jpl | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 1 | 1 | 1 | - | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 1 | 2 |
| CO3 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | 3 | 3 | 2 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO5 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BSc_Nursing

| | Title of the Course | Adult Health Nursing-II w/ Integr.Paphl.inc.Gertr.C | | | | | | | | | | | |
|---------|---|--|--|--|--|---|---|---|-------|--|--|--|--|
| | Course Code | N - AHN (II) 215 [T] | | | | | | | - | | | | |
| | | | | Part A | | | | | | | | | |
| | Year | 2nd | | | Credits | L | т | Р | С | | | | |
| | tear | 210 | | | Credits | 7 | 0 | 0 | 7 | | | | |
| | Course Type | Theory only | | | | | | | | | | | |
| | Course Category | Foundation core | | | | | | | - | | | | |
| | Pre-Requisite/s | | | | Co-Requisite/s | | | | - | | | | |
| | Course Outcomes & Bloom's Level | CO1- able to Integrate knowledge from nursing and otherscientific and CO2. understand the participate with the interdisciplinary healthcare to CO3. able to demonstrate accountability (professionalism) through idea CO4 analyze & amy, integratetechnology and information systems to p CO5 evaluate verbal.non-verbal communication strategies used to cor CO5 evaluate verbal.non-verbal communication strategies and the communication strategies of the communication | am and assume a ntification of self- k rovide safe, effect | ccountability for providing s earning needs and continue tive care to adult population | afe and effective care to the adult population.(BL2-Understand) ed professional development.(BL3-Apply) s with any disease condition.(BL4-Analvze) | | | | | | | | |
| | Coures Elements | Skil Development / Entreprenounthp X Employability X Professional Efficies / Gender X Human Values X Environment X | s | DG (Goals) | SDG3/Good health and well-being) SDC4/Quality education] SDG8(Decent work and economic growth) | | | | | | | | |
| | | | | Part B | | | | | | | | | |
| Modules | | Contents | | | Pedagogy | | | | Hours | | | | |
| Unit-1 | Nursing management of patient with disorders of Ear. Nose and Throat (Includes etiology, pathophysiology, direid) manifestation diagnotic messaries and medical, surgical, nutritional and nursing management). Dereview datatomy and physiology of the ear and throat: ⊞istory, physical assessment, and diagnostic tests : Ear o External ear. deformities dataja, foreign bodes and thruat Middle ear. impected wax, tympainc, membrane patrotation, cittis media, and tumors linner ear. Meniere's disease, labyrinthits clotoxicity tumors. : Upper respiratory airway infections: Rhinitis, sinusitis, tonsilitis, lasyngitis : Epistaxis, Nasal obstruction. Iar obstruction :: Dear tespiratory airway infections: Rhinitis, sinusitis, tonsilitis, lasyngitis :: Epistaxis, Nasal obstruction, Iar obstruction :: Dear tespiratory airway infections: Rhinitis, sinusitis, tonsilitis, lasyngitis :: Epistaxis, Nasal obstruction, Iar obstruction :: Dear tespiratory airway infections: Rhinitis, sinusitis, tonsilitis, lasyngitis :: Epistaxis, Nasal obstruction, Iar obstruction :: Dear tespiratory airway infections: Rhinitis, sinusitis, tonsilitis, airwaytis :: Epistaxis, Nasal obstruction, Iar obstruction :: Dear tespiratory airway infections: Rhinitis, sinusitis, tonsilitis, airwaytis :: Epistaxis, Nasal obstruction, Iar obstruction :: Dear tespiratory airway infections: Rhinitis, sinusitis, tonsilitis, taryngits :: Epistaxis, Nasal obstruction, Iar obstruction :: Dear tespiratory airway infections: Rhinitis, sinusitis, tonsilitis, tespiratory airway infections: Rhinitis, sinusitis, tespirato | | | | Demonstration | | | | 12 | | | | |
| Unit-2 | diagnostic assessment Eve Disorders Refr | of eye □ Review of anatomy and physiology of the eye □ History, physic active errors □ Eyelids: infection, deformities □ Conjunctiva: inflammatio on □ Lens: cataract □ Glaucoma □ Retinal detachment □ Blindness □ Ey | n and infection | Lecture cum discussion, Demonstration | | | | | | | | | |

| | banking and transplantation | | |
|---------|---|---|----|
| Unit-3 | Nursing management of palient with Kidney and Urinary problems : Review of Anatomy and physiology of the genitourinary system □ History, physical assessment, diagnostic tests □ Urinary tract Infections: acade, chronic, tower, urger: Naphritis, physical gradient C Rena calcult : Acute and chronic renal failure □ bioorders of urelex, urinary bladder and Urethra □ bioorders of prostate Inflammation, infection, stricture, obstruction, and Bengin Prostate Hypertrophy | Lecture cum discussion, Demonstration, Case Study, Health education | 15 |
| Unit-4 | Nursing management of disorders of male reproductive system □ Review of Anatomy and physiology of the male reproductive system □ Review of Anatomy and physiology of the male reproductive system □ Restory, Physical Assessment, Diagnostic tests □ Infections of testis, pensi and adjacent structures: Phinosis, Epidolymilia, and/Orchilis □ Sexual dysfunction, interfilty, contracteption □ Male Reveal Disorders: gynecomasia, turnor, climacteric changes | Lecture cum discussion, Demonstration, Case Study, Health education | 6 |
| Unit-5 | Nursing management of palent with burns, reconstructive and cosmetic surgery — Review of anatomy and physiology of the skin and connective tissues : Hestory, physical assessment, assessment of burns and fill id electrolyde loss — Burns = Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment : Legal and ethical aspects : Special thempset: ADV incurrent defessing. Laser, joucidon, skin heat in givennation, use of deferma filters | Lecture cum discussion, Demonstration | 10 |
| Unit-6 | Nursing management of palent with neurological disorders :: Review of anatomy and physiology of the neurological system :: Hatory, bypiscial and neurological assessment, diagnostic tests :: Headzeh, Head singer :: Spanie Janier, Brandega, Hennigela, Guadrigega :: Spinal cord compression: hernistion of in vertificat disc :: Intra carail and carebral ancuryants :: Meningela, Cuitor (Spinal cord compression: hernistion of an vertificat disc :: Intra carail and carebral ancuryants :: Meningela, Cuitor (Spinal cord compression: hernistion of an vertificat disc :: Intra carail and carebral ancuryants :: Meningela, Cuitor (Spinal), spinal courophtees Bit's pabit, ingening Intervia); Element Neuropathies :: Degenerative diseases. Alchienser's disease, Parkinson's disease :: Guillain-Barré syndrome, Myssitenia gravis & Multiple sclerosisRehabilitation of patient with neurological defoti. | Lecture cum discussion, Case Scenerio discussion | 16 |
| Unit-7 | Nursing management of patients with Immunological problems :: Review of Immune system :: Nursing Assessment History and Phyricial assessment :: HIVA AIDS: Explorenicogy, Transmission, Prevention of Transmission and management of HIVAIDS :: Role of Nurse, Counselling, Health education and home care consideration and rehabilitation ::: National AIDS Control Program - NACO, various national and international agencies for infection control | Lecture ourn discussion | 12 |
| Unit-8 | Nursing management of patient with Oncological conditions ⊂ Structure and characteristics of normal and cancer cells ⊂ Heloty, physically assessment, diagnostic tests ⊂ Prevention scening early deletations warming aign of cancer ⊂ Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical naring management of Discological conditions ⊂ Common malignamice of variatos body systeme eye, ear, once, lanyt, threast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostete Brain, Spinal cord, ⊂ Oncological emergencies – Modalities of treatment - Chemotherapy, Radioherapy, Radiotin safety, AEBF aquations, Surgical Intervention, Stem cell and hose marrow transplant, Immunotherapy, Gene therapy ⊂ Psychological aspects of cancer: anxiety, depression, insomnia, anger ⊂ Supportive care ⊂ Hospice care | Lecture cum discussion, Demonstration | 12 |
| Unit 9 | Nursing management of patient in Emergency and Disaster situations Disaster Nursing — Concept and principles of disaster nursing. Related Policies — Types of disaster: Natural and mammade — Disaster preparedness: Team, guidelines, protocols, equipment, resources = Ebology, disastification, Pathorbysicology, staging, clinical manipatistion, diagnosis, tradment nodalises and medical and surgical nursing management of patient with medical and surgical emergencies — Poly traums, Bites, Poisoning and Thermal emergencies — Thoropies of emergency management — Modico legal aspects | Lecture cum discussion, Demonstration , Health Talk, Case Study, Group Presentation | 10 |
| Unit 10 | Nursing care of the elderly — History and physical assessment — Aging process and age-related body changes and psychosocial assessment — Aging process and age-related body changes and psychosocial and sexual abuse of lederly — Fold or family and formal and nonformal caregivers — Use of aids and prosthesis (hearing aids, dentures) — Legal and ethical issues — National programs for elderly, privileges, community programs and headth service. — Home and traititutional care | Lacture cum discussion, Demonstration , Health Talk, Case Study, Group Presentation | 15 |
| Unit 11 | Nursing management of patients in critical Care units ⊡ Principles of critical care nursing ⊡ Organization: physical set-up, policies, staffing norms ⊡ Protocols, equipment and suppliesUse and application of critical care biomadical equipment, ventilators, cardiac monitors, definitions, rhistoria purg, Resuccitation equipment and any other : Advanced Cardiac Life support. I Nursing management of critically ill patient □ Transitional care ⊇ Ethical and Legal Aspects □ Breaking Bad News to Patients and/or their families. Communication with patient and family ⊡ End of life care | Lecture cum discussion, Demonstration , Health Talk, Case Study, Group Presentation | 15 |
| Unit 12 | Lecture cum discussion, Demonstration , Health Talk, Case Study, Group Presentation | Lecture cum discussion, Demonstration | 5 |

| | Par | t C | | |
|---------|---|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit-1 | External ear: deformities otalgia, foreign bodies and tumors o Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors | Industrial Visit | BL4-Analyze | 5 |
| Unit 2 | Refractive errors | Industrial Visit | BL4-Analyze | 2 |
| Unit 4 | Sexual dysfunction, infertility, contraception | Case Study | BL3-Apply | 4 |
| Unit 5 | Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment | Case Study | BL4-Analyze | 5 |
| Unit 7 | HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS Role of Nurse; Counseling, Health education and home care consideration and rehabilitation | Role Play | BL5-Evaluate | 5 |
| Unit 9 | Disaster preparedness: Team, guidelines, protocols, equipment, resources | Games | BL3-Apply | 3 |
| Unit 12 | Nursing management of patients occupational and industrial disorders | Industrial Visit | BL4-Analyze | 5 |

| | Part D(Marks Distribution) | | | | | | | | | | | | |
|-------------|--|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|--|
| Theory | | | | | | | | | | | | | |
| Total Marks | Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation | | | | | | | | | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | | | | | |
| | | | Practical | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | | |
| | 0 | | | | | | | | | | | | |

| | Part E | | | | | | | | | | |
|--|---|--|--|--|--|--|--|--|--|--|--|
| Books Brunner, L. S. (2010). Brunner & Suddarth's textbook of medical-surgical nursing (Vol. 1). Lippincott Williams & Wilkins. | | | | | | | | | | | |
| Articles Zienba, S. (1999). Medical-Surgical Nursing, AJN The American Journal of Nursing, 99(2), 248. | | | | | | | | | | | |
| References Books Hinkle, J. L., & Cheever, K. H. (2013). Study guide for Brunner & Suddarth's textbook of medical-surgical nursing. Lippincott Williams & Wilkins. | | | | | | | | | | | |
| MOOC Courses | https://www.my-mocc.com/en/mocc/managing-covid-19-in-general-stratice-online-course-futurelearn https://www.my-mocc.com/en/mocc/malaginarign-adults-level-3-familiern https://www.my-mocc.com/en/mocc/malaginarign-adults-level-3-familiern | | | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=wkPDKN8sOXQ | | | | | | | | | | |
| | Course Articulation Matrix | | | | | | | | | | |

| | COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| C | 01 | 2 | 1 | 1 | 1 | | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 1 |
| C | 02 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 1 | 2 |
| C | 03 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | 3 | 3 | 2 | 1 | 1 | 1 |
| C | 04 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| C | O5 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 |
| C | 06 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BSc_Nursing

| Title | of the Course | *Child Health Nursing I | | | | | | | | |
|------------|--|---|---|--------|--|--|--------|--------|--------|--------|
| c | ourse Code | N - CHN (I) 301 | | | | | | | | |
| | | | | Part A | | | | | | |
| | Year | 3rd | | | Credits | | L 3 | T 0 | P 0 | с з |
| c | ourse Type | Theory only | | | | | • | | | |
| Cou | urse Category | Foundation core | | | | | | | | |
| Pro | e-Requisite/s | | | | Co-Requisite/s | | | | | |
| Cou & E | Course Outcomes CO2 - tecnil internationally accepted rights of the child, National policy and National programmes related to child health and welfare. (BL1-Remember) CO2 - observe and interpret changing tends in hospital care. (BL2-Understand) CO3 - apply principles of growth and developmental milestones from bitth to addisectance. (BL3-Apply) CO4 - identify and illustrate different defects and systematic diseases of child health (BL4-Analyze) CO4 - identify and illustrate different defects and systematic diseases of child health (BL4-Analyze) CO4 - identify and illustrate different defects and systematic diseases of child health (BL4-Analyze) CO4 - identify and illustrate different defects and systematic diseases of child health (BL4-Analyze) CO4 - identify and illustrate different defects and systematic diseases of child health (BL4-Analyze) | | | | | | | | | |
| Cou | ures Elements | Skill Development J Entreprenurship X Entreprenurship X Professional Ethics J Gonder X Human Vlaues X Environment X | | | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | | |
| | | | | Part B | | | | | | |
| Modules | | Contents | | | | | | | | Hours |
| | Introduction: Modern concepts of child Cultural and religious consideration programs and agencies related to we | d⊡care □ Historical development of child health □ Philosophy and moder is in child-care □ National policy and legislations in relation to child health fare services to the children □ Internationally accepted rights of the child | n concept of child-care and welfare National Changing trends in | | | | | | | |

| Unit 1 | Introductor. Modern concepts of child⊡care — Bistorical development of child health — Philosophy and modern concept of child-care ⊂ clutural and regissious considerations in child-care = National policy and legislitors in relation to child health and wellers — National programs and agencies related to wellars services to the children — Therwards popularized. Concept of Immittation on the child and the children = National programs and agencies related to wellars services to the children = Therwards popularized. Concept of Immittation on the child and the children = Children = National Children = Children = National Children = Children = National Children = | Lecture cum discussion, Demonstration & Redemonstration | 10 |
|---------|---|--|----|
| Unit 2 | The Healthy Child :: Definition and principles of growth and development :: Factors affecting growth and development :: Growth and development from birth to addiseconce :: Growth and development at theories (Freud, Frickson, Jean Plaget, Kohlberg) :: The needs of normal children through the stages of developmental and parential guidance Nuthional needs of children and infants - breast feeding - axclusive breast feeding - Supplementarylaritificial feeding and weaning :: Baby filendly hospital concept :: Types and value of play and selection of play material | Lecture cum discussion, Demonstration & Redemonstration | 12 |
| Unit 3 | Nursing care of neorate :: Apopriatel of Newtorn :: Nursing care of a normal newtorniessential newtorn care :: Neonatal resuscitation :: Nursing management of on borth weight haby :: Gkangroo mother care :: Navaing management of common neonatal disorder : Hyparbilirubinemia : Hypothermia : Hypothermia : Metabolic disorder : Neonatal infections : Neonatal secures : Respiratory distense syndrome : Retinopshy of Permathry :: Organization of neonatal care und :: Neonatal eighprent : | Lecture cum discussion, Demonstration & Redemonstration | 15 |
| Unit 4 | Nursing management in common childhood diseases Respiratory system: ::: I cleantification and Nursing management or congenital malformations ::: Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hemia Others: Acute naso-pharyngilis, Tonsilitis, Croup, Bronchilis, Bronchiolis, Pneumonia, Asthma Endocrine system: ::: Juvenile Diabetes mellitus, Hypo-thyroidism | Lecture cum discussion, Demonstration & Redemonstration | 8 |
| Unit 5 | Childhood emergencies Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning PLS (AHA Guidelines) | Lecture curn discussion, Demonstration & Redemonstration | 5 |
| Unit 6 | Evidence based care of newborn Basic needs of a normal baby at birth Monitoring the baby in the first hour after birth Care of the baby in special situations Postnatal care of normal baby | Lecture cum discussion, Demonstration | 1 |
| Unit 7 | Temperature regulation in newborn Handicaps of newborn in temperature regulation Warm chain Assessment of temperature and management of hypothermia Hyperthermia | Lecture cum discussion, Demonstration | 1 |
| Unit 8 | Kangaroo mother care KMC - Components and benefits Requirements and eligibility Procedure | Lecture cum discussion, Demonstration | 1 |
| Unit 9 | Feeding the newborn Breast feeding Feeding of low birth weight and sick newborns | Lecture cum discussion, Demonstration | 1 |
| Unit 10 | Care of sick neonates Care of at-risk neonates Care of sick neonates | Lecture cum discussion, Demonstration | 2 |
| Unit 11 | Newborn Resuscitation Preparation for resuscitation Assessing the need for resuscitation Steps of resuscitation Follow up care after successful resuscitation | Lecture cum discussion, Demonstration | 1 |
| Unit 12 | Common nursing procedures Use and maintenance of neonatal equipments Common procedures done in newborn Preparation of common medications Emergency triage assessment and treatment | Lecture curn discussion, Demonstration | 2 |
| Unit 13 | Infection prevention and control Principles of asepsis and universal precautions Handwashing Skin preparation for venipuncture and other procedures Surveillance Safe disposal of hospital waste | Lecture curn discussion, Demonstration | 1 |
| Unit 14 | IMNCI - Introduction Background and Objectives Components and principles Rationale for an integrated evidence based syndromic approach to case management | Lecture cum discussion | 2 |
| Unit 15 | Steps of case management process Assess the young infant/child Classify the illness Identify treatment Treat the young infant/ child Counsel the mother Provide follow up care | Lecture cum discussion | 2 |
| Unit 16 | Assessment of sick young infants History taking Checking for possible bacterial infection/ jaundice Diarrhea Feeding problem/ malnutrition Immunization status Other problems | Lecture cum discussion | 2 |
| Unit 17 | Assessment of sick children History taking Checking for general danger signs Checking main symptoms Checking for malemia Assessment of feeding Checking immunization Assessing other problems | Lecture cum discussion | 6 |
| Unit 18 | Identification of critical illness in children Early signs of critical illness in children Early signs of cardiopulmonary arrest Assessment of appearance based on AVPU scale | Lecture cum discussion & Demonstration | 4 |
| Unit 19 | Medications used in cardiopulmonary arrest Indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system | Lecture cum discussion & Demonstration | 1 |
| Unit 20 | CPR Steps in carrying out Child CPR Post-cardiac arrest management | Lecture cum discussion & Demonstration | 1 |

| | Par | C | | |
|---------|--|--|---------------|--------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 1 | Child Health Nursing procedures: Administration of medication: oral, I/M, & I/V Calculation of fluid requirement Application of restraints Assessment of pain in children. o FACES pain rating scale o FLACC scale o Numerical scale | Simulation | BL3-Apply | 10 hrs |
| Unit 1 | Under-five Clinics/Well-baby clinics | Industrial Visit | BL4-Analyze | 3 |
| Unit 2 | Growth and development from birth to adolescence | Industrial Visit | BL4-Analyze | 5 |
| Unit 2 | Baby friendly hospital concept | Industrial Visit | BL4-Analyze | 2 |
| Unit 3 | Nursing care of a normal newborn/essential newborn care | Virtual Labs | BL3-Apply | 4 |
| Unit 5 | Accidents - causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning | Case Study | BL4-Analyze | 6 |
| Unit 6 | Immediate care of the normal | Field work | BL3-Apply | 1 |
| Unit 7 | Assessment of temperature and management of hypothermia | Field work | BL3-Apply | 1 |
| Unit 8 | Feeding of low birth weight and sick newborns | Field work | BL3-Apply | 1 |
| Unit 9 | Newborn Resuscitation | Field work | BL3-Apply | 2 |

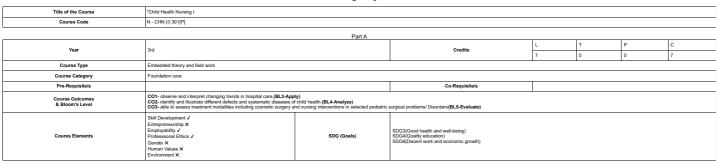
| Part D(Marks Distribution) | | | | | | | | |
|----------------------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|
| Theory | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | |
| | | | Practical | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | |
| | 0 | | | | | | | |

| | Part E |
|------------------|---|
| Books | Datta, P. (2009). Title of the Book (2nd ed., Revised). Jaypee Brothers Medical Publishers Pvt. Limited. |
| Articles | Bridging the gap between healthcare sectors: Facilitating the transition from NICU to the municipality and home for families with premature infants |
| References Books | Kyle, T., & Carman, S. (2013). Essentials of Pediatric Nursing (2nd ed.). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams. |
| MOOC Courses | https://www.coursera.org/learn/preventive-healthcare-newborn-baby |
| Videos | https://www.youtube.com/watch?v=rX01wVc2BR0 |
| | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | P03 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 1 | 3 | 2 | 1 | 2 | 3 | 1 | 1 |
| CO2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 2 | 2 | 3 | 2 |
| CO3 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 1 | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| CO5 | 1 | 1 | 2 | 2 | 1 | 3 | 3 | 1 | 3 | 2 | 3 | 1 | 3 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BSc_Nursing



Part B

Contents

| | Part C | | | | | | | | |
|---------|---|--|---------------|-------|--|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | |
| Unit 1 | Taking pediatric history - Physical examination & assessment of children - Administration of oral, UM, & UM, medicine fluids - Calculation of Mute projecoment - Proparation of different steengths of UM utilds - Baby bathproper bath - Feeding exhibiten by Katori spoon, Paladai cup - Teaching mothers/ parents _ Mainutrition _ Oral rehydration therapy _ Feeding & Weaning _ Immunization schedule - Pigu Parapy | Field work | BL3-Apply | 96 | | | | | |
| Unit 2 | Calculation, preparation & administration of I/V fluids • Feeding Naso-gastric Gastrostomy Jejunostomy • Care of surgical wounds Verssing Suture removal | Field work | BL3-Apply | 96 | | | | | |
| Unit 3 | PediatriAssessment of children 	Health assessment 	Developmental assessment 	Anthropometric assessment 	Nutritional assessment • Immunization + Health / Nutritional educationc OPD/ Immunization room | Field work | BL3-Apply | 96 | | | | | |

Pedagogy

Hours

| | | | | Theory | | | |
|-------------|-----------------------------------|------------------------------------|---|--|---------------------|--------------------------|--|
| Total Marks | Minimum P | assing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | |
| | 50 | | | | | | |
| | Practical | | | | | | |
| Total Marks | Total Marks Minimum Passing Marks | | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | |
| 100 | 50 | | 75 | 38 | 25 | 13 | |
| | | | | | | | |
| | | | | Part E | | | |
| Во | oks | Datta, P. (2009). Title of the Boo | k (2nd ed., Revised). Jaypee Brothers Medical Publishe | ers Pvt. Limited. | | | |
| Arti | icles | https://www.healthychildren.org/ | English/family-life/power-of-play/Pages/the-power-of-pla | ay-how-fun-and-games-help-children-thrive.aspx | | | |
| Reference | ces Books | Kyle, T., & Carman, S. (2013). E | ssentials of Pediatric Nursing (2nd ed.). Philadelphia, P | A: Wolters Kluwer Health/Lippincott Williams. | | | |

Part D(Marks Distribution)

| | | | ' | | · |
|--------------|--|-------------|-----------|-------|---|
| MOOC Courses | https://www.coursera.org/specializations/school-health-for-coursera.org | :hildren-ai | nd-adoles | cents | |
| Videos | https://www.youtube.com/watch?v=rX01wVc2BR0 | | | | |

Modules

Course Articulation Matrix

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 |
| CO2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 2 | 1 | 3 | 1 | 2 | 1 |
| CO4 | - | - | - | • | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BSc_Nursing

| Title of the Course | Child Health Nursing I&II | | | | | | | | | |
|------------------------------------|--|--|--|---|---|---|---|--|--|--|
| Course Code | N - CHN (II) 301 [P] | | | | | | | | | |
| | | Part A | | | | | | | | |
| Year | 3rd | Credits | L | т | Ρ | с | | | | |
| 1001 | | | | 0 | 0 | 1 | 1 | | | |
| Course Type | Embedded theory and field work | theory and field work | | | | | | | | |
| Course Category | Foundation core | Jalon core | | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | | | | |
| Course Outcomes & Bloom's Level | CO1- observe and interpret changing trends in hospital care (BL1-Rem CO2- apply principles of growth and developmental milestones from bir CO3- identify and illustrate different defects and systematic diseases of | nember) rth to adolescence.(BL2-Understand) f child health.(BL3-Apply) | | | | | | | | |
| Coures Elements | Skill Development J Entrepreneruship X Employability J Professonal Effors J Gender X Human Values X Environment X | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | | | | |

Part B

Contents

Modules

Г

| | Part C | | | | | | | | |
|---------|--|--|---------------|-------|--|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | |
| Unit 1 | Taking pediatic history := Physical examination & assessment of children := Administration of oxil, IM, & NV medicineBluids := Calculation of fluid replacement := Preparation of different strengths of IV fluids := Application of restraints := Administration of O2 inhalation by different methods := Saley bathlsponge bath := Freeding children by Katori spoon. Paladia cup :: Collection of specimens for common investigations := Assisting with common diagnosite procedures := Teaching mothers/ parents o Mainutificion of Cel ehydralon therapy of Feeding & Hearing o Eminancia Schedie := Paley Breary | Field work | BL3-Apply | 32 | | | | | |
| Unit 2 | Administration of I/V fluids ⊡ Bowel wash, insertion of suppositories ⊡ Care for ostornies: o Colostomy Irrigation o Ureterostomy o Gastostomy o Enterostomy □ Urinary catheterization & drainage □ Feeding o Naso-gastric o Gastrostomy Jejunostomy □ Care of surgical wounds to Dressing o Suture removal | Field work | BL4-Analyze | 20 | | | | | |
| Unit 3 | Care of a baby in incubatoriwarmer □ Care of a child on ventilator, CPAP □ Endotracheal Suction □ Chest Physiotherapy □ Administration of fluids with influion pumps □ Total Parenteral Nutrition □ Phototherapy □ Monitoring of babies □ Recording & reporting □ Cardopulnomary Resuscitation (PLS) | Field work | BL3-Apply | 28 | | | | | |

Pedagogy

Hours

Part D(Marks Distribution) Theory

| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
|-------------|---|---------------------|--------------------------|---------------------|--------------------------|
| | 50 | | | | |
| | | | Practical | | |
| Total Marks | Minimum Passing Marks External Evaluation | | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| 100 | 50 | 50 | 25 | 50 | 25 |

| | Part E | | | | | | | | | | |
|------------------|--|--|--|--|--|--|--|--|--|--|--|
| Books | Robert M. Kliegman, Joseph SL. Geme, et al. (2020). "Nelson Textbook of Pediatrics"4th edision. Elsevier Publishers | | | | | | | | | | |
| Articles | https://www.ncbi.nlm.nih.gov/books/NBK493162/ | | | | | | | | | | |
| References Books | Dorothy R. Marlow and Barbara A. Redding.(2017) 'Textbook of Pediatric Nursing' 2nd edition. Elsevier Publishers | | | | | | | | | | |
| MOOC Courses | https://www.mocc.org/#:~-text=Massive%200pen%200nline%200curses%20(MOOCs.quality%20educational%20experiences%20at%20scale. | | | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=JiPJFzqGGI | | | | | | | | | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| CO3 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | | - | - | | - | - | - | - | - | - | - | - | - | - | |

Course Articulation Matrix



| | | | BSc_I | Nursing | | | | | |
|--|--|--|--|--|--|------------|---------------|-------|--|
| Title of th | e Course | Child Health Nursing I&II | | | | | | | |
| Course | e Code | N - CHN (II) 301 [T] | | | | | | | |
| | | | Pa | art A | | | | | |
| Ye | | 3rd | | | Credits | L | T P | С | |
| 10 | | 510 | | | Credits | 2 | 0 0 | 2 | |
| Course | е Туре | Theory only | | | | | | | |
| Course C | | Foundation core | | | 1 | 1 | | | |
| Pre-Req | juisite/s | | | | Co-Requisite/s | | | | |
| Course O & Bloom | | CO1- will be able to identify the role of pediatric nurse in various settin CO2- will interpret & related alcorders in Common Communicable disea CO3- are able to categorize the nursing process in the care of ill infant CO4- are able to casess treatment modalities including cosmetic surge CO5- able to prepare a design for layout and describe standards for m | ses.(BL2-Understand) s to pre adolescents in hospita arv and nursing interventions in | selected pedia | tric surgical problems/ Disorders(BL4-Analyze) | | | | |
| Skill Development J Enterprenurating X Enterprenurating X Employability J Gender X SDG (Goals) SDG (Goals) Umail Nulses X Entvironment X | | | | | | | | | |
| | | | Pa | art B | | | | | |
| Modules | | Contents | | | Pedagogy | | | Hours | |
| ar Hi Hi Unit 1 Ar Pr ar OI Ni | nd Acyanotic (ÅSD,VSD, PDA,TO) ematological conditions: a) Conge endgkins and non⊟hodgkins lymph alformations. ⊟ Congenital: Cleft II norectal malfaber fortein energy mainutrition, Intestin do Nursing management of conge bstructive uropathy ⊒ Others: Nep ursing management of congenital | tion and Nursing management of congenital malformations : Congenital) = Others: Rhouraic fever and Rhouraic heart disease. Congestive mital: Hemophila, Thalassemia b) Others: Anemia, Leukemia, Idiopathi on Gastor-Intelstati system: :] dentification and Nursing management (p. Clef Jadae, Congenital hypertrophic pyloris theorais, Hirschaprungs on syndrome, Adoctimal wai defects, Henria : Others: Satorotentris, satorotentris, :: Congenital: Winns tumor, Extoroy of biadder, Hyo tucki genomeunoshitik, renal failure Horous system maiformations : Congenital: Spina bifida, Hydrocophalous. b) Others: h maiformations a) Congenital: Spina bifida, Hydrocophalous. b) Others. h | cardiac failure thrombocytopenic purpura, to f congenital disease (Megacolon), , Diarrhea, Vomiting, ty system: y system: leftification and | | | | | | |
| Unit 2 an | nd 🗆 Atopic dermatitis Communica | Hip dislocation and □ Fracture Disorder of eye, ear and skin: □ Refract ble diseases in children, their identification/ diagnosis, nursing manager ■ Diphtheria □ Tetanus □ Pertussis □ Poliomyelitis □ Measles □ Mum >19 | nent in hospital, in home. | Lecture cum dis | cussion, case study & Demonstration | | | 10 | |
| Unit 3 sc di | anagement o Enuresis and Encop Juvenile delinquency o School ph chizophrenia o Childhood depressi sorder in children and manageme | problems in children - Child Guidance dinic - Common behavior disordr resis o Nervouses o Nail biting o Thumb sudving o Temper tantrum o obia o Learning disability - Psychiatric disorders in children and manage on o Conversion reaction o Posttumantis stress disorder o Autistic spec et o Obesiyo o Anorexia nervosa o Bulimia _ Management of challenged o Substance abuse _ Weffare services for challenged children in India | Stealing o Aggressiveness ement o Childhood ctrum disorders Eating | Lecture cum dis | cussion, case study & Demonstration | | | 10 | |
| | | | Pa | art C | | | | | |
| Modules | | Title | | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | | | Bloom's Level | Hours | |
| | | | | Case Study | | 3 | | | |
| Unit 1 | Cardiovascular system: | | | Case Study | | BL4-Analyz | 3 | 5 | |
| Unit 1 Unit 2 | Cardiovascular system: Orthopedics System | | | Field work | , | BL4-Analyz | | 2 | |

| | Part D(Marks Distribution) | | | | | | | | | | |
|---|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|
| | Theory | | | | | | | | | | |
| Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | | | |
| | | | Practical | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | |
| | 0 | | | | | | | | | | |

| | Part E |
|------------------|--|
| Books | Susan Carman and Theresa Kyle. (2019). Essentials of Pediatrics. 12th edition. |
| Articles | Transforming pediatric health services for children and young people who are it: a quasi-experimental evaluation |
| References Books | American Academy of Pediatrics. Handbook of pediatric environmental health. Erzel RA, Balk SJ, editors. E KarGove Village, IL: Athor; 1990. American Academy of Pediatrics. Handbook of pediatric environmental health. Editors Village, IL: Athor; 2003. Commilée on Environmental Health. |
| MOOC Courses | https://www.coursera.org/courses?query=pediatrics |
| Videos | https://www.youtube.com/watch?v=cracmPo3iYo |
| | |

| Course Articulation Matrix | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | P01 | PO2 | PO3 | PO4 | P05 | P06 | P07 | PO8 | PO9 | PO10 | PO11 | P012 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | | | BSc_Nursing | | | | | | | | |
|---------|--|--|--|---------------------|--|-------------|------|-------|--|--|--|--|
| | Title of the Course | Introduction to Forensic Nursing & Indian Laws | | | | | | | | | | |
| | Course Code | N - FORN 320 | | | | | | | | | | |
| | | | | Part A | | | | | | | | |
| | | | | FallA | | L T | P | с | | | | |
| | Year | 3rd | | | Credits | 1 0 | 0 | 1 | | | | |
| | Course Type | Theory only | | | | 1 | | - | | | | |
| | Course Category | Discipline Core | | | | | | | | | | |
| | Pre-Requisite/s | | | | Co-Requisite/s | | | | | | | |
| | Coll - Remember forensic nursing as an emerging specially in healthcare and nursing practice(BL1-Remember) Course Outcomes COL - Understand the Missory and scope of forensic nursing practice(BL2-Anderstand) CO3 - Apply for Udertification forensic learn, role and responsibilities of forensic nursing in calculate and victim of evidence(BL3-Apply) CO3 - Apply for Udertification forensic learn, role and responsibilities of forensic nursing practice(BL4-Analyza) CO4 - Analyza basic understanding of the midin lucidial system and leagl procedures(BL4-Analyza) | | | | | | | | | | | |
| | Coures Elements | Skill Development X Enterpreneruship X Employability Professional Ethics V Gender X Human Values X Environment X | SDG | (Goals) | SDG4(Quality education) SDG8(Decent work and economic growth) | | | | | | | |
| Part B | | | | | | | | | | | | |
| Modules | Formatio Science of Definition of History | Contents | D-f-ilina - | | Pedagogy | | | Hours | | | | |
| Unit 1 | Epidemiology Source of data Sexual at | | | Lecture cum discuss | sion Visit to Regional Forensic Science Laboratory | | | | | | | |
| Unit 2 | Forensic Nursing Definition History a issues Roles and responsibilities of nur | and development \Box Scope – setting of practice, areas of practice and sub rse \Box INC & SNC Acts | specialties Ethical | Lecture cum discuss | sion | | | 2 | | | | |
| Unit 3 | Psychosocial aspects Cultural and spin Admission and discharge/referral/death o | s Comprehensive forensic nursing care of victim and family □ Physical as ftual aspects □ Legal aspects □ Assist forensic team in care beyond scoy (Victim of violence □ Responsibilities of nurse as a witness Evidence pre fection □ Preservation □ Documentation of Biological and other evidence logical samples for forensic examination | pe of her practice servation – role of | Lecture cum discuss | ion & Real Case Discussion | | | 7 | | | | |
| Unit 4 | Introduction of Indian Constitution Fundar | mental Rights Rights of victim Rights of accused Human Rights Com | nmission | Lecture cum discuss | ion & Real Case Discussion | | | 3 | | | | |
| Unit 5 | Sources of laws and law-making powers of State Apex Civil and Criminal Case Pro POSCO Act | Overview of Indian Judicial System □ JMFC (Judicial Magistrate First Cla ccedures □ IPC (Indian Penal Code) □ ICPC □ IE Act (Indian Evidence A | ass) District Act) Overview of | Lecture cum discuss | sion & Group Discussion | | | 5 | | | | |
| | | | | Part C | | | | | | | | |
| Modules | | Title | | | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's L | evel | Hours | | | | |
| Unit 2 | Ethical issues in forensic nursi | ng | | Seminar | | BL3-Apply | : | 5 | | | | |
| Unit 3 | Comprehensive forensic nursing | ng care of victim and family | | Role Play | , | BL4-Analyze | 1 | , | | | | |
| Unit 4 | Fundamental Rights Rights | of victim Rights of accused | | Role Play | r. | BL4-Analyze | | j | | | | |
| | | | Part I | D(Marks Distributio | on) | | | | | | | |
| | | | | Theory | | | | | | | | |
| | | 1 | | | | | | - | | | | |

| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|
| 50 | 25 | 25 | 13 | 25 | 13 |
| | | | Practical | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| | 0 | | | | |

| Part E | | | | | | | | | |
|------------------|--|--|--|--|--|--|--|--|--|
| Books | Hammer, R. M., Moynhan, B., & Pagliaro, E. M. (2017). A Handbook for Practice. Elsevier Publishers | | | | | | | | |
| Articles | https://byjus.com/free-ias-prep/fundamental-rights/ | | | | | | | | |
| References Books | Amar, A., & Sekula, K. (2018). A Practical Guide to Forensic Nursing. Lotus Publishers | | | | | | | | |
| MOOC Courses | https://www.coursera.org/learn/schizophrenia | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=N8uufdH8xo | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 3 | - | - | 2 | - | 3 | 2 | - | 2 | - | - | 2 | 3 | - | 2 |
| CO2 | 2 | 3 | 3 | - | - | - | 1 | 2 | 2 | 2 | - | - | - | 1 | 1 |
| CO3 | 2 | - | 1 | 3 | 3 | 2 | - | 1 | - | 1 | - | - | 2 | 1 | 1 |
| CO4 | 1 | 2 | 1 | - | - | 1 | 2 | - | - | 1 | - | - | 1 | - | 1 |
| CO5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | | | | oynabas-1 | | | | | | | | |
|--|--|--|---|--|---|--------------|-------------------|---|----------------|-----------|-----------|------------------|----------|
| | | | | | BSc_N | ursing | | | | | | | |
| Title of th | ne Course | *Mental Health Nursing I | | | | | | | | | | | |
| Course | e Code | N - MHN (I) 305 [P] | | | | | | | | | | | |
| | | 1 | | | Par | tA | 1 | | | | 1 | | |
| Ye | ear | 3rd | | | | | | Credits | | 0 | т 0 | P 1 | C 1 |
| Course | е Туре | Embedded theory and field | work | | | | | | | | | | |
| Course 0 | Category | Discipline Core | | | | | | | | | | | |
| Pre-Reg | quisite/s | | | | | | | Co-Requisit | te/s | | | | |
| Course O & Bloom | Dutcomes o's Level | C01- Comprehend informationcurrent trends, and theories in historical development in the field of Mental health. (BL1-Remember) C02- Apply principles of psychiatric nursing in clinical practice, (BL2-Anderstand) C03- Abilty of assessment, therapeutic communication and various treatment modalities (E.C.T., Behavioral herapics, etc) (BL3-Apply) C04- Infer and illustrate the psych dynamics and Assessing patient with psychiatric disorders take decisions to provide comprehensive nursing care individually as well as in teams(BL4-Analyze) C05- Evaluate, relate and infer the programs and treatment modalities (TeX-Valuate) C05- Evaluate, relate and infer the programs and treatment modalities (TeX-Valuate) | | | | | | | | | | | |
| Coures E | Elements | Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professsonal Ethics ✓ Gender × Human Values × Environment × | | | SDG3(Good health SDG4(Quality educ SDG8(Decent work | ation) | wth) | | | | | | |
| | | | | | Par | tВ | | | | | | | |
| Mo | Modules Contents | | | | | | | | Pedagogy | | | н | ours |
| | | | | | Par | t C | | | | | | | |
| Modules | | | Title | | | | in Exp | dicative-ABCA/P periments/Field w Internships | BL/ vork/ | | Bloom's L | evel | Hours |
| Unit 1 | History taking Derform me examination Dobserving and Family psycho-education | ntal status examination (MSE assisting in therapies Indivi | :) Observe/practice Psychometric as: dual and group psychoeducation Me | essment Perform I ntal hygiene practice | Neurological education | Field work | | | | BL3-Apply | | | 60 |
| Unit 2 | History & mental status examin Parental teaching for child with | nation Observe/practice psy mental deficiency | chometric assessment Observe and | assist in various ther | rapies □ | Field work | | | | BL3-Apply | | | 30 |
| Unit 3 | therapeutic communication | Administration of medications | ogical examination | ECT) Participating i | in all therapies | Field work | | | | BL3-Apply | BL3-Apply | | 120 |
| Unit 4 | camp Conducting awareness community Observing deado | s meetings for mental health a diction care □ Case work – 1 | with mental health problems 		Assistin, & mental illness 		Counseling and Teat Observation report on field visits 		V d observation report 		Completion of a | shing family members sit to deaddiction cer | s, patients and | Field work | | | | BL3-Apply | | | 30 |
| | | | | | Part D(Marks | Distributior | 1) | | | · | | | |
| | | | | | The | | | | | | | | |
| Total Marks | Minimum P | assing Marks | External Evaluation | ation | | Min. Ex | ternal Evaluation | | Internal Evalu | uation | | Min. Internal Ev | aluation |
| | | | | | Prac | tical | | | | | | | |
| Total Marks | Minimum P | assing Marks | External Evaluation | ation | 1 | Min. Ex | ternal Evaluation | | Internal Eval | uation | | Min. Internal Ev | aluation |
| | 0 | | | | 1 | | | | 25 | | 13 | | |
| L | 1. | | 1 | | 1 | | | | | | 1 | | |
| | | | | | Par | tE | | | | | | | |
| Books Kapoor, B. (2020). Textbook of Psychiatry Nursing (13th ed.). Lotus Publisher. | | | | | | | | | | | | | |
| Arti | cles | https://www.ncbi.nlm.nih.go | v/pmc/articles/PMC7001356/ | | | | | | | | | | |
| Reference | es Books | Stuart, G. W., & Laraia, M. | T. (2018). Principles and Practice of Ps | chiatric Nursing. Els | evier Publisher | | | | | | | | |
| MOOC | Courses | https://www.coursera.org/le | arn/mental-health | | | | | | | | | | |
| Vide | eos | https://www.youtube.com/w | atch?v=LCG3c8P1Xxo | | | | | | | | | | |
| | | | | | Course Articu | lation Matri | x | | | | | | |
| COs PO1 | PO2 PO3 | PO4 | P05 P06 | PO7 | PO8 | PO9 | | 1 | P011 P012 | PSC | D1 | PSO2 | PSO3 |

| P01 | POZ | P03 | PU4 | PU5 | P06 | P07 | P06 | P09 | POID | POTI | P012 | P301 | P302 | PS03 |
|-----|--------------------------------------|---|---|--|---|--|--|---|---|---|---|---|--|---|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 |
| 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| - | - | | - | | - | - | - | - | - | - | - | - | - | - |
| | 1 1 1 1 1 1 1 1 | FO2 FO2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | PD/ PD/ PD/ PD/ 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | PD PDS PD4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | PDI PD2 PD3 PD4 PD5 1 1 1 1 1 1 1 1 1 2 1 1 1 2 1 1 1 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | PO PO PO PO PO 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | PD PD< | PUT PUZ PUS PUS PUS PUS PUS PUS 1 1 1 1 1 1 2 1 1 1 2 1 1 2 1 1 1 2 1 1 2 1 1 1 2 1 1 2 1 1 1 2 1 1 1 1 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | PUT PUZ PUZ <td>1 1</td> <td>POI PO2 PO3 PO4 PO5 PO4 PO4 PO3 PO3<td>Image: Point of the second state of the sec</td><td>POI POI POI<td>PUC PUC PUC</td></td></td> | 1 1 | POI PO2 PO3 PO4 PO5 PO4 PO4 PO3 PO3 <td>Image: Point of the second state of the sec</td> <td>POI POI POI<td>PUC PUC PUC</td></td> | Image: Point of the second state of the sec | POI POI <td>PUC PUC PUC</td> | PUC PUC |



BSc_Nursing

| Title of the Course | *Mental Health Nursing I | ental Health Nursing I | | | | | | | |
|------------------------------------|--|------------------------|--|---|---|---|---|--|--|
| Course Code | N - MHN (I) 305 [T] | MHN (I) 305 [T] | | | | | | | |
| | | Part A | | | | | | | |
| Year | 3rd | | Credits | L | т | Ρ | С | | |
| 100 | 014 | oreand | 0 | 0 | 3 | 3 | | | |
| Course Type | Theory only | y only | | | | | | | |
| Course Category | Foundation core | indation core | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | | | |
| Course Outcomes & Bloom's Level | C01- Comprehend informationcurrent trends, and theories in historical development in the field of Mental health. (BL1-Remember) C02- Apply principles of psychiatric nursing in dinical practice, (BL2-Inderstand) C03- Abity of assessment, therapeutic communication and avrous treatment modatiles(E.C.T, Behavioral Herapies. etc)(BL3-Apply) C04- Infer and illustrate the psycho dynamics and Assessing patient with psychiatric disorders take decisions to provide comprehensive nursing care individually as well as in teams(BL4-Analyze) C05- Fraukter, relate and infor the proposis and treatment modatiles in Behavioral III patients (BL5-Evaluate) | | | | | | | | |
| Coures Elements | Skill Development J Entrepreneurship X Employability J Professional Efficies J Gender X Human Values X Environment X | SDG (Goals) | SDC3(Good health and well-being) SDC4(Quality education) SDC8(Decent work and economic growth) | | | | | | |

| | Part E | Part B | | | | | | | | |
|---------|---|---------------------------------------|-------|--|--|--|--|--|--|--|
| Modules | Contents | Pedagogy | Hours | | | | | | | |
| Unit 1 | Introduction ⊡ Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices ∷ Mental health team ∷ Nature & scope of mental health nursing ∷ Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice ご Concepts of normal and abnormal behaviour. | Lecture cum Discussion | 6 | | | | | | | |
| Unit 2 | Principles and Concepts of Mental Health Nursing ⊡ Befinition: mental health nursing and terminology used □ Classification of mental disorders: ICD11.DBMS. Gerospositivity manual classification: Review of serionality development. defense mechanisms □ Eloidova bio-psycho-social factors □ Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neutromannission □ Princips of Mental health Nursing □ Ethics and responsibilities: Directors for Psychiatica for Psychiatica Mental Health Nursing (INC) practice standards) □ Conceptual models and the role of nurse: o Existential model o Psychoanalytical models o Behavioural model o Interpresonal model □ Preventive psychiatiry and rehabilitation | Lecture cum Discussion | 10 | | | | | | | |
| Unit 3 | Mental Health Assessment History taking Mental status examination Mini mental status examination Neurological examination Investigations: Related Blood chemistry, EEG, CT & MRI Psychological tests | Lecture cum Discussion & case studies | 6 | | | | | | | |
| Unit 4 | Therapeutic Communication and Nurse-Patient Relationship Therapeutic communication: Types, techniques, characteristics and barries Therapeutic nurse-patient relationship Interpretor nurse in the technique of Pre-Determine to furse patient contract, Review of technique of Pre-Johan window Therapeutic inguese and its management | Lecture cum Discussion & case studies | 6 | | | | | | | |
| Unit 5 | Treatment modalities and therapies used in metal disorders □ Physical therapies "Psychopharmacology. □ Electro Convolvies therapy □ = Psychoplogial Therapies verychortherapy, Berlaro Urreapy, CBT = Psychopacial Convolve therapy, Taming, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy □ Alternative & Complementary; Voga, Meditation, Relaxation □ Consolidation for special populations | Lacture cum Discussion & case studies | 10 | | | | | | | |
| Unit 6 | Nursing management of patient with Schzophrenia, and other psycholic disordem :: Pervalence and incidence :: Classification :: Etodogy, psychophramics, dinical amelisation, diagonics chreat/ormulations Nursing process: Unvaira (Assessment History, Physical and mental assessment :: Treatment modalities and nursing management of patients with Schzophrenia and other psycholic disordem :: Cleniatric considerations and considerations to repeaid populations : Follow y and home care and rehabilitation | Lacture cum Discussion & case studies | 8 | | | | | | | |
| Unit 7 | Nursing management of patient with mood disorders :: Prevalence and incidence :: Mood disorders: Bipolar affective disorder, mania depression and dystrymet det. :: Elicitopy, psychol dynamics, cinicial manifestation, diagnossi e: Nursing Assessment History, Physical and mental assessment :: Treatment modalilies and nursing management of patients with mood disorders :: Geniatric considerations/ considerations for spoilal populations := Cilow-up and home care and rehabilitation. | Lecture cum Discussion & case studies | 6 | | | | | | | |
| Unit 8 | Nursing management of palent with neurolic, stress related and somalisation disorders ⊡ Prevalence and incidence □ classifications □ Anxiety disorders → COD, PTSD, Somatothom disorders, Phobias, Disassociative and Conversion disorders □ biology, psychodynamics, clinical manifestation, diagnosis, cristerial formulations □ Nursing Assessment : Tissory, Physical and metal assessment □ Treatment modelities and nursing management of palents with neurolic and stress related disorders □ Genatic considerations of case) applications and consistent of the strength and metal assessment □ Treatment modelities and nursing management of palents with neurolic and stress related disorders □ Genatic considerations of scelar populations □ Genatic considerations ∩ Genatic consid | Lecture cum Discussion & case studies | 8 | | | | | | | |
| | Part C | | | | | | | | | |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|---|--|---------------|-------|
| Unit 1 | Therapeutic communication: | Case Study | BL3-Apply | 2 |
| Unit 5 | Treatment modalities and therapies used in mental disorders | Experiments | BL3-Apply | 3 |
| Unit 6 | Mental Health Assessment History taking Mental status examination Mini mental status examination Neurological examination Neurological tests | PBL | BL4-Analyze | 5 |

| | Part D(Marks Distribution) | | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| Theory | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | |
| | Practical | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | 0 | | | | | | | | |

| | Part E |
|------------------|--|
| Books | Kapoor, B. (2022). Textbook of Psychiatry Nursing (13th ed.). Lotus Publishers. |
| Articles | https://www.ncbi.nlm.nlh.gov/books/NBK558911/ |
| References Books | Stuart, G. W., & Laraia, M. T. (2019). Principles and Practice of Psychiatric Nursing. Elsevier Publisher. |
| MOOC Courses | https://www.coursera.org/learn/positive-psychiatry |
| Videos | https://www.youtube.com/watch?v=hDiroA6eawsE |
| | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | P03 | PO4 | PO5 | P06 | P07 | PO8 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 |
| CO2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | - | - | | - | - | | | - | - | | - | - | | - | - |



BSc_Nursing

| Title of the Course | Mental Health Nursing (I&II) | ntal Health Nursing (I&II) | | | | | | | | |
|---------------------|--|----------------------------|--|----------|---|---|-------|---|--|--|
| Course Code | N - MHN (II) 305 [P] | - MHN (II) 305 [P] | | | | | | | | |
| | PartA | | | | | | | | | |
| Year | 3rd | | | Credits | L | т | Р | с | | |
| Tear | 30 | Credits | 0 | 0 | 2 | 2 | | | | |
| Course Type | Embedded theory and field work | | | | • | | | | | |
| Course Category | Foundation core | dation core | | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | - | | | |
| Course Outcomes | C01- comprehend information current trends, and theories in historical development in the field of Mental health.(BL2-Understand) 202- apply principles of psychiatric nursing in clinical practice.(BL3-Apply) 203- ability of assessment, therapeutic communication and avious treatment modalities[E.C.T, Behavioral therapies. etc)(BL4-Analyze) 204- evaluate, relate and infor the prognosis and treatment modalities in mental il patient.(BL3-Evaluate) 205- infor and illustrate the psycho dynamics and Assessing patient with psychiatric disorders take decisions to provide comprehensive nursing care individually as well as in teams(BL6-Create) | | | | | | | | | |
| Coures Elements | Skill Development J Entegraneurship J Entegravabity J Professional Ethics J Gender X Human Viatues X Environment X | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG3(Decent work and economic growth) | | | | | | | |
| | • | Part B | | | | | | | | |
| Modules | Conte | nts | | Pedagogy | | | Hours | | | |

| | Part C | | | | | | | | | |
|---------|--|--|---------------|-------|--|--|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | | |
| Unit 1 | History taking :: Merrali status examination (MSE):: Neurological examination :: Assisting in psychometricassessment :: Records herenspectic communication :: Administration of medications :: Assist: Beccher Convolviso Therapy(EC): Directinging in all therapy Direction patients for Activities of Daily Living (ADL) :: Conducting admission and discharge counseling :: Counseling and teaching patients and families. | Field work | BL4-Analyze | 128 | | | | | | |
| Unit 2 | Conduct home visit and case work := Identifying individuals with mental health problems := Assisting in organizations of Mental Health camp := Conducting awareness meetings for mental health & mental itness := Courseling and Teaching family members, patients and community := Conducting deaddation care | Field work | BL4-Analyze | 32 | | | | | | |

| | Part D(Marks Distribution) | | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| | Theory | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | 50 | | | | | | | | |
| | Practical | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 100 | 50 | 50 | 25 | 50 | 25 | | | | |

| | Part E | | | | | | |
|------------------|--|--|--|--|--|--|--|
| Books | Kapoor Bimla (2020)Textbook of psychiatry Nursing, 13th Edition. Jaypee Publishers | | | | | | |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMO6464748/ | | | | | | |
| References Books | Stuart, G.W. and Laraia, M.T.(2008.)Principles and Practice of Psychiatric Nursing & th Edition, India : Elsevier, | | | | | | |
| MOOC Courses | https://www.careers360.com/courses-certifications/psychiatric-and-mental-health-nursing-courses-brpg | | | | | | |
| Videos | https://www.youtube.com/watch?y=K94_xuqw9GE | | | | | | |
| | | | | | | | |

| Course | Articulation | Ma |
|--------|--------------|----|

| COs | PO1 | PO2 | PO3 | P04 | P05 | P06 | P07 | P08 | P09 | PO10 | P011 | P012 | PS01 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 |
| CO2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | `1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Title of the | Course | Mental Health Nursing (I&II) | | | | | | | | | |
|-------------------------|---|--|---|-------------------------------|--|---|---|-------|---|--|--|
| Course C | Code | N - MHN (II) 305 [T] | | | | | | | | | |
| | | | Part | A | | | | | | | |
| Year | | 3rd | | | Credits | L | т | Р | с | | |
| 164 | | 514 | | | Cieura | 1 | 0 | 0 | 1 | | |
| Course | Туре | Theory only | | | | | | | | | |
| Course Ca | itegory | Foundation core | | | | | | | | | |
| Pre-Requi | isite/s | | Co-Requisite/s | | | | | | | | |
| Course Out & Bloom's | | CO2- Apply principles of psychiatric nursing in clinical practice. (BL2-Ur CO3- Ability of assessment, therapeutic communication and various the CO4- Infer and illustrate the psycho dynamics and Assessing patient w | i- Comprehend information:current trends, and theories in historical development in the field of Mental health. (BL1-Remember) A poly prioripies proyhistin curring in clinical practice (BL2-Inderstand) - Ability of assessment, therapeutic communication and various treatment modalities (E.C.T. Behavioral therapes, etc)(BL3-Apply) - Infer and illustrate the psycho dynamics and Assessing patient with psychiatric disorders take decisions to provide comprehensive nursing care individually as well as in teams(BL4-Analyze) - Evaluata, relate and first the prograds and treatment modalities in mental if patients (BL5-Evaluate) | | | | | | | | |
| Coures Ele | ements | Skill Development J Entrepreneurship X Employability Professional Etrics J Gender X Human Values X Environment X | SDG (Goals) | | SDC3(Good health and well-being) SDC4(Cuality education) SDC9(Decent work and economic growth) | | | | | | |
| | | | Part | в | | | | | | | |
| Modules | | Contents | | Pedagogy | | | | Hours | | | |
| Unit 1 | nts with Substance Use Disorders ⊟ Prevalence and incidence ⊟ Comm ns, routes, action, intoxication and withdrawal ⊡ Psychodynamics4elolog e, Abuse, Tolence, Dependence, Withdrawal ⊡ Diagnostic criteria/form cce history), Physical, mental assessment and drug and drug assay ⊒ Tre y and harm reduction, Brief interventions, MET, refusal skills, maintenan | y of substance use disorder nulations □ Nursing atment (detoxification, antabuse | Lecture cu | m discussion& Case discussion | | | | 6 | | | |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| | Part | c | | |
| Unit 7 | Community Mental Health Nursing — Development of Community Mental Health Services — National mental health policy vic National Health Peloy: "International Mental Health Program — Institutionalization was Densitationalization." Model of Preventive psychiatry — Health Health Services available at this Program — Institutionalization was included in the second second second Health Health Community (Institutional Institutional Institutional Institutional Institution) as and second second Health Agendes: Government and volumity, National and International — Mental Health Austrations are for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc. | Lecture cum discussion& Case discussion | | 5 |
| Unit 6 | Legal lauses in Mental Health Numing — Overview of Indian Luncay, Act and The Mental Health Act 1987 — (Protection of Children Sexual Offence) DSGCA dct – Mental Health Care Act (HAC), 2017 — (Britist of mental) # (Identian — Consense possibility and numang — Acts related to narcolic and psychotropic substances and lifegial drug trafficking — Admission and discharge procedures as per MCAC 2017 — (Rei and responsibilities of numes in implementing MH-CA 2017 — Care) | Lecture cum discussion& Case discussion | | 4 |
| Unit 5 | Psychiatric Emergencies and Crisis Intervention : Types of psychiatric emergencies (attempted suicide, volencel aggresson, stupor, detimum tremers and other psychiatric emergencies) and their managements — Maladaptive behaviour of individual and groups, stress, crisis and disate(rs): Types of crisis . Crisis intervention: Principles, Techniques and Process - Stress reduction interventions as per stress adaption model - Coping enhancement - Techniques of consoling (market) and the stress reduction interventions as per stress adaption model - Coping enhancement - Techniques of consoling (market) and the stress reduction interventions and the stress reduction interventions and the stress reduction interventions and the stress reduction interventions and the stress reduction intervention in the stress reduction interventions and the stress reduction interventions and the stress reduction interventions and the stress reduction interventions and the stress reduction interventions and the stress reduction intervention and the stress reduction and the | Lecture cum discussion& Case discussion | | 6 |
| Unit 4 | Nursing Management of Organic Brain Disorders Qelikium, Dennesita, annestic disorders) . Prevalence and incidence □ Classification : Etology, psychoptahology, clinical features, diagnosis and Differential diagnosit = Nursing Assessment History, Physical, mental and neurological assessment □ Treatment modalities and nursing management of organic brain disorders □ Follow- up and home care and rehabilitation | Lecture cum discussion& Case discussion | 5 | |
| Unit 3 | Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autem, attention defloit, hyperautive disorder, aeting disorders, learning disorder) — Prevalence and incidence — Classifications — Etodogy, paytodynamics, Characteristics, diagnosis circlentariomatidanis — Varsing Assessment History, Physica, Inenta status examination and Q assessment — Treatment Incolatilies and nursing management of childhood disorders including intellectual disability — Followu yand home care and retabilitizion | Lecture cum discussion& Case discussion | | 8 |
| Unit 2 | Nursing Management of Patient with Presonality and Sexual Disorders □ Prevalence and incidence □ Classification of disorders □ Etology, psychostology, characteristics, diaposis: Unsing Assessment History, Physical and mental health assessment □ Treatment modalities and nursing management of patients with personality, and sexual disorders □ Gentatric considerations □ Follow- up and home care and rehabilitation | Lecture cum discussion& Case discussion | | 6 |
| Unit 1 | Assessment: History (substance history). Hysical, mental assessment and drug and drug assoji ⊂ I reatment (detoxication), anatouse and narcotic antigonist therapy and harm reduction. Biel rinterventions. HET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders ⊆ Special considerations for vulnerable population and rehabilition | Lecture cum discussion& Case discussion | | 6 |

| | | | internatipa | | | | |
|---|--------|----------------------------|---------------|-----------|----|--|--|
| Ī | Unit 2 | MODEL REGARDING M R STIGMA | PBL | BL3-Apply | 10 | | |
| | | | | | | | |
| | | Part D(Marks | Distribution) | | | | |
| | | | | | | | |

| | Theory | | | | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| 100 | 50 | 75 | 38 | 25 | 12 | | | | | | | |
| | Practical | | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| | 0 | | | | | | | | | | | |

| Part E | | | | | | | | | |
|------------------|---|--|--|--|--|--|--|--|--|
| Books | Kapoor Bimla.(2018). Text book of psychiatry Nursing .13th Edition. | | | | | | | | |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4923517/ | | | | | | | | |
| References Books | Margaret Jordan Halter.(2019) Varcarolis' Foundations of Psychiatric-Mental Health Nursing: A Clinical Approach. 3rd Edition. | | | | | | | | |
| MOOC Courses | https://www.mooc-list.com/tags/mental-health | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=UaxsmJ2aYnI | | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | - | • | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 |
| CO2 | 1 | - | 1 | 1 | 2 | - | - | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 2 | 1 | - | - | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO5 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Title of t | he Course | Community Health Nursing II | nunity Health Nursing II | | | | | | | | | |
|-----------------|---|--|-------------------------------|---------------|--|---|---|---|---|--|--|--|
| Court | se Code | N -COMH (II) 401 [P] | | | | | | | | | | |
| | Part A | | | | | | | | | | | |
| | 'ear | 4th | | | Credits | L | т | Ρ | С | | | |
| | ear | 401 | | | Credits | 0 | 0 | 2 | 2 | | | |
| Cour | se Type | Embedded theory and field work | Jed theory and field work | | | | | | | | | |
| Course | Category | Foundation core | n ore | | | | | | | | | |
| Pre-Re | quisite/s | Co-Requisite/s | | | | | | | | | | |
| | Outcomes m's Level | CO1- understand the community health problems and holistic care, competent rursing care and extended role of nurses in community health centers. (BL3-Apply) CO2- detect the problems in the community and assess the problem that how the particular situation is occurring and students can argue and debate on that and can evaluate it. (BL4-Analyze) | | | | | | | | | | |
| Coures Elements | | Skil Davedopment J Enterpreneurship J Employability J Professional Entries J Gender X Human Values X Environment X | SDG (Goals) | | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | | | | |
| | | | Pa | irt B | | | | | | | | |
| Modules | | Contents Pedagogy | | | | | | | | | | |
| Unit 1 | Basics of good writing What ma Clarity, brevity and fitness - punct | akes good writing -choice of words, components of sentences and senter uation, paragraphs, logic and organization □ Motivation for writing | nce structure, using tenses 🗆 | Lecture cum o | lisscussion, Quiz & writing reports | | | | 2 | | | |

| · | Part C | | | |
|----------------|---|--|---------------|--------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Urban Postings | Screening, diagnosing, management and referral of clients with common conditional emergencies — Assessment (physical & nutritional) of instantial, intrapartum, postnatial and network — Conduction formal delivery at health center = Network contra- Coursel addescents — Family planning courseling — Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives | Field work | BL3-Apply | 96 hrs |
| Rural Postings | Screening, diagnosing, management and referral of clients with common conditional emergencies — Assessment (physical & Auritrional) of instantial, intrapartum, poshtalai and networm — Conduction for moral delivery at health center — Newborn care — Coursel addescents — Family planning courseling — Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives | Field work | BL3-Apply | 96 hrs |

| | Part D(Marks Distribution) | | | | | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|--|
| Theory | | | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| | 50 | | | | | | | | | | | |
| | Practical | | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | | | | |
| | | | | | | | | | | | | |
| | | | Part E | | | | | | | | | |

| | FallE |
|------------------|--|
| Books | KK Gulani. (2020) Principals and practices community health nursing, Community Health Nursing , Edition - 4th. Jaypee Publishers |
| Articles | Creation of an Enhanced Primary Care Registered Nurse Preceptor Role: A Pilot Project |
| References Books | Keshav shwamkar (2020). Community Health Nursing.2nd Edition. Lotus Publishers |
| MOOC Courses | https://www.mphonline.org/free-online-public-health-courses/ |
| Videos | https://www.youtube.com/watch?v=jQ5zcVRXkVE |
| | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 3 | 2 | 2 | 3 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 1 | 2 |
| CO2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 1 | 2 | 3 |
| CO3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO4 | - | - | | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | Title of the Course | Community Health Nursing II | | | | | | | | | | | |
|---------|------------------------------------|--|--|---|--|---|---|---|----------|--|--|--|--|
| | Course Code | N -COMH (II) 401 [T] | OMH (II) 401 [T] | | | | | | | | | | |
| | Part A | | | | | | | | | | | | |
| | Year | 4th | | | Credits | L | т | Ρ | D | | | | |
| | tear | 401 | | | Credits | 5 | 0 | 0 | <i>i</i> | | | | |
| | Course Type | Theory only | ny internet in the second | | | | | | | | | | |
| | Course Category | Foundation core | on core | | | | | | | | | | |
| | Pre-Requisite/s | | Co-Requisite/s | | | | | | | | | | |
| | Course Outcomes & Bloom's Level | C01- define community and community health nursing also interpreting C02- understand the community health problems and holistic care, cor C03- demonstrate and show in the community about the self-examinati C04- evaluate the problem in the community by questioning and behalt C05- detect the problems in the community and assess the problem th | mpetent nursing care ion, hand hygiene an f of that students able | and extended role of nu d related to the menstru to analyze the problem | Irses in community health centers.(BL2-Understand) al hygiene and care of a pregnant mother, new born baby and geriatu recarding health issues.(BL4-Analvze) | | | | | | | | |
| | Coures Elements | Skill Development J Enterpreneurship J Employability J Professional Ethics J Gender J Human Values J Environment X | SDG | (Goals) | SDG3(Good health and well-being) SDG4(Gouality education) SDG5(Gendre quality) SDG6(Clean water and sanitation) SDG4(Clean work and economic growth) SDG4(Clean work and economic growth) | | | | | | | | |
| | | | | Part B | | | | | - | | | | |
| Modules | | Contents | | | Pedagogy | | | | Hours | | | | |

| 1 | 1 | Tarb | Hours | | | | |
|---------|--|---|-------|--|--|--|--|
| Modules | Contents | Pedagogy | | | | | |
| Unit 1 | Management of common conditions and emergencies including first all — Standing orders: Definition, uses Greening, disprosing/ identification, primary care and referral of Gastioniteshing System of Abdomital pairo Nausse and vorhing o Datmite o Constrained or Janotor o Di bleeding) Addominal dispersion o Dysphagis and dyspepsia o Apfithous users Respiratory System: o Acade support and borchina all similaria. Acade chest pain Hart & Blood Common heard diseases — Heart Itals/Constrained and borchina all similaria. Andie chest pain Hart & Blood Common heard diseases. Heart Itals/Constrained System Conditions: Explanation of the Company of the Common heard diseases. Heart Itals/Constrained System Common heard diseases diseases of exploritorities, sity, including and the common heard diseases. Heart Itals/Constrained System Common heard diseases diseases of exploritorities, sity, including and the common heard diseases. Heart All Stood Common heard diseases diseases of explorational site of the common heard diseases. The common heard diseases diseases of explorational site, site of the common heard diseases. The common heard diseases diseases of explorational site, site and the common heard diseases. The common heard diseases diseases of explorational site of the common heard diseases. The common heard diseases diseases of explorational site of the common heard diseases. The common heard diseases of the common heard diseases diseases of explorational site of the common heard diseases of the common heard diseases. The common heard diseases diseases diseases and the common heard diseases and the common heard diseases of the common heard diseases of the common heard diseases diseases diseases diseases and the common heard diseases and the common heard diseases and the common heard diseases diseases diseases and the common heard diseases and th | Lecture cum Discussion, Demonstration, role play & Field Visit | 10 | | | | |
| Unit 2 | Reproductive, maternal, neukorn, child and adolescent Health (Review from OBG Nersing and application is community setting). Prevent situation of reproductive, maternal and child health in India Artenatia cera ⊂ Digicricus, animatal witis and examination. Indirition during pregnancy, courseling — Calcium and iron supplementation in pregnancy — Antenatal care at health centre level — Bith pregnancies. High risk approach. – Screeningleadly identification and primary management of complications. – Antepartum hemorthinge, pre-eclampisti, Ahemia, Geratational diabetes mellitas. Hypothyroldiam, Syphila = Referral, follow up and management of High risk approximation. – Care = National High Provides and Provide State (National) – Maternal Care of newborn immediately parts in the maternal most in the state of the s | Lecture cum Discussion, Demonstration, role play & Field Visit | | | | | |
| Unit 3 | Demography, Surveillance and Interpretation of Data : Demography and vital statistics - demographic cycle, workl population trends, vital statistics - Se variao and child ex vatio, trends of ser anto in hida, the causes and social impications : Sources of vital statistics - Census, registration of vital events, sample desses surveillance project (ISPA). Organization of ISDAP, flow of information and child tracking system (MCTS) in India : Collection, analysis, interpretation : Severillance, helpside : Desgraggiation : data = nando main do mandon thethicages : Desgraggiation of data | Lecture cum Discussion, Demonstration, role play & Field Visit | 5 | | | | |
| Unit 4 | Population and its Control — Population Explosion and its impact on Social, Economic development of Individual, society and country, — Population Control → Women Empowerment, Social, Economic and Educational Development — Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Teminial Methods (Tubectomy, Usescomy) Emergency Contraception – Conserlien jn encoductive, sexual health including problems of adolescents □ Metical Termination of pregnancy and MTP Act □ National Population Stabilization Fund/SiX (Jansankhya Steirata Kosh) □ Family Painning 2020 – Mational Family Veteriar Porgam | Lecture cum Discussion, Demonstration, role play & Field Visit | 6 | | | | |
| Unit 5 | Occupational Health :::: Occupational Health Hazards :::: Occupational diseases :::: ESI Act National' State Occupational Health Programs ::: Role of a nurse in occupational health services - Screening, diagnosing, management and referral of clients with occupational health problems | Lecture cum Discussion, Demonstration, role play & Field Visit | 5 | | | | |
| Unit 6 | Certaints Health Care — Health problems of older adults | Lecture cum Discussion, Demonstration, role play , case study & Field Visit | 6 | | | | |
| Unit 7 | Mertal Health Disorden = Screening, management, prevention and referral for mental health disorden = Review c Depression, anxiety, acute psycholis, Schizophrain a Dementia o Suide a Ackolo al austance abuse o Drug deadiction porgam o National Mertal Health Program o National Mental Health Policy o National Mental Health Act := Role of a community health nurse in screening, initiation of treatment and foliou ou of mentally il Editors | , Lecture cum Discussion, Demonstration, role play & Field Visit | | | | | |
| Unit 8 | Health Management Information System (HMIS) = Introduction to health management system: data elements, recording and reporting formats, data quelles issues. Texevore: o Baics Deergoraphy and valit attatics is o Sources of valit satisfacios comono sampling techniques, frequency distribution o Collection, analysis, interpretation of data and preparation of health action plant. | a Lecture cum Discussion, Demonstration, role play & Field Visit | | | | | |
| Unit 9 | Management of delivery of community health services ::: Plenning, budgeting and material management of CHC, PHC, SCHWC :: Manpower planning as per IPHS standards :: Runt : Organization, staffing and material management of ural health services growtod by Government at village, SCHWC, PHC, CHC, hospitals - district, state and central :: Urban: Organization, staffing, and functions urban health services growtod by Government at sums, dispensative, special clinics, municipal and corporate hospitals :: Defense services :: Institutional services :: Other systems of medicine and health: Indian system of medicine, Alternative health care system referent systems, hidgencon health services | Lecture cum Discussion | 12 | | | | |
| Unit 10 | Leaderbis, Supervision and Monitorig C Understanding work responsibilities/jbd description of DPHM, Health Visior, PHM, MPHW (Fernale), Mitproper health Worker (Meale), AMWs and ASHA C Roles and responsibilities of MicL-well Health Care Providers (MLHP); Village Health Sentation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities = Health hearn management: Review: Leadership & augerVision - concepts, principies & mathods - Leadership in health caleship in the Accounting & Computing at Health Centers (SC) Achites for Which Leadership in health workers Financial Management and Accounting & Computing at Health Centers (SC) Achites for Which Indea sereceive4Accounting an User Accounting Derosities, and the serection of the sets, SCE Derosities (SC) Achites oreficing (UD) Achites, accounting principies & applications certificate (UD) Application and roles and a set of the set of th | th Lecture cum Discussion, role play & Field Visit | | | | | |
| Unit 11 | Disaster Management □ Disaster types and magnitude □ Disaster preparedness □ Emergency preparedness □ Common problems during disasters and methods to overcome □ Basic disaster supplies kit □ Disaster response including emergency relief measures and Life saving techniques Use disaster management module | Lecture cum Discussion, Mock Drill , Role Play | | | | | |
| Unit 12 | Bio-Medical Waste Management □ Waste collection, segregation, transportation and management in the community □ Waste management in health center/clinics □ Bio-medical waste management guidelines – 2016, 2018 (Review) | Lecture cum discussion & Demonstration | 3 | | | | |
| Unit 14 | Health Agencies International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILD, CAR, CIDA, JHPIEGO, any other : National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberuloals association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other ⊡ Voluntary Health Association of India, (VHA) | Lecture cum discussion & Field Visit | 3 | | | | |
| | | Part C | | | | | |
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Bloom's Level | Hours | | | | |

| Modules | Title | Experiments/Field Work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| Unit I | Management of common conditions and emergencies including first aid | Role Play | BL4-Analyze | 1 |
| Unit 2 | Common health problems and risk factors in adolescent girls and boys | Field work | BL4-Analyze | 2 |
| Unit 3 | Population Explosion and its impact on Social, Economic development of individual, society and country | Field work | BL4-Analyze | 2 |
| Unit 5 | Management of common geriatric ailments: counseling, supportive treatment of older adults | Field work | BL4-Analyze | 3 |
| Unit 7 | Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients | Field work | BL4-Analyze | 2 |
| Unit 9 | Disaster Management | Field work | BL4-Analyze | 2 |

| | Part D(Marks Distribution) | | | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| | Theory | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | 0 | | | | | | | | | |

| Part E | | | | | | | |
|---|---|--|--|--|--|--|--|
| Books Nies, M. A., & McEwen, M. (Eds.). (2018). Community/public health nursing: Promoting the health of populations (7th ed.). | | | | | | | |
| Articles Creation of an Enhanced Primary Care Registered Nurse Preceptor Role: A Plot Project | | | | | | | |
| References Books DeMarco, R. F., Healey-Walsh, J., & Harkness, G. A. (2020), ; Chicago / Turabian | | | | | | | |
| MOOC Courses | https:/hctm.in/content?id=13#~:text=Certificate%20course%20in%20community%20health%20fcrCCH)%20hor%20health%20health%20health%20heath%20care_Eligibility%3A%208th%20or%2010th%20pass. | | | | | | |
| Videos | Community health bag technique procedure | | | | | | |
| | | | | | | | |

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | P02 | P03 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 3 | 2 | 3 | 2 | 3 | 1 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| CO4 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO5 | 1 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 3 | 1 | 2 | 2 |
| CO6 | - | - | - | - | • | - | - | - | - | - | - | - | - | - | - |



Syllabus-2023-2024 BSc_Nursing

В

| Title of the Course | Community Health Nursing I incl Env. Sc. & Epidemiology | | | | | | | | | |
|------------------------------------|--|--|---|---|---|---|---|--|--|--|
| Course Code | 4- COMH (I) 310 [T] | | | | | | | | | |
| | PartA | | | | | | | | | |
| Year | 3rd | | Gredits | L | т | Р | с | | | |
| i eai | 514 | | Credits | 5 | 0 | 0 | 5 | | | |
| Course Type | Theory only | eory only | | | | | | | | |
| Course Category | oundation core | | | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | | | | |
| Course Outcomes & Bloom's Level | CO2- understand the community health problems and holistic care, co CO3- demonstrate and show in the community about the self-examinat CO4- evaluate the problem in the community by questioning and behal | 01- define community and community health nursing also interpreting the scope of community health and community health nursing (BL1-Remember) 02: undestand the community health problems and holistic care, competent nursing care and extended role of nurses in community health centers. (BL2-Understand) 03: demonstrate and show in the community shout the self-examination. And holygine and care of a preparation that in the community hout the should holygine and care of a preparation that in the community but and seriatic (BL3-Apply) 04: evaluate the problem in the community of a sesses the problem hole that the particular situations is occurring and subled is country and suble to analyze the problem regarding health issues. (BL4-Analyze) 05: detect the problem in the community and assess the problem hit how the particular situations is occurring and subled is contral and suble on that and can evaluate i. (BL5-Evaluate) | | | | | | | | |
| Coures Elements | Skill Development J Entrepreneurship J Employability G Professional Efficient J Gender J Human Nalues J Environment J | SDG (Goals) | SDG3(Gord health and well-being) SDG4(Guality education) SDG5(Gendre equality) SDG7(Mitordabie and clean energy) SDG2(Becent wark and economic growth) SDG10(Reduced inequalities) | | | | | | | |

| | | Part B | |
|---------|---|--|-------|
| Modules | Contents | Pedagogy | Hours |
| Unit 1 | Introduction Definition, concept & amp; scope of community Health and community Health Nursing Historical development of Community health Community health Nursing Pre Independence - Post Independence | Lecture cum discussion | 4 |
| Unit 2 | Health planning and policies andproblems = National health planning lindia - Five Year Plans U various committees and commissions on health and family welfare, Central council for health and family welfare (CCH and FV) = NRHM, NHM, MDG, SDG = National Health Policy (1983,2002) = National population policy = Health problems in India = Recent health policies | Lecture discussion & Panel discussion | 6 |
| Unit 3 | Delivery of community healthenrices □ Planning, budgeting and material management of SCs, PHC and CHC □ Programme management Induding supervision and monitoring □ Anyusman Bharathkural: Organization, staffingand functions of rural health services provided by government at: - Village = Sub cente = Primary health cente : Conceptof Health and Wellness center - Community health center / subdivisional - Healthan shorts: Stafe Aarry, Center : Ubert Organization, staffingand functions of under the staffic of the subdivisional - Healthan - Staffic and the staffic of the staffic of the staffic of the Corporation / Municipality (Board, □ Components of health services o Environmental samitation or Health existants and Karjakaram (RBSK) o Mohrer and child trackingsystem o Safe birth checkist o Postpartum visits by healthworker o Family welfare o National health regarments □ School health services o | Lecture cum discussion, Case Study, & Panel discussion | 15 |
| Unit 4 | □ Community health nursing approaches, concepts and roles and responsibilities of nursing personnel. □ Approaches o Nursing theories and Nursing process o Existing process o Existing theories and Nursing process o Existing of theories and Nursing person to exist one based approach to Endower the sale and exponsible of Endower theories and Nursing theories of theories and Nursing theories of the sale and responsibilities of health nursing personel in Comparison of Education of Community Paratin agrices of the sale and responsibilities of health nursing personel in Comparison of Community Americana of Resource of Comparison of Default Approaches and the sale of the sa | Lecture cum discussion, Case Study, & Panel discussion | 25 |
| Unit 5 | Assisting individuals and groupsto promote and maintain their health. : Empowerment for self care of andividual families and groupsin – Diagnoning Ammu, Treatment skills using SOP & A Assessment of self and familyhonitoring growth and development - Mie atonse Weight measurement - Social development. Temperature and Biodo pressuremonitoring Mensitual cycle Breast self examination and testicida - Weinning singer d vironizofiesaes - Testis: Unite for usgar and athirum, blood sugar of Markan et al. (See See See See See See See See See Se | Lecture cum discussion, Case Study, & Panel discussion | 15 |
| Unit 6 | National health and family walfrarprogrammes and the role of a nurse. □ National ARI Programme □ Revised National Tuberrouksis(PNCD) □ National Anti-Matria Programme □ National Galina control programme □ National Clauses wom eradication programme □ National Laprosey eradication programme □ National AIDS control programme □ S TD control programme □ National programme □ National Laprosey eradication programme □ National AIDS control programme □ S TD control programme □ National S (Dational Bartistica) = National Dational S (Dational Bartistica) = National AIDS (Dational Control Programme □ National Clause senialiton programme □ National Dational S (Dational Bartistica) = National Dational National Americano Polise Polio Programme □ National cancer control Programme □ Vasional Dational National Americaporty National Americaporty National Polise Polio Programme □ Dational cancer control Programme □ Vasional Dational S (Dational Americaporty National Americaporty National Polise) = 20 politi programme □ Dational Clause other schemes Recent health programme □ National Americaporty National Polise = 20 politi programme □ National Dational Clause other schemes □ National Americaporty National Politica) = Site S (National Concer control Programme □ National National Politica) Politica) Politica) Politica) = National Clause other Schemes Clause Politica) | Lecture cum discussion, Case Study, & Panel discussion | 20 |
| Unit 7 | Health Agencies : International - WH-O,NNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, Eurogean/Commission (EC). Red cross, USADU, UNESCO, Costonbo Pian, LIO,CARE etc. : - Takational - Indian Red Cross, Indian Couroll for child welfare, Reami Planning Association of India (FPAN), Tuberculosia Association of India, Hindu KustitNivanan Sareyl, Central Social Welfare Board, All India Association of India (FPAN), Tuberculosia Association of India, Hindu KustitNivanan Sareyl, Central Social Welfare Board, All India O UNICEF, DANIDA, European/Commission (EC), Red core, USADU, UNESCO, Codendo Pian, LIO, CARE et L.: Takational - Indian Red Cross, Indian Courol for child welfare, Family Planning Association of India (FPAI), Tuberculosia Association of India, Hindu KusthNivana Sareyl, Central Social Welfare Board, All India Wenner&RS92, Contenzo Fain, LIO, CARE et L.: Takational - Indian Red Cross, Indian Courol for child welfare, Family Planning Association of India, FPAI), Tuberculosia Association of India, Hindu KusthNivana Sareyl, Central Social Welfare Board, All India Wenner&RS92, Contenzo Fain, Lio, CARE et L.: Takational - Indian Red Social, Interdio, Interdio, Balando Hale, Hudin Wenner&RS92, Contenzo Fain, Lio, CARE et L.: Takational - Indian Red Wental Neath, Association of India, Hindu KasthNivana Sareyl, Carella Costa, Hindu Kasthan, J.: Periodianal Neathan Hastha, Saleboersth, Seciety Healt, Physical J, Nicpicali and mentially challenged Individuals et L.: Colecte and calculate Vial health health hasthan Colecter and maintain. o Individual, family and administrative records. :: Write reports-center, disease, national healthprogrammer (Projecta). | Lecture cum discussion & Panel discussion | 5 |
| Unit 8 | Introduction to Epidemiology – Epidemiological Approaches and Processes : Epidemiology: Concept and Definition – Distribution and frequency of disease ⊂ Cancept of disease ⊂ Cancept of disease transmission ⊂ Modes of transmission. Direct, Indirect and chain of infection ⊂ I'me trends or fluctuations in disease occurrence ⊂ Epidemiological and paroches: Descriptive, analytical and experimentia ⊂ Pinologies of control measurelevels of prevention of disease ⊂ Interesting and Intervention of Intervention Intervention of Intervention of Intervention of Intervention of Intervention of Intervention Interv | Lecture cum discussion & Panel discussion | 10 |
| Unit 9 | Communicable Diseases and National Health Programs 1. Communicable Diseases – Vector borne diseases (Every disease will be deal under the following headline). Epidemiology of the following vector born diseases (Theventon & control Imeasures) and the class (Theventon & Control Imeasures (Theventon & Control Imeasures)) and the class (Theventon & Control Imeasures) (Theventon & Control Imeasures) (Theventon & Control Imeasures) (Theventon & Control Imeasures) (Theventon & Control Imeasures)) (Theventon & Control Imeasures) (Theventon & Control Imeasures) (Theventon & Control Imeasures)) (Theventon & Control Imeasures) (Theventon & Control Imeasures) (Theventon & Control Imeasures)) (Theventon & Control Imeasures) (Theventon & Control Imeasures) (Theventon & Control Imeasures)) (Theventon & Control Imeasures) (Theventon & Control Imeasures)) (Theventon & Control Imeasures) (Theventon & Control Imeasures)) (Theventon Immutation Program (INEP)) (Theventon Immutation Program (INEP)) (Theventon Immutation Program (IMEP)) (Theventon I | Lecture cum discussion & Panel discussion | 15 |
| Unit 10 | Non-Communicable Diseases and National Health Program (NCD): National response to NCDs (Every disease will be deal under the following headins: :: Epidemiology of specific disease: :: Prevention and control measures: :: Screening, disposing/ identification and primary management, referral and follow up care NCD-1 o Diabetes Mellitus o Hypertension o Cardiovascular diseases o Stroke & Obesity o Bilmers:: Categories of visual impairment and analonal program for control of bilmerses o Dathess:: andical program for prevention and control of defantess o Thyroid diseases o Injuly and accidente: Risk factors for Road traffic injules and operational specific cancers, Risk factors: Cancers, Pevention, Screening, diagnost:: = specific cancers, Risk factors: Cancers, Pevention, Screening, diagnost:: = specific cancers, Risk factors: Cancers, Pevention, Screening, diagnost:: = specific cancers, Risk factors: Cancers, Pevention, Screening, diagnost:: = National Health Programs :: National program for prevention and contol of cancer, Diabetes, Cardiovascular Diseases and Streek (NPCCCS): : = National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Streek (NPCCCS): = National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Streek (NPCCCS): = National program for protectos: used in National Program for prevention and control of deathess :: National tobacco control program : Standard treatment protocos used in National Program for prevention and control of deathess :: National tobacco control program : Standard treatment protocos used in National Program for prevention and control of deathess :: National tobacco control program : Standard treatment protocos used in National Health Programs. | Lecture cum discussion & Panel discussion | 15 |
| Unit 11 | School Health Services Objectives Health problems of school children Components of school health services Naintenance of school health records Initiation and planning of school health services Role of a school health nurse | Lecture cum discussion & Panel discussion | 3 |

| | Par | c | | |
|---------|---|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 3 | elivery of community healthservices : Planning, budgeting and material management of SQL, PHC and CHC :: Programme management inducing supervision and monitoring :: A yuwames bhaatHarkmitz: Organization, staffingand functions of rural health services provided by government at: - Village - Sub centre - Primary health centre : Conceptof Health and Wellness centre - Community health centre / sub-divisional - Hospitals - Division: State Samp; Centre :: Uhan: Organization, staffingand functions of urban health services provided by government at: - Stams - Dispensances - Material and child health-critise - Special Childs - Hospitals - Dispensions, and the state - Sta | Field work | BL3-Apply | 5 |
| Unit 5 | Assisting individuale and groupsto pornote and maintain their health: Empowerment for self care of individual, families and groupsin - Diagnosing Asam, Treistment skills using SDP A. Asaessement of self and family/onitoring growth and development - Mile storas - Weight measurement - Social development - Temperature and Blood pressuremonitoring Menstrula cycle Breast self examination and testicides - Worning signs of various/seases - Testis: Urine for sugar analbamin, blood sugar SDP As Asaessement of self adabationis, blood sugar SDP Asaessement of self adabationis, blood sugar SDP Asaessement of self adabations, blood sugar SDP Asaessement of self adabations, blood sugar SDP Asaessement of self adabations, blood sugar of the self and family D. Cominue medical care and Bloov up in community for various diseases and disabilities E. Carryot therapoute proceduresas Cominue medical daves - Abuse of development for self and family - Social Mobilization - Women Empowerment - Women and child abuse - Abuse of development for self and family - Social Mobilization - Women Empowerment - Maillenged individual Homes for destitute. | Field work | BL3-Apply | 3 |
| Unit 6 | National health and family welfrerprogrammes and the role of a narss. □ National ARP Programme □ Revised National Tuberculosity(PTC) □ National Arti–Matriar Porgramme □ National AIDS control programme □ National programme □ routional Leprose eradication programme □ National AIDS control programme □ Stational programme □ Cantonal high states □ Control efforts and the states □ States □ Antional AIDS eradication programme □ National Leprose transfer = National AIDS control programme □ States □ National and the states □ National AIDS control Programme □ National AIDS control programme □ Polio Eradication Phale Polio Programme □ National access control Programme □ National AIDS control programme □ Polio Eradication Phale Polio Programme □ National access control Programme □ National AIDS control Programme □ Polio Eradication Phale Polio Programme □ National access control Programme □ National AIDS control Programme □ National Programme □ National AIDS control Programme □ National Programe National National Programe National National Programme National National Programe National National Programicon Programme □ Nati | Field work | BL3-Apply | 5 |

Part D(Marks Distribution)

| Theory | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | |
| Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | |
| | 0 | | | | | | |

| | Part E | | | | | | |
|---|--|--|--|--|--|--|--|
| Books Park, J. E. (2018). Textbook of preventive and social medicine (19th ed.). Bhanarsidas Bhanot Publishers. | | | | | | | |
| Articles Public Health Nursing's Impact on Strengthening Community Resilience | | | | | | | |
| References Books Smith, J. (2020). Community health nursing I. In M. Jones (Ed.), Academic Press. | | | | | | | |
| MOOC Courses | https://www.coursera.org/learn/lepidemiology | | | | | | |
| Videos https://www.youtube.com/watch?p=XlpH/XL.byU | | | | | | | |
| | | | | | | | |

| COs | Course Articulation Matrix Cos P01 P02 P03 P04 P05 P06 P07 P08 P09 P010 P011 P012 PS01 PS02 PS03 | | | | | | | | | PSO3 | | | | | |
|-----|---|-----|-----|-----|-----|-----|-----|-----|------|------|-----|------|---|------|------|
| | POI | P02 | P03 | P04 | P05 | P06 | P07 | P06 | 1-09 | - | PUT | P012 | - | P302 | P303 |
| CO1 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 2 |
| CO2 | 1 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 1 | 2 |
| CO3 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 3 | 3 | 2 | 1 | 2 | 2 |
| CO4 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| CO5 | 2 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 2 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BSc_Nursing

 Title of the Course
 "Nursing Foundation-I

 Course Code
 N-NF (I) 125 [P]

Modules

| Year | 1st | Credits | L T P C 0 0 4 4 | | | | | |
|------------------------------------|---|---|--------------------|--------------------------------------|--|--|--|--|
| Course Type | Embedded theory and field work | | · | | | | | |
| Course Category | Foundation core | | | | | | | |
| Pre-Requisite/s | An equivalent with 12 years schooling from a recognized board or university with minimum of 45 % aggregate III subjects of Physics, Chemistry & Biology / Botany & Zoology) and should have English as one of the subje | | Co-Requisite/s | Candidate shall be medically fit. | | | | |
| Course Outcomes & Bloom's Level | CO2- understandthe the educational needs of patients and demonstrate basic skills of patient education. (BL2 CO3- apply the principles and methods of effective communication in establishing communication links with p CO4- provide first aid measures during emergencies. (BL4-Analyze) | 14 - remember the concept of health, illness and scope of nursing within health care services (BL1-Remember) 24 - understandthe the educational needs of patients and demonstrate basic skills of patient education (BL2-Understand) 36 apply the priviles and methods of effective communication in establishing communication links with patients, families and other health team members. (BL3-Apply) 44 provide first aid measures during emergencies. (BL4-Analyze) 54 evaluate the applications of evidence-based practice such as admission, transfer, and discharge of a patient under supervision applying the knowledge. (BL5-Evaluate) | | | | | | |
| Coures Elements | Skill Development / Entryproneurship X SDG3(Good health and well-being) SDG3(Good health | | | | | | | |

Part B

Hours

Pedagogy

Contents

| | Pai | tC | | |
|---------|--|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| ļ. | Communication and Nurse patient relationship □ Maintaining Communication with patient and family and interpersonal relationship □ Documentation and Reporting o Documenting patient care and procedures o Verbal report o Written report | Field work | BL3-Apply | 32 |
| Ш | Viat signs : Monto/measure and document viat signs in a graphic sheet o Temperature (orat, hymparic, axillary) o Pules (Apica Peripheria) pulses) o Respiration o Bodo pressure o Pulse conterty in Interpret and report alternations — Cold d Compress, los cap, Tepid Sponging :: Care of equipment – thermometer, BP apparatus, Stathoscope, Pulse oximeter Infection control in Clinical setting: Hand Tygieme : Use of PPE | Field work | BL3-Apply | 32 |
| ш | Contron, Reat & Silaep, Plan and Promoting Selarky in Health Care Environment Comtort, Reat & Silego _ Bed making- to Dean & Cloand o Coughed O Poet-operative andia bed o Franches bed i ⊇ Control functiones. Philoso so Over bed table/cloandia: o Bed Crade _ Therapoutic Positions o Supino e Fowlers (low, semi, high) to Lateral o Pone o Sim's o Tendelenburg o Donal recumbent o Lithoring V Knee Arbes Phin. ⊃ Pain assessment and provision for control tromoning Safely in Health Care Environment Caressing of Patient's Unit _ Use of Safety devices: o Side Rals _ Restraints (Physical) _ Pail risk assessment and Post Fail Assessment | Field work | BL3-Apply | 32 |
| īV | Hospital Admission and discharge, Mobility and Immobility and Palient education Hospital Admission and discharge Perform 8 Document: — Admission — Transfer - Plannad Discharge Mobility and morebully :- Range of Motion Exercises — Sasti patient is Moving Turning o Logrolling — Changing position of helpiess patient — Transferring (Bed to and from chair/wheelchair/ stetcher) Patient education | Field work | BL3-Apply | 32 |
| v | First aid and Emergencies Bandaging Techniques o Basic Bandages: Circular Spiral Reverse-Spiral Recurrent Figure of Eight o Special Bandages: Caplin Evye/Ear Bandage Jaw Bandage Shoulder Spica Thumb spica Triangular Bandage/ Sinn (Head & Imba): Binnetes | Field work | BL3-Apply | 32 |

| | Part D(Marks Distribution) | | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| | | | Theory | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | 50 | | | | | | | | |
| | | | Practical | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 100 | 50 | | | 25 | 13 | | | | |

| | Part F |
|------------------|--|
| Books | Poter, A. M., & Perry, S. E. (2016). Foundation of nursing (2nd ed.). Elsevier. |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7319433/ https://coninelibrary.wiley.com/doi/full/10.1111/jonm.13402 https://everynurse.org/nursing-fundamentals-building-a-solid-foundation/ |
| References Books | Taylor, C., Lynn, P., Batlett, J. L., & Kaushik, A. (Year). The art and science of person-centered care (1st ed.). Elzevier Publisher. |
| MOOC Courses | https://www.coursera.org/learn/vital-signs |
| Videos | https://w.ideo.search.yahoo.com/kearch/ukidoz.yit=hawk8/type4/BRIN_CLM/GKL_07HAz_yu=Y28bahNt2ZMESG8zAzEEEnRp2AME:2V/A3Babnhk7/p=fundamental+d+marsing+procedure+veidsAf2=pin- webAppe=E210N826G0A8f=mackeard=8xid=bbdc4B2d848880548962805431343action=view https://in.video.search.yahoo.com/kearch/ukidoz.yit=hawk18Vbp4/BRinL_OMGXLq7HAz_yU=Y28bahNzZzMEcG9zAzEEdnRpZAME:2V/A3BpdnM-? p=fundamental+d=funzing+procedure+veidsAf2=pin-webAppe=E210N826G0A8f=mcaafeeBidde73add=1bbdc7B2dc4B8cd688c2304238action=view |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2 | 2 | 1 | 3 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 3 | 3 | 2 | 1 | 1 |
| CO3 | 1 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 |
| CO4 | 2 | 1 | 3 | 2 | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 1 |
| CO5 | 2 | 1 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Title of the Course | Nursing Foundation I & II Incl Health Assessment module | j Foundation 1 & II Incl Health Assessment module | | | | | | |
|------------------------------------|---|--|--|---|---|---|---|--|
| Course Code | N-NF (I) 125 [T] | | | | | | | |
| | | Part A | | | | | | |
| Year | 1st | | Credits | L | т | Ρ | С | |
| 1641 | IDL . | | Credita | 6 | 0 | 0 | 6 | |
| Course Type | Theory only | | | | | | | |
| Course Category | Foundation core | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | | |
| Course Outcomes & Bloom's Level | CO1- remember the concepts definition factors and various theories of CO2- understand the principles, types of communications, techniques a CO3- apply the importance of various nursing procedures, comfort measures of provide evidence-based practice, safety measures and health dedition CO3- evaluate the applications of vidence-based practice such as base concepts and the applications of vidence-based practices. | of maintain records and Nurse patients'relatio asures and maintenance of equipment's and i ucation to analyze the patient's progress and | ts applications in the patients in the hospital settings.(BL3-Apply) comfort in the hospital(BL4-Analyze) |) | | | | |
| Coures Elements | Skil Development J Enlegreneurship X Employabily X Professonal Efrica J Gender X Human Values X Environment X | SDG (Goals) | SDC3(Good health and well-being) SDC4(Guelling education) SDG8(Decent work and economic growth) | | | | | |

| Modules | Contents | Part B Pedagogy | Hours |
|---------|---|---|-------|
| | Health Assessment ⊡ Interview techniques ⊟ Observation techniques ⊟ Purposes of health assessment ⊞ Process of Health assessment on Health history o Physical examination: ⊟ Methods: Inspection, Palpation, Percussion, Auscultation, Otfaction ⊡ | | |
| Unit 1 | assessment of Health history o Physical examination: □ Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction □ Preparation for examination: patient and unit □ General assessment □ Assessment of each body system □ Documenting health assessment findings | lecture curr discussion & Demonstration | 20 |
| Unit 2 | The Nursing Process □ critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical Thinking in Nursing □ Process Overview Assessment □ collection of blats Types, Sources, Merkeds ⊡ Organizing Data of Validating Data Decumenting Data of Nursing Diagnosis = Identification of client problems, risks and strength □ Nursing diagnosis = Statement − parts, Types, Formulating, Guadelines for formulating Audited Statement − parts, Types, Formulating, Guadelines for formulating Audited Statement → parts, Types, Formulating, Guadelines for formulating Audited Statement → parts, Types, Formulating, Guadelines for formulating Audited Statement → parts, Types, Formulating, Guadelines for formulating Audited Statement → parts, Types, Formulating, Guadelines, Components of pask and outcome statements □ Types of Narrisg Interventions. Stateding Interventions. Protocols and Standing Orders. Entroduction to Narring Intervention Cassification on Auditions Guadelines for writing care plan o Implementation and Reporting. | lecture cum discussion & Demonstration | 13 |
| Unit 3 | Nutritional needs ⊡ tropotance : Exclore affecting nutritional needs : Assessment of nutritional status : Review special dets - Solid. Liquid. Solid. Exclore : Review on threadout dets : Review special dets - Solid. Liquid. Solid. Exclore : Review on threadout dets : Review special dets - special: Principles, equipment, procedure, indications o Dala Enterial: Nasogastic / Orogastic o Introduction to other enteral feeds - types. Indications, Gastrobarry, Javianofarry o Parelental - TPM (Total Parelental Nutrition). | lecture cum discussion & Demonstration & Re demonstration | 5 |
| Unit 4 | Hygiene : Factors Influencing Hygienic Practice : Hygienic care: Indications and purposes, effects of neglecel care o Care of the Stan - Glash, feed and hait, Hair Care) o Care of pressure posits o Assessment of Pressure Userus unig Braden Scale and Northo Scale o Pressure ulcers - causes, stages and manifestations, care and prevention o Perineal care/Meatl care o Oral care. Care of Eyes, Ears and Noise including assistive devices (eye glasses, contact lens, efferts, aid)) | Recture cum discussion & Demonstration | 5 |
| Unit 5 | Elimination needs — Urinary Elimination o Review of Physiology of Urine Elimination, Composition and characteristics of urine o Factors Interventy Urination Alternation In Urinary Elimination of Ecalitating urine elimination: assessment types, europment, procedures and special considerations o Providing urinalibed pan o Care of patients with :: Condom drainage Intermittent Carbeterization : Indevelling Urinary catheter and urinary drainage Urinary diversions Bladderi impation Education Demonstration Essay Bhort answer Objective type Edward Elimination o Review of Physiology of Bowel Elimination, Composition and haracteristics of faces o Factors affecting Bowel elimination o Alterstoin in Bowel Elimination, Care of patients Wit Obiemis (Bowel Diversion Procedures) Bowel Bowel Elimination of and or patients with Obiemis (Bowel Diversion Procedures). | lecture cum discussion & Demonstration | 10 |
| Unit 6 | Diagnostic testing :: Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and dinical implications o Complete Blood Count o Serum Electrolytes o LTF o Lipid/Lipoprotein profile o Serum Glucose – AC, PC, HbA1 o Monitoring Capilary Blood Clucose (Glucomether Random Blood Sugar – GR85) S Solt Routine Examination o Urime Testing - Albumin, Acetore, pH, Specific Gravity o Urine Culture, Routine, Timed Urine Specimen o Sputum culture o Overview of Radiologic & Endoscopic Procedures | lecture cum discussion & Demonstration | 3 |
| Unit 7 | Organistion needs. Review of Cardiovascular and Respiratory Physiology : Exotora effecting respiratory functioning : O Matrian adheting o Alavay of Workmord of all Difficus o Oxygent meson() | lecture cum discussion & Demonstration & redemonstration | 11 |
| Unit 8 | Tuid, Electrolyte and Acid – Base Balancea : Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balancea : Factors Altericity Brid, Electrolyte and Acid-Base Balancea : Disturbancea : Biataros Materialia: Dehysiotation o Excess - Fluid overload : Edema : Electrolyte imbalances (hypo and hyper) o Acid-Base imbalances :: Netabolic - acidosis & Matolasis :: Respiratory - acidosis & Balancea in the angle of the angle of the acid acid acid acid of the acid of the acid acid acid acid acid acid acid acid | lecture cum discussion & Demonstration | 5 |
| Unit 9 | Administration of Medications, ⊡ Introduction – Definition of Medication, Administration of Medication, Durgo Normenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacontines = Flacts influencing Medication Action : = Medication order and Prescriptions :: Systems of measurement :: Medication does calculation : Principies, 10 rights of Medications personability :: Terminologies and abbreviations used for measurement :: Medication does calculation : Principies, 10 rights of Medications personability :: Terminologies and abbreviations used in prescriptions and medications orders :: Developmental considerations :: Oral, Sublingual and Buccat rotes: Equipment, procedure :: Introduction to Parenteral Administration of Durgs – Intramuscular, Intravenous, Shouthanous, Intrademal Location of law, Advantages and disadvantages of the specific ables, Indication and disposal of synapse, needles, influence to the Needle-Static Myrings = Ontallations rules:, Specific ables, Indication and disposal of synapse, needles, influence to Prevention Medica Static Static Care of exigoment : discriptions and relations of Durgs of the lobod y cavity Specification to sha R muccus membrane o Direct application of liquids, Careje and weaking the throat o liseration of Durgs to body cavity Specification parks and parks prices and relations and relations and medications) – purposes, types, equipment, procedure, recording and reporting of medications administred (btter Parenteral Rodes: Meeting or equipment, intrasous), intraperional, intraserus, intrastratical, intraserus, administration:, Developmental Care of other Parenteral Rodes: Meeting or equipute, intrasseous, intraperional, intraspectional, intraserus, intrastratical, intraserus, administration and relations of Durg Rodes: Meeting or equipute, intrasseous, interpretiones, line, equipment, intrastratical relations, advective application to advective application relations advective application relations advective and rel | lecture cum discussion & Demonstration & Redemonstration | 20 |
| Unit 10 | Sensory needs in Introduction Components of sensory experience – Reception, Perception & Reaction C Arousal Mechanism Factors affecting sensory function C Assessment of Sensory alterations – sensory deficit, deprivation, overfoad & sensory powerty C Management O Promoting meaninghic communication (patients with Arphasia, artificial airway S Visual and Hearing impairment) Care of Unconscious Patients C Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Mamifestations - Assessment and nursing management of patient with Unconsciousness, complications | lecture cum discussion & Demonstration | 5 |
| Unit 11 | Cen of Terminally III dash and dying i Losa _ Types :: Grid, Benearement 8. Mourning :: Types of Grid responses :: Manifestations of ford :: Factors influencing Loss & Grid Responses :: Theorems of Grid & Losa - Kuber Reso: 5 Sages of Dyng : The R Process model (Randori): Dash - Definition, Meaning, Types (Brain & Circulatory Deaths) :: Signs of Impending Death :: Dying batteris Bill of Rindori): Death - Definition, Meaning, Types (Brain & Circulatory Deaths) :: Signs of Impending Death :: Dying batteris Bill of Rindori): Death - Definition, Meaning, Types (Brain & Circulatory Deaths) :: Death Declaration, Conflict and Autops :: Embahming :: Last office/Death Care : Counseling & supporting prieving relatives :: Placing body in the Mortuary :: Releasing body from Mortuary :: Overwise - Medico-Bag Cases, Advance directives, NUNRM, Cyrap Donation, Cuthanasia | lecture cum discussion & Demonstration | 4 |
| Unit 12 | A. Self-concept Introduction Components (Personal Identity, Body Image, Role Performance, Self Esteem) Factors affecting Self Concept Nursing Management | lecture cum discussion & Demonstration | 3 |
| Unit 13 | B. Sexuality Sexual development throughout life Sexual health Sexual orientation Factors affecting sexualityPrevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse Dealing with inappropriate sexual behavior | lecture cum discussion & Group Discussion | 2 |
| Unit 14 | C. Stress and Adaptation – Introductory concepts .: Introduction .: Sources, Effects, Indicators & Types of Stress .: Types of stress and State Stress Adaptation – General Adaptation Syndrome (LAS). Local Adaptation Syndrome (LAS). Mainfestation of stress – Physical & psychological .: Coprig stretegies Mechanisms :: Stress Management o Assist with coping and adaptation o Creating therapeutic environment :: Recreational and deviation therapies | lecture oum discussion & Demonstration | 2 |
| Unit 15 | D. Concepts of Cultural Divensity and Sprituality — Cultural diversity to Cultural Concepts of Cultural Concepts – Galture, Neticolaruz Doversity, Race, Acculturalon, Assimilation - Cimenolutural Netrogiane Cultural Concepts – Galture, Competiturally Response aca — Sprituality o Concepts – Faith, Hope, Religion, Sprituality Spritural Welbeing of Factors affecting Sprituality o Spritural Problems in Acute, Chronic, Terminal Intesse & Network Empetitione Calling with Spritural Diresses / Network Dires | lecture cum discussion & Panel discussion | 6 |
| Unit 16 | Nursing Theories: Introduction □ Meaning &Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy □ Use of theories in nursing practice | lecture cum discussion & Panel discussion | 6 |
| Unit 17 | Health Assessment Definition/Meaning Purposes Preparation for Health Assessment Methods of Health Assessment o Inspection, o Palpation, o Percussion, and o Auscultation. | lecture cum discussion & Panel discussion & Demonstration | 4 |
| Unit 18 | Comprehensive Health Assessment Nursing Health History Physical Assessment Comprehensive Physical Examination - System Wise | Lecture cum discussion & Demonstration | 8 |
| Unit 19 | Guide To Perform Head-to-Toe Physical Assessment to identify Normal/Abnormal Findings Assessment Techniques and Normal | Lecture cum discussion & Demonstration | 8 |

| | Pa | tC | | |
|---------|--|--|----------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 2 | The Narsing Process □ Critical Thinking Competencies, Althudes for Critical Thinking, Levels of critical Thinking in Narsing □ Process Overview Assessment □ Critical Thinking in Narsing □ Strate Strategy and the Strategy of the Strategy | Field work | BL3-Apply | 2 |
| Unit 7 | Oxygenation needs := Review of Cardiovascular and Respiratory Physiology := Factors affecting respiratory functioning := Onlinent affecting o Anivers of a Utilitation on Oxygen transmission is oxygenation: Nursing interventionis () = conditional affecting o Anivers of a Utilitation on Oxygen transmission Cardional and a Utilitation and the State of Anivers of a Utilitation on State and anivers of Anite and the State of Anivers of a Utilitation on State and anivers of Anite Anite and Anite a | Simulation | BL2-Understand | 2 |
| Unit 9 | Administration of Medications — Introduction — Definition of Medication, Administration of Medications, Durps, Forma of Medications, Purposes, Pharmacodynamics and Pharmaconskinets — Tackots influencing Medication Administration — Errors in Medication administration = Choose and Pharmaconskinets — Tackots in mainternamo of tradication administration = Choose and Pharmaconskinets — Tackots in administration = Errors in Medication administration = Choose admin | Simulation | BL2-Understand | 2 |
| Unit 17 | Methods of Health Assessment o Inspection, o Palpation, o Percussion, and o Auscultation. | Games | BL4-Analyze | 4 |
| Unit 18 | Comprehensive Physical Examination - System Wise | Field work | BL4-Analyze | 8 |
| Unit 19 | Guide To Perform Head-to-Toe Physical Assessment to identify Normal/Abnormal Findings | Field work | BL4-Analyze | 8 |

| Part D(| Marks | Distribution) |
|---------|-------|---------------|
| | | |

| | Theory | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | |
| | | | Practical | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 100 | 50 | 50 | 25 | 50 | 25 | | | | |

| | Part E | | | | |
|--|--|--|--|--|--|
| Books | Potter, P. A., & Perry, A. G. (2021). Foundation of Nursing (2nd ed.) Elsevier Publisers | | | | |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7319357/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6001513/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7319433/ | | | | |
| References Books Clement, G. (2020). Textbook of Nursing Foundation (2nd ed.). Elsevier Publisers. | | | | | |
| MOOC Courses | https://alison.com/course/hursing-studies-clinical-skills-caring-for-cardiovascular-patients-revised?utm_source=google&utm_medium=cpc&utm_campaign=PPC_Tier-5_First-Click_Alison-Courses&utm_adgroup=Course-1567_Nursing-Studies-Clinical-Skills-Caring-for- Cardiovascular-Patients-Revised&gold=CjuKCAjuK4ygBh&gEwADSEjeXCALWZWX21N0jjmjTvWH_D5ULs02oYAVECsRipAGtymkhtSR1BMgixoCSaMQAv0_BwE&gad_source=1 | | | | |
| Videos | https:/fin.video.search.yahoo.com/search/ukdeo_yth=AwrKGE-INDARH_O.OFdigTHAxyth=Y29bavHzZ2HECG9x2H | | | | |

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 2 | 1 | 3 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 3 | 3 | 2 | 1 | 1 |
| CO3 | 1 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 |
| CO4 | 2 | 1 | 3 | 2 | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 1 |
| CO5 | 2 | 1 | 3 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



Syllabus-2023-2024 BSc_Nursing

*Nursing Foundation-I N-NF (I) 125 [T]

| | 1 | | | |
|------------------------------------|--|--|--|--------------------------------------|
| Title of the Course | *Nursing Foundation-I | | | |
| Course Code | N-NF (I) 125 [T] | | | |
| | Part A | | | |
| Year | fst | | Credits | L T P C 6 0 0 6 |
| Course Type | Theory only | | | |
| Course Category | Foundation core | | | |
| Pre-Requisite/s | An equivalent with 12 years schooling from a recognized board or university with minimum of 45 % aggregate III subjects of Physics, Chemistry & Biology / Botany & Zoology) and should have English as one of the subje- | e marks (40% marks for SC, ST, for MBC, OBC candidates in part – ct. | Co-Requisite/s | Candidate shall be medically fit. |
| Course Outcomes & Bloom's Level | C01- remember the concept of health, liness and scope of nursing within health care services, (BL1-Remem C02- understandhe the educational needs of patients and demonstrate basic skills of patient education, (BL C03- apply be principles) and methods of effective communication in establishing communication links with p C04- provide first aid measures during emergencies, (BL4-Anatyze) C05- evaluate the applications of evidence-based practice such as admission, transfer, and discharge of a pa | atients, families and other health team members. (BL3-Apply) | | |
| Coures Elements | Skill Development J Entrepreneurship X Employabiliy X Professional Ethics J Gender X Human Values X Environment X | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | |

Lecture cum discussion, Demonstration & Re demonstration

| | Part B | | | | | | | |
|---------|--|--|----|--|--|--|--|--|
| Modules | Contents | Pedagogy | | | | | | |
| Unit 1 | Introduction to health and illness □ Concept of Health – Definitions (WHO), Dimensions □ Maslow's hierarchy of needs □ Health – Illness continuum □ Factors influencing health □ Causes and risk factors for developing illnesses □ Illness – Types, illness behavior □ Impact of illness on patient and inmity | Lecture cum discussion | 5 | | | | | |
| Unit 2 | Health Care Datwey Systems – Introduction of Basic Concepts & Meanings □ Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tetriary Levels of Care – Primary, Secondary and Tetriary □ Types of health care aspectives fervices – Hospitals, clinics, Hospico, enhabitation, centres, extended care facilities □ Hospitals – Types, Organization and Functions □ Health care teams in hospitals – members and their role | Lecture cum discussion | 5 | | | | | |
| Unit 3 | History of Nursing and Nursing as a profession — History of Nursing, History of Nursing in India — Contributions of Florence Nightingale — Nursing — Definition – Nurse, Nursing, Corcepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Calegories of nursing personnel = Nursing as a profession — definition and characteristics/criteria of profession — Values – Introduction – meaning and importance — Code of ethics and professional conduct for nurses – Introduction | Lecture cum discussion | 12 | | | | | |
| Unit 4 | Communication and Nurse Patient Relationship Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication :: Methods of effective communication/herspecidic communication influencing. Elements to effective communication/herspecidic communication techniques :: Professional communication : Phyling Relationships (hurse Patient Relationship) - Ruposes and Prases :: Communication geticities) with patient, families and team members :: Mariating effective human relations and communication with vulnerable goods (dildera, veneme, physically and mentally challenged and definit) | Lecture cum discussion , Demonstration & Role Play | 8 | | | | | |
| Unit 5 | Documentation and Reporting _ Documentation - Purposes of Reports and Records : Contidentiativ _ Types of Client records/Common Recordseping forms _ Methods/Systems of documentation/Recording Cuidentias for documentation _ Do's and Do'ts of documentation/Legal guidelines for Documentation/Recording _ Reporting - Change of shift reports, Transfer reports, Inicident reports. | Lecture cum discussion, Demonstration & Re demonstration | 4 | | | | | |
| Unit 6 | Vital signs □ Gudelines for taking vital signs □ Body temperature - a Definition, Physiology, Regulation, Factors affecting body temperature o sessessment of body temperature - sites, equipment and technique o Temperature allerstions - Hypertherman, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia o Fever/Pyrota: — Definition, Causes, Stages, Types = Nursing Management o Hot and Cold applications : "Pakes of Definition, Physiology and Regulation, Characteristics, Factors affecting public public registrometry and the set of the | Lecture cum discussion, Demonstration & Re demonstration | 15 | | | | | |
| Unit 7 | Equipment and Linen Types – Disposables and reusable o Linen, rubber goods, glassware, metal, plastics, furniture Introduction – Indent, maintenance, Inventory | Lecture curn discussion, Demonstration & Re demonstration | 3 | | | | | |
| Unit 8 | Introduction to Infection Control in Clinical setting Infection Nature of infection Chain of infection Types of infection Stages of Infection Factors Increasing susceptibility to Infection Body defenses against Infection Informatory response Infection | Lecture cum discussion, Demonstration & Re demonstration & Case Study | 10 | | | | | |
| Unit 9 | Comfort, Reat & Sleep and Pan -: Comfort of Factors Influencing Comfort o Types of beds including latest beds, purposes & heat making on Thereparatic positions or comfort diverse: a "Sleep and Reat or Physicalized or sleep of altero a factoring latest and sleep or Sleep Disorders :: Pain (Disconflort) or Physiology or Common cause of pain or Types o Assessment – pain scales and narroots scales | Lecture ourn discussion, Demonstration & Re demonstration | 15 | | | | | |
| Unit 10 | Hospital Admission and discharge :: Admission to the hospital full and preparation of unit o Admission bed Admission produces Medicio-legal issues o Roles and Reconstibilities of the nure :: Discharge from the hospital or Types – Pinnend discharge, LAMA and Abscond, Referrals and transfers o Discharge Planning o Discharge procedure o Medico-legal issues o Roles and Responsibilities of the nurse o Care of the unit after discharge | Lecture cum discussion, Demonstration & Re demonstration | 6 | | | | | |
| Unit 12 | Patient education Patient Teaching – Importance, Purposes, Process Integrating nursing process in patient teaching | Lecture cum discussion, Demonstration & Re demonstration & Health Talk | 4 | | | | | |
| Unit 13 | First Aid: Introduction Aims First aid and law General Principles: o Safety o Seeking help o Quick assessment Observation - consciousness and breathing o Provision of first aid | Lecture cum discussion , Role Play & Demonstration | 2 | | | | | |
| Unit 14 | First aid techniques Basic CPR - Adult & baby/ child Securing open airway Recovery position Initial top-to-toe assessment Hygiene & Handwashing technique | 5 | | | | | | |
| Unit 15 | Find and management of Common emergencials — Review of anatomy & physiology of systems mentioned balow. — Respiratory optiems of Derangia Ostimulation & Anarojas of Cheklang o Softowator by Amoles Authema — 20% O check disconscription of Balandian of Shock. — Injury & Instrume of Head, neck & aprinal injuries o Injuries & Enclares to Lonses, joints, and muscles o Dislocations os Strains & Sprains of Inmolization techniques : Unconsciourness & Anroux system related emergencies o Unconsciourness os Strake on Convulsions, epilepsy: — (I & Endo system related emergencies o Diarrhea o Food poisoning o Diabetes :: Skin, burns, heat schauston, fever 4 hypothermis o Burns is Heat stroke o Foreir o Hypothemati = Poisoning : Bies & stings A Anthua Bies, Insect strings & bites o Grake bites :: Sensory system related o Foreign bodies in eye, ear, nose, or skinSwallowed foreign objects : _ Unrary system, reproductive system, and emergency childbirth :: Depichologial #Faid :: _ Emergency Buildbirth emagement is management | Lecture cum discussion,Demonstration & Re demonstration | 8 | | | | | |
| Unit 16 | Selected First Aid Techniques Dressing Bandaging Transportation | Lecture cum discussion, Demonstration & Re demonstration | 4 | | | | | |
| Unit 17 | First Aid Kit Content of first aid box - small, medium, and large First medical responder first aid kit | Lecture cum discussion, Demonstration & Re demonstration | 1 | | | | | |

| | Part C | | | | | | | |
|---------|---|--|---------------|-------|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | |
| Unit 3 | History of Nursing and Nursing as a profession – History of Nursing, History of Nursing in India = Contributions of Florence Nghingale = Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Calegories of nursing personnel = Nursing as a profession – definition and characteristica/interia of profession = Values – Introduction – meaning and importance = Code of ethics and professional conduct for narses – Introduction | Role Play | BL5-Evaluate | 2 | | | | |
| Unit 14 | Maintaining body alignment – positions | Role Play | BL3-Apply | 2 | | | | |
| Unit 15 | Respiratory Emergencies & Basic CPR | Simulation | BL3-Apply | 3 | | | | |
| Unit 17 | First aid techniques Basic CPR - Adult & baby/ child Securing open airway Recovery position Initial top-to-toe assessment Hygiene & Handwashing technique | Simulation | BL4-Analyze | 6 | | | | |

| | Part D(Marks Distribution) | | | | | | | |
|-------------|----------------------------|---|--------------------------|---------------------|--------------------------|--|--|--|
| | | | Theory | | | | | |
| Total Marks | Minimum Passing Marks | Minimum Passing Marks External Evaluation | | Internal Evaluation | Min. Internal Evaluation | | | |
| | | | | 25 | 13 | | | |
| | | | Practical | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | |
| 1 | 0 | | | | | | | |

| | Part E | | | | | |
|----------------------------|--|--|--|--|--|--|
| Books | Poter, A. M., & Perry, S. E. (2016). Foundation of nursing (2nd ed.). Elsevier. | | | | | |
| Articles | https://www.ncbi.nlm.nih.gov/pmclarticles/PMC7319357/ https://www.ncbi.nlm.nih.gov/pmclarticles/PMC6001513/ https://www.ncbi.nlm.nih.gov/pmclarticles/PMC7319433/ | | | | | |
| References Books | Poter, A. M., & Perry, S. E. (2016). Foundation of nursing (2nd ed.). Elsevier. Potter, A., & Perry, S. (2020). Fundamentals of Nursing (10th ed.). Elsevier. | | | | | |
| MOOC Courses | https://www.coursera.org/learn/vital-signs | | | | | |
| Videos | https://wideo.saarch.yebo.com/search.yebo.cy.uk=nark/GEm/X2AmLOFd/g7HAz_uju=Y29sbwh2z3MESG02A/EEdrRpZAMEc2UjA38pdnM-?p=articles+for+fundamental=of-inusing&f2=pix- web&pp=E210N826G0&mmcafe#did=3xid=RB033498H5862280483580ad288b&action=view https://wideo.saarch.yebo.g287b70101541285901228eb02&action=view ==articles=for=fundamental=of=nusing&f2=pix-web&pt=E210N826G0&mmcafe#die@9xid=com2287b70101541285901228eb02&action=view | | | | | |
| Course Articulation Matrix | | | | | | |

| | | | | | | | 00 | uise Articulation | Mauix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|-------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 2 | 1 | 3 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 3 | 3 | 2 | 1 | 1 |
| CO3 | 1 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 |
| CO4 | 2 | 1 | 3 | 1 | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 1 | 1 | 1 |
| CO5 | 2 | 1 | 3 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BSc_Nursing

| Title of the Course | Nursing Foundations I & II Incl Health Assessment module | g Foundations I & II Incl Health Assessment module | | | | | | | | | |
|------------------------------------|---|---|--|---|---|---|---|--|--|--|--|
| Course Code | N-NF (II) 125 [P] | JI) 125 [P] | | | | | | | | | |
| | | Part A | | | | | | | | | |
| Year | 1st | | Credits | L | т | Р | С | | | | |
| 1601 | TOL . | | Credita | 0 | 0 | 7 | 7 | | | | |
| Course Type | Embedded theory and field work | d theory and field work | | | | | | | | | |
| Course Category | Foundation core | ation core | | | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | | | | | |
| Course Outcomes & Bloom's Level | CO2- understand the principles, types of communications, techniques of CO3- apply the importance of various nursing procedures, comfort mea CO4- provide evidence-based practice, safety measures and health ed | CO1- remember the concepts,definition factors and various theories(BL1-Remember) CO2- understand the principies, types of communications, techniques of maintain records and Nurse patients/ealidorship in the hospital settings, (BL2-Understand) CO3- apply the inportance of various runsing procedures, comfort measures and maintenance of equipment's and its applications in the patients in the hospital settings, (BL3-Apply) CO4- provide evidence-based practice, safely measures and health education to analyze the patient's progress and comfort in the hospital settings, (BL3-Analyze) CO4- provide evidence-based practice, safely measures and health education to analyze the patient's progress and comfort in the hospital settings, (BL3-Create) | | | | | | | | | |
| Coures Elements | Skill Development J Entepreneurship X Employability X Professional Ethics J Gender X Human Values X Environment X | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | | | | | |

Part B

Contents

Modules

Part B

Pedagogy

Hours

| | Par | | | | |
|---------|--|--|---------------|-------|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | |
| I | Health Assessment ⊂ Nursing/Health history taking ⊂ Perform physical examination: o Generale Body systems ⊂ Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction ⊂ I dentification of system wise deviations ⊂ Documentation of findings The Nursing Process ⊂ Prepare Nursing care plan for the patient based on the given case scenario | Field work | BL3-Apply | 40 | |
| II | Nutritional needs. Etimitation needsk. Diagnotisi: testing Nutritional needs □ Nutritional Assessment □ Preparation of Nascgastric tube feed □ Nascgastric bube feeding Hyptigeno □ Care of Sika A Hair⊐ Sponge Bath? Bed bah - Care of pressure points & back massage □ Pressure sort risk assessment using Braden/Norton scale – Hair wash – Pediculosis treatment □ Oral Hygtene □ Penineal Hygtene □ Catheter care | Field work | BL3-Apply | 40 | |
| Ш | Elimination needs Providing – Urinal – Bedpan Insertion of Suppository Ernema Urinary Catheter care Cate of urinary drainage Diagnostic testingSpecimen Collection o Urine routime and culture o Stoto routine o Sputum Culture Perform simple Lab Tests using request strips o Urine – Gluccee, Althourin, Acetone, et J. Specific gravity Elicod – GRBS Monitoring | Field work | BL3-Apply | 80 | |
| V | Organistion needs, Fluid, Electrolyte, and Adud – Base Balances Organistion needs: □ Organi administration methods o Nasal Porrage o Teae Mask/Venturt Mask. 2 Staan inhalation: OctosH Physiotherary © Leeg Breathing & Coughing Exercises □ Oral Suctioning Fluid, Electrolyte, and Adid – Base Balances □ Maintaining intake output chart □ Identify & report complications of IV Herrary □ Observe Blook & Blood Component therary □ Identify & Report Complications of IVan | Field work | BL3-Apply | 40 | |
| v | Administration of Medications Calculate Drug Dosages Preparation of Iotions Administer Medications Oral o Topical o Inhulations o Parenteral Intrademat Double Control Intrademat Double Control Intrademat Intrademat Double Control Intrademat Intradem | Field work | BL3-Apply | 80 | |
| vi | Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying Sensory Needs and Care of Unconscious patients Assessment of Level of Consciousness using Glasgow Coma Scale Terminally ill, death and dying Death Care | Field work | BL3-Apply | 40 | |

| 1 | Part D(Marks Distribution) | | | | | | | |
|-------------|--|---------------------|--------------------------|---------------------|--------------------------|--|--|--|
| | Theory | | | | | | | |
| Total Marks | otal Marks Minimum Passing Marks External Eval | | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | |
| | 50 | | | | | | | |
| | | | Practical | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | |
| 100 | 50 | 50 | 25 | 50 | 25 | | | |

| | Part E |
|------------------|---|
| Books | Clement, G. (2020). Textbook of Nursing Foundation (2nd ed.). Elsevier Publishers. |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMc77319433/ https://cnlinelibrary.wley.com/doi/full/10.1111/jonn.13402 https://everynurse.org/nursing-fundamentals-building-e-solid-foundation/ |
| References Books | Poter, P. A., & Perry, A. G. (201). Foundation of Nursing (2nd ed.). Elsevier Publishers. |
| MOOC Courses | https://alison.com/coursel/diploma-in-nursing-and-patient-care-revised-2017 |
| Videos | http://m.video.search.yahoo.com/search.yahoo.yuH=AwrK9YoptBRIMI_DMXULgTHArciuh=Y36bwht2ZMEG02AyEE=BrQ2Me2(VABg0nHu-17p=sindamental+of+nursing+procedure+veidx8f2=pin- web&8ybe=E2100WB2C084fr=caleaded=8x4ebd16db4c3dexf880580e850e3c65431438anicin-weit http://ii.vdeo.search.yahoo.com/search/vdeo.yuH=AwrK9Yop4BRmLDMGXLq7HArc_juL=2000Karc_2AEEdxRpZAMEc2VjA38pdnM-? p=fundamental+of+nursing+procedure+veidx8ff2=pin-web&type=E2101N82600&fr=mcafeefid=7&vid=1fb6d7f6d7c12c1686cd8e8e230b425&action=view |

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 2 | 1 | 3 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 3 | 3 | 2 | 1 | 1 |
| CO3 | 1 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 |
| CO4 | 2 | 1 | 3 | 1 | 3 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 1 |
| CO5 | 2 | 1 | 3 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Title of the Course | Nursing Management & Leadership | | | | | | | | |
|------------------------------------|---|--|--|---|---|---|---|--|--|
| nue or the Course | | | | | | | | | |
| Course Code | NMLE 330 | LE 330 | | | | | | | |
| | Part A | | | | | | | | |
| | | | | L | т | Р | С | | |
| Year | 3rd | | Credits | 3 | 0 | 1 | 4 | | |
| Course Type | Theory only | | · | | | | | | |
| Course Category | Discipline Core | ine Core | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | | | | | | |
| Course Outcomes & Bloom's Level | CO2- Understand the staffing patterns, human recourses, budgeting an CO3- Apply the importance of patient classification system, disaster mu CO4- Analyze evidence based practice, channel of communication and | Y1-Remember the definition, concepts and various theories, trends of Nursing Management. (BL1-Remember) Y2-Understand the staffing patterns, human recourses, budgeting and its relations to patient care and elaborate the functions of the nurse in the Hospital settings. (BL2-Understand) 32-Apylo the importance of patient classes frances users and its septications in the hospital settings. (BL3-Apply) 43-Apylo verive evidence based practice, subset management and its applications in the hospital settings. (BL3-Apply) 54-Subate the applications of orient classes transmission and to enable students to analyze the methods of ward management. (BL4-Analyze) 55-Subate the applications of orient classes transmission partices. (BL5-Evaluate) | | | | | | | |
| Coures Elements | Skill Development X Entepreneruship X Employability Professional Efrics J Gender X Human Values J Environment X | SDG (Goals) | SDG4(Quality education) SDG8(Decent work and economic growth) | | | | | | |
| | | Part B | | | | | | | |

| Modules | Contents | Part D Pedagogy | Hours |
|---------|--|--|-------|
| | | ····a-a-a-a-a-a-a-a-a-a-a-a-a-a-a-a-a-a | |
| Unit 1 | Health Care and Development of Nursing Services in India Current health care delivery system of India – review Planning and development of nursing services and education at global and national scenario Recent trends and issues of nursing service and management | Lecture cum discussion | 1 |
| Unit 2 | Management Busics Applied to Nursing — Definitions, concepts and theories of management — importance, features and levels of management — Management and administration — Functions of management — Principles of management — Role of a nurse a a management induction to Management Process — Planning — Organizing — Staffing — DirectingLeading — Controlling | Lecture cum discussion | 2 |
| Unit 3 | Planning Nursing Services : Vision, Mission, philosophy, objectives : Nursing service policies, procedures and manuals :: Functional and operational pinning :: Strategic Janning :: Program Janning - Gant trait & milestone chart :: Budgett procepts, principles, types :: Budget proposal, cost benefit analysis :: Planning hospital and patient care unit (Ward) :: Planning for emergency and disaster | Lecture cum discussion | 4 |
| Unit 4 | Coganizing □ Oganizing as a process – assignment, delegation and coordination □ Hospital – types, functions & organization □ Coganizational development □ Organizational structure: Organizational charts □ Organizational deflectiveness □ Hospital administration, Control & line of authority □ Hospital statistics including hospital tilization indices □ Nursing care delivery systems and trends □ Role of nurse in maintenance of effective organizational charts | Lecture and discussion & Symposium | 4 |
| Unit 5 | Staffing (Human resource management) ::: Detriktion, objectives, components and knotons Staffing & Scheduling :: Staffing - Philosophy staffing activities :: Recording schedules, development :: Craning & development :: Carlong is constant, transfer, terminating, superannuation :: Staffing units .: = Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as use StU normalify Homms, and Patient Classification ospitation :: Categories of oursing personnal patient ratio, Nurse Population ratio as use StU normalify Homms, and Patient Classification ospitation :: Categories of unusing personnal Discipline and gritwances In-Service Education :: Nature and scope of in-service education program :: Principles of datult teaming - review :: Planning and organizing in elevrice devication program :: Methods, bethings and relation :: Forganizing and Material Resource Management :: Procurement, purchasing process, inventory control & rele of nurse :: Auditing and maintenance in hospital and patient case unit | Lecture and discussion & Group Discussion | 6 |
| Unit 6 | Directing and Leading — Definition, principles, elemente of directing — Supervision and guidance — Participatory management — Inter- professional collaboration — Management by objectives — Team management — Assignments, rotations — Maintenance of discipline — Leadership in management | Lacture cum discussion , Role Play, Group Discussion & Symposium | 5 |
| Unit 7 | Leadership : Definition, concepts, and theories : Leadership principles and competencies : Leadership systems Staational leadership, Transformational leadership : Mehodos I eladership devolpment : Metrochrip/receptorship in norsing : Delegiation, power & politics, empowerment, mentoring and coaching : Decision making and problem solving :: Conflict management and negotiation : implementing Standard change | Lecture and discussion | 4 |
| Unit 8 | Controlling ⊡ Implementing standards, policies, procedures, protocols and practices ⊟ Nursing performance audit, patient satisfasted ⊐ Nursing rounds, Documentation – reacrist and reports Total quality management – Quality surance, Quality and safety ⊡ Performance appraisal ⊒ Program evaluation review technique (PERT) ⊒ Bench marking, Activity plan (Gant chart) ⊒ Critical path analysis | Lecture and discussion | 4 |
| Unit 9 | Organizational Behavior and Human Relations = Concepts and theories of organizational behavior :: Group dynamics : Review - Interpersonal relationship :: Human relations : Public indications in the context of runsing :: Relations with professional associations and employee unions :: Collective bargiaring :: Review - Motivation and morale building :: Communication in the workplace – assertive communication :: Committees - importance in the organization, functioning | Lecture and discussion , Role play & Group Discussions | 4 |
| Unit 10 | Financial Management □ Definition, objectives, elements, functions, principles & scope of financial management □ Financial planning (budgeting for nusting department) □ Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units | Lecture and discussion | 2 |
| Unit 11 | Nursing Informatics/ Information Management – Review Patient records Nursing records Use of computers in hospital, college and community Head community Head to be a set of the set of | Lecture cum discussion | 1 |
| Unit 12 | Personal Management – Review Emotional intelligence Resilience building Stress and time management – destressing Career planning | Lecture cum discussion & Case study | 1 |
| Unit 13 | Establishment of Nursing Educational Institutions – Indran Nursing Council norms and guidelines – Faculty norms, physical facilities, chincal facilities, curriculum inglementation, and evaluation/examination guidelines – Condination with regulatory bodies – INC and State Nursing Council – Accreditation – Inspections – Affiliation with university/State council/board of examinations | Lecture cum discussion | 4 |
| Unit 14 | Planning and Organizing — Philosophy, objectives and mission of the college — Organizzation structure of schoolcollege — Review – Curriculum planning — Renning teaching and learning experiences, clinical Billises – master planning, missi table and clinical rotation — Budget Jahming – Rearling staff, equipment & supplies, AV ads, Lia equipment, library books, purales, computers and maintenance — structure of the college — Written assignment – writing plankoophy of staching desaftment – Proparation of master plan. Imit table and clinical rotation — Short answer — Easay — Assessment of computer lab, transport facilities — Records & reports for students, staff, faculty and administrative — Committees and functioning = Clinical experimence | Lecture cum discutsion | 4 |
| Unit 15 | Staffing and Student Selection 🗆 Faculty/staff selection, recruitment and placement, job description 🗆 Performance appraisal 🗆 Faculty development 🗆 Faculty/staff welfare 🗆 Student recruitment, admission, clinical placement | Lecture cum discussion | 4 |
| Unit 16 | Directing and Controlling : Beview – Cunriculum implementation and evaluation ::: Leadership and motivation, supervision – review :: Guidance and connelling :: Quality management – educational audit :: Program evaluation, evaluation of performance :: Maintaining disciptine :: Imitizutional records and reports – administrative, faculty, staf and students | Lecture cum discussion | 4 |
| Unit 17 | PROFESSIONAL CONSIDERATIONS Review – Legal and Ethical Issues ⊟ Nuraing as a profession – Characteristics of a professional mars = Invaring leadies – philosophi, and and behavie = Regulatory tooles – NC and SKC constitution and functions Review – Professional ethica = Code of ethics and professional conduct – INS A ION = Practice standards for nursing – INC = International Council for Nurses (ION) Legal aspects in nursing: — Consumer protection can depleter rights = Legal terms related to practice, legalisystem – types of law, Incl aw & liabilities = Laws related to nursing practice – negligence, malpractice, treach, penalties ⊟ Invasion of privacy defamation of character = Nursing practice – negligence, malpractice, treach, penalties = practice act, regulation for nurse practitioner/specialist nursing practice. | Lecture cum discussion & Group Discussion | 4 |
| Unit 18 | Professional Advancement Continuing Nursing Education Career opportunities Membership with professional organizations – national and international Participation in research activities Publications – journals, newspaper | Lecture cum discussion | 2 |

| Part C | | | | | | | | | | |
|---------|--|--|----------------|-------|--|--|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | | |
| Unit 3 | Planning hospital and patient care unit (Ward) | Field work | BL3-Apply | 2 | | | | | | |
| Unit 4 | Role of nurse in maintenance of effective organizational climate | Field work | BL2-Understand | 2 | | | | | | |
| Unit 5 | Material Resource Management | Field work | BL3-Apply | 3 | | | | | | |
| Unit 7 | Conflict management | Case Study | BL3-Apply | 2 | | | | | | |
| Unit 9 | Electronic Medical Records (EMR), EHR | Case Study | BL3-Apply | 2 | | | | | | |

| Part D(Marks Distribution) | | | | | | | | | |
|---|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| Part Upwarks Distribution | | | | | | | | | |
| Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | |
| 100 | 50 | 75 | 18 | 25 | 13 | | | | |
| 100 | | 10 | Baseline I | 20 | 15 | | | | |
| | 1 | | Practical | F | 1 | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | | | | | | | | | |

| | Part E |
|------------------|---|
| Books | Swansburg Russel. (2018).Introduction to management 3rd Edition. Elsevier Publishers |
| Articles | https://www.nursingworld.org/content-hub/resources/workplace/what-is-nurse-burnout-how-to-prevent-it/ |
| References Books | Gilbret. J., (1997). "Educational Handbook For Health Personnel, W.H.O. Geneva, |
| MOOC Courses | https://www.udemy.com/course/nursing-management-and-leadership-course/?couponCode=LEADERSALE24A |
| Videos | https://www.youtube.com/watch?v=E_ayOzSJeXo |
| | |

| Course Articulation Matrix | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | PO8 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 |
| CO2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | Title of th | e Course | Nursing | Research Project | | | | | | | | | | | | |
|---|---|--|---|---|--|---|---|--|---|---|---------------------|--------------|----------------|------------|---|-------------------------------------|
| | Course | e Code | NRST 4 | 05 | | | | | | | | | | | | |
| | | | | | | | | Part A | | | | | | | | |
| | | | | | | | | | | | | L | т | | P | С |
| | Ye | ar | 4th | | | | | | Credits | | | | 0 | | 2 | 2 |
| | Course | е Туре | Project | | | | | | | | | | | | | |
| | Course 0 | Category | Discipli | ne Core | | | | | | | | | | | | |
| | Pre-Req | quisite/s | | | | | | | | Co-Requis | site/s | | | | | |
| | Course O & Bloom | | CO1- Tr CO2- Tr CO3- Tr | o enhance their scienti o comprehend, distingu o explain, generate, ree | ic writing skills (BL3 iish, understand and construct Design a p | B-Apply) d explain appropriate alan and create/prep | e design and sampl are the research pr | ing technique in nursin oject by evidence basi | g research.(BL4-Anal) ad practice by utilization | lyze) on of nursing research | n.(BL5-Evaluate) | | | | | |
| | Coures E | Elements | Entrepr Employ Profess Gender | velopment J schligt y X schligt y X schl | | | | | | | rowth) | | | | | |
| | | | | | | | | Part B | | | | | | | | |
| | Мо | dules | | | | Cont | ents | , are o | | | Pedag | Jogy | | | Hou | rs |
| | | | 1 | | | | | Part C | | | | | | 1 | | |
| Part C Modules Title | | | | | | | | Indicative-ABCA/PBL/ Experiments/Field work/ Bioom's Level Internships, Bioom's Level | | | | | | Hours | | |
| Module | es | | | | Title | | | | | Internships | a work/ | | | Bloom's Le | evei | nouro |
| Module Unit 1 | es | Research Project Work | | | Title | | | I | h Paper Presentation | Experiments/Field Internships | a work/ 5 | | BL6-Create | Bloom's Le | 99991 | 40 |
| | | | nimum Passing M | | | External Evaluation | | art <u>D(Marks Distrib</u> Theory Mi | | Internships | s | I Evaluation | BL6-Create | Bloom's Le | Min. Internal Evalu | 40 |
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| | | | | | | | | BSc_Nur | | | | | | | | | | |
| | | | | | | | | BSC_NUR | sing | | | | | | | | | |
| | Title of the Course (| | Nursing R NRST 405 | esearch & Statistics | | | | | | | | | | | | | | |
| | Course (| 2006 | NR31 403 | , | | | | | | | | | | | | | | |
| | | | | | | | | Part A | 1 | | | | L | | т | Р | с | |
| | Year | r | 4th | | | | | | | | Credits | 1 | 2 | | 0 | 0 | 2 | |
| | Course | Туре | Theory or | ily | | | | | | | | | | | | | | |
| | Course Ca | | Discipline | Core | | | | | | | | | | | | | | |
| | Pre-Requ | isite/s | | | | | | | | | Co-Requis | ite/s | | | | | | |
| | Course Ou & Bloom's | | CO2- con CO3- disc CO4- ider CO5- con | w, recognize, recall, s aprehend, distinguish, cover, apply, use and tify, select, outline, co apare, explain, interpr lain, generate, recons | Understand and e elate the nursing r mpare, differential et & evaluate | explain appropriate on research problems a te & analyze, no the various method | design and samplir and carrying out th esearch data, inter s of date collectior | ng technique in nu e nursing research rpreting and utilizin n and tools. (BL5-E | rsing researc h.(BL3-Apply ng the finding Evaluate) | :h.(BL2-Unde /) Is from health | nember) erstand) n related research.(BL4- n of nursing research.(B | Analyze) IL6-Create) | | | | | | |
| | Coures Ele | Skill Development / Enterpreneration X Enterpreneration X Professional Ethics / Gender X Human Values X Environment X | | | | | | | | | | | | | | | | |
| | | 1 | | | | | | Part E | 3 | | | | | | | | | |
| Mode | ules | Research and Resear | ah Broson - h : | | Contents | Definition -{ D: | and & pursies | oarch - Pi ' | | | | Pedag | ogy | | | | Hours | - |
| Unit-1 | | scientific method Cl Meaning, Purposes, S | naracteristics of go teps of EBP Proce | od research Steps s and Barriers | of Research proce | ss – overview 🗆 Evi | idence Based Prac | ctice – Concept, | lecture cum | n discussion | | | | | | | 6 | |
| Unit-2 | | Research Problem/Qu objectives and hypoth | estion Identifica | tion of problem area | Problem stateme | ent □ Criteria of a go | od research probl | em 🗆 Writing | lecture cum | discusion | | | | | | | 2 | |
| Unit-3 | | Review of Literature | | | | | | iew | | discussion | | | | | | | 2 | |
| Unit-4 | | Research Approaches | | | | | | | lecture cum | discussion | | | | | | | 4 | |
| Unit-5 | | Sampling and data Co sampling techniques i Methods of data colle Validity & Reliability of | lection Definitio Data – why, what tion o Questioning the Instrument | n of Population, Sam t, from whom, when a l, interviewing o Obse Research ethics | ole Sampling crit ad where to collect rvations, record an ot study Data co | teria, tactors influen t Data collection n alysis and measure illection procedure | cing sampling proc nethods and instru ement o Types of ir | cess, types of iments o nstruments, | Lecture cur | n discussion | & Group project | | 6 | | | | | |
| Unit-6 | | Analysis of data Co | | | | | | | lecture cum | discussion | | | | | | | 4 | |
| Unit-7 | | Introduction to Statisti data Mean, Median Statistical packages a | Mode, Standard on nd its application | leviation Normal Pr | obability and tests | of significance 🗆 Co | p-efficient of correl | lation 🗆 | seminar | | | | | | | | 12 | |
| Unit-8 | | Communication and u scientific article/paper Conducting group res | tilization of Resear Critical review of earch project | ch Communication f published research i | of research finding ncluding publicatio | gs □ Verbal report □ on ethics □ Utilizatio | Writing research n of research findi | report □ Writing ings □ | lecture cum | n discussion | | | | | | | 4 | |
| | | | | | | | | Part C | Part C | | | | | | | - | | |
| Module | | | | 1 | litle | | | | Indicative-ABCA/PBL/ Experiments/Field work/ Bloom's Level Internships | | | | | | | Hours | | |
| Unit -5 | s | ampling and data Collect | tion | | | | | Re | esearch Pape | er Presentatio | n | | | BL4-Analy | ze | | 40 | |
| | | | | | | | F | Part D(Marks D | istribution) | | | | | | | | | |
| | | | | | | | | Theory | | | | | | | | | | |
| Total Ma | | | num Passing Mar | ks | | External Evaluatio | n | | Min. Exte | rnal Evaluat | tion | | nal Evaluation | | | Min. Internal Ev | aluation | |
| 100 | 1 | 50 | | | 75 | | | 38 Practic | 2 | | | 25 | | | 13 | | | |
| Total Ma | arks | Minir | num Passing Mar | ks | | External Evaluatio | n | Flacuc | | rnal Evaluat | tion | Inter | nal Evaluation | | | Min. Internal Ev | aluation | |
| | | 0 | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | - |
| | Book | s | Polit D F | & Beck CT, (2003). N | ursing Research | Principles and Moth | ods 7th ed Linnin | Part E | | elnhia | | | | | | | | |
| | Article | - | | | | | | | | | ty patient care. Although | numerous quantitativ | e studies have exan | nined the fa | actors impacting p | professional self-con | cept, there remains | a limited |
| | References | | | n of these factors fron albot, (2014). Principl | | | | | | | | | | | | | | - |
| | MOOC Co | ourses | | w.mooc-list.com/tags/ | | | , | | | | | | | | | | | |
| | Video | 95 | Research | Design in Research M | fethodology | | | | | | | | | | | | | |
| | | | | | | | | Course Articula | 6 M-4 · | | | | | | | | | |
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | PO8 | PO9 | | PO10 | P011 | PO12 | PSO1 | 1 | PSO2 | PSO3 | |
| CO1 | | | | | | | 3 | 1 | | 3 | 1 | 3 | 2 | | 3 | 3 | | |
| CO2 | 2 3 1 3 1 2 3 | | | | | | | 1 | 3 | | | 3 | 1 | 2 | | 2 | 2 | |
| CO3 CO4 | 2 | 3 | 1 2 3 2 3 2 2 2 2 2 2 2 2 | | | | | | | | | 2 | 3 | 1 | | 1 | 2 | |
| CO4 CO5 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | | 2 | 1 | 2 | 2 | | 1 | 2 | |
| CO6 | 2 | - | 2 | - | 2 | 2 | - | - | - | | - | 2 | - | 1 | | - | 1 | |



PB_BSc_Nursing

| Title of the Course | Community Health Nursing | | | | | | | | | | |
|------------------------------------|--|--|---------|----------------|--------|---------------|--------|--|--|--|--|
| Course Code | PBNSG 202[P] | | | | | | | | | | |
| | F | Part A | | | | | | | | | |
| Year | 2nd | | Credits | L 0 | T 0 | P 8 | C 8 | | | | |
| Course Type | Embedded theory and field work | | | | | • | | | | | |
| Course Category | Course Category Discipline Core | | | | | | | | | | |
| Pre-Requisite/s | obtained a certificate in general nursing and midwifery and registered as R.N.R.M. with the state nu | rses registration council | | Co-Requisite/s | be n | nedically fit | | | | | |
| Course Outcomes & Bloom's Level | C01-Explain the concept of various factors contributing to health of radividual, family and communi C02-biterity the ofe of community health marse (BL3-Apply) C03-bescribe national health care delivery system. (BL3-Apply) C04-bescribe appleomiogical methods and principies of prevention and control of liness in the co C05-biterity the role of personnel working in the community health set up. (BL3-Apply) C05-Panit the work of community health mure and supervise and train health workers. (BL3-Apply) | mmunity.(BL3-Apply) | | | | | | | | | |
| Coures Elements | Skill Development J Entrepresentatio J Entropolatini J Professional Ethica J Gender J Human Natues J Environment X | Skill Development √ integreneruship √ imployability √ folessonal Ethics √ SDG (Goals) ander √ tuman Values √ | | | | | | | | | |
| | F | Part B | | | | | | | | | |
| Modules | Contents | | | Pedagogy | | Hours | | | | | |

| | Part | c | | |
|---------|--------------------------------|--|---------------|--------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| 1 | Sub-centre, PHC, CHC | Field work | BL3-Apply | 90 hrs |
| 2 | District family welfare bureau | Field work | BL3-Apply | 30 hrs |
| 3 | Urban centers | Field work | BL3-Apply | 90 hrs |
| 4 | Field visits | Field work | BL3-Apply | 50 hrs |

| | Part D(Marks Distribution) | | | | | | | | | |
|-------------|--|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| Theory | | | | | | | | | | |
| Total Marks | Minimum Passing Warks External Evaluation Min. External Evaluation Min. Internal Evaluation Min. Internal Evaluation | | | | | | | | | |
| | | | | | | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 0 | 50 | 25 | 50 | 25 | | | | | |

| | Part E |
|------------------|--|
| Books | 1.K.Park, Teutbook of Preventive & Social Medicaio-current edition 2. K.Park, Essentials of Community Health Nursing 3. Roakstani, An Introduction to Community Health Nursing 1. Roakstani, A |
| Articles | https://www.purdueglobal.edu/biog/nursing/community-health-nursing/ https://nurse.org/articles/community-health-nurse/ |
| References Books | Nes, Mary A, and Melania McEvane, address. Community/Public Health Nursing: Promoting the Health of Populations. Th ed., Saunders. 2018. Nes, M. A, & McEvene, M. (Eds.), (2018). Community/public health Nursing: Promoting the Health of Populations. Th ed. Saunders. 2018. Ness Saunde |
| MOOC Courses | https://www.mooc-list.com/tags/hursing |
| Videos | http://www.nia.nit.gov/hathibasisted-living-and-numing-homeslong-term-care-facilities-assisted-living-nursing-homes n.video.search.yahoo.com/search.videoth=Awr1TdQAuhhmil4bfyO7HAxyu=Y2tebwNz2MEcGReAzEEanRpZAMEcZVJA3BpdmA? paralicles+for-community-heath-muning82tepvi-webBgreeZ10NB2800Eanraciee |
| | |

| Course Articulation Matrix | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | PO11 | P012 | PSO1 | PSO2 | PSO3 |
| CO1 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 3 |
| CO2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| CO3 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 3 |
| CO4 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 1 | 2 | 2 | 3 |
| CO6 | | | | - | | - | - | | - | | - | | | | |



PB_BSc_Nursing

| Title of the Course | Community Health Nursing | | | | | | |
|------------------------------------|---|--------------------------|----------------|--------|-------------|--|--|
| Course Code | PBNSG 202[T] | | | | | | |
| | Pi | art A | | | | | |
| Year | 2nd | L 4 | T 0 | P 0 | C 4 | | |
| Course Type | Theory only | | | | | | |
| Course Category | Discipline Core | | | | | | |
| Pre-Requisite/s | obtained a certificate in general nursing and midwifery and registered as R.N.R.M. with the state nurs | ses registration council | Co-Requisite/s | be me | dically fit | | |
| Course Outcomes & Bloom's Level | COL Explain the concept of various factors contributing to health of individual, family and community CO2. Listnifty the node of community health nurse (84.2-MADerstand) CO3. Describe national health care delivery system. (8L3-Apply) CO4. Describe explainnilogical methods and principies of prevention and control of illness in the con CO5. Listnifty the role of personnel working in the community health set up. (8L5-Create) CO6. Plant the work of community health nurse and supervise and train haint workers. (RE-C-Create) | imunity.(BL4-Analyze) | | | | | |
| Coures Elements | II Development ✓ IF prevenuentie ✓ IF prevenuentie ✓ SDG3(Good health and weil-being) SDC3(Good he | | | | | | |

| | Environment X | | | |
|----------|---|---|----------|-------|
| | | Part B | | |
| Modules | Contents | | Pedagogy | Hours |
| Unit I | Introduction to Community Health – Concepts, Principles and Elements of Primary Health Care. Introduction to Community Health Nursing - Community Nursing process. Objective, Scope and Principles of Community Health Nursing. | Lecture cum Discussion | | 6 |
| Unit II | Family Health Services · Concept, Objective, Scope and Principles · Individual, Family and Community as a unit of service. Principles and techniques of non-wrising Stabilishing working relationships with the family Vorking with families in relation to prevention of diseases, promotion of health. • Care of the sick in the home, physically handicapped and mentally challenged. • Surveillance and Monitoring. | Lecture cum Discussion , visual art | | 8 |
| Unit III | Organisation and administration of health services in India. * National health policy * Health planning and healthcare delivery system in India * Health team concept * Clert ex, State, distict, urban health services, rural health services * System of medicines * Centrely sponsore the Aeath schemes * Red voluntary health organizations and international health agencies * Role of health personnel in the community * Public health legislation. * Standard treatment protocols at SC * Financial management, accounts & computing at SC * BMW and rule 2016 | Lecture cum Discussion , PBL, Presentation | | 10 |
| UNIT IV | Health Education * Aims concepts and scope of the health education * National plan for health education * Communication techniques * Methods and media for health education programmes * Planning for health education and role of nurse * social mobilization skills * Stehavior charge communication and soft skills * Counseling-Gather | Lecture cum Discussion , case study | | 8 |
| UNIT V | V 8 Explain the Role of the community health runse. Role of the community health nunse. * New National health programmes * Maternal and child health programmes * Family welfare and school health services * Occupational health services. * As a member of the health team. * Rakhting Bai survisional health programme on CD and NCDs Chalk board power point Transparency Essay Type Short answer Assessment of report on community Identification | Lecture cum Discussion , Group Discusion | | 8 |
| Unit VI | VI 10 Describe Epidemiology Epidemiology * Definition-concepts, aims, objectives, methods, principles * Epidemiology – Theories and models * Application of Epidemiology, principles and concepts in community health. * Investigation of outbreak Chaik board power point Transparency Essay type Short answers | Lecture cum Discussion , Fild Work & Out door learning, PBL | | 10 |
| Unit VII | Bio statistics and vital statistics * Introduction, definition and scope, legislation * Report, neording and compiling of vital statistics at the local, state, and/and and international level. ¹ Definitions and method of computing vital statistics * Method of presenting data * Management information system. * IHIS * Electronic medical record * Integrated disease surveillance project (IDSP) * RCH portal (MCTB) * Sources of vital statistics of vital statistics of the state of vital statistics of the state of vital statistics of the state of vital statistics | Lecture cum Discussion , Fild Work & Out door learning | | 10 |
| | · | Part C | | |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| 1 | Introduction to Community Health - Concepts, Principles and Elements of Prinary Health Care - Introduction to Community Health Nursing - Concord of Community Health Nursing - Concepts - Objective, Soop and Principles - Individual, Family and Community Health Nursing - Family Health Services - Occept, Objective, Soope and Principles - Individual, Family and Community as an in of service. Principles and techniques of home visiting - Establishing working relationship with the family. Viorking with families in relation to prevention of diseases, promotion of health - Care of the sick in the home, physically handicapped and mentally challenged. - Surveillance and Monkhoing. | Field work | BL3-Apply | 6 |
| 4 | Unit - 4 • Health Education: • Aims, Concepts and Scope of Health Education. • National Plan for Health Education • Communication Techniques • Methods and media for health education programmes • Planning for health education and role of purse | Field work | BL3-Apply | 8 |

| | Part D(Marks Distribution) | | | | | | | | | |
|-------------|----------------------------|---|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| | Theory | | | | | | | | | |
| Total Marks | Minimum Passing Marks | Minimum Passing Marks External Evaluation | | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 50 | 75 | 38 | 25 | 12 | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | 0 | | | | | | | | | |

| | Part E |
|------------------|--|
| Books | 1: K Park, Textbook of Preventive & Social Medicine-current edition 2: K Park, Essentials of Community Health Nursing 3: Raokasturi, An Introduction to Community Health Nursing, I publications. 4: Freeman Ruth, Community Health Nursing Practice. 5: Starthope Lancaster, Community Health Nursing Process AP Practice, Deputer publication 6: BasevantappaBT. Community Health Nursing 7: Sathe , Epidemiology & management of Health Care , Popular publication 8: Mahajan Gupta, Textbook of Preventive & Social Medicine, Jagree Publications I Lancaster, Community Health Nursing Practice 5: Starthope Lancaster, Care and Process ap Practice for Promoting Health, Mostry Publications. |
| Articles | http://www.tandfonline.com/bit/htm2/liphi_aphapeluleations.org/doi/10.21054/JPH.2022.306873.http://in-video.saenty.hipto-com/isearch/videor_ut=Avarx.9pthNm0Kca5E27HA:_ytu=Y29stwHzZMEc609zAzEEdarRgZAMEc2VJA3BpdnM-? paraticles+for-community-health-munipa&22-piv-web/game=Z10N828002feriorance4eferio/9005669507042883ha31022558abAscion=view |
| References Books | Neis, Mary A, and Melania McEven, editors. Community/Public Health Nursing: Promoting the Health of Populations. Th ed., Saurdare, 2018, Niss, M. A, & McEven, M. (Eds.), (2018). Community/public health nursing: Promoting the Health of populations. Th ed., Saurdare, 2018, Niss, N. A, & McEven, M. (Eds.), (2018). Community/public health nursing: Promoting the Health of Populations. Th ed., Philadelphia. Saurdare, 2018, Niss, M. A, and Melania McEven, ed. Community/Public health Nursing: Promoting the Health of Populations. The ed. Philadelphia. Saurdare, 2018, Niss, M. A, and Melania McEven, ed. Community/Public health Nursing: Promoting the Health of Populations. The ed. Saurdare, 2018, Niss, M. A, and Melania McEven, ed. Community/Public health Nursing: Promoting the Health of Populations. The ed. Philadelphia: Saurdare, 2018, Niss, M. A, and Melania McEven, ed. Community/Public health Nursing: Promoting the Health of Populations. The ed. Saurdare, 2018, Niss, M. A, and Melania McEven, ed. Community/Public health Nursing: Promoting the Health of Populations. The ed. Philadelphia: Saurdare, 2018, Niss, M. A, and Melania McEven, ed. Community/Public health Nursing: Promoting the Health of Populations. The ed. Saurdare, 2018, Niss, M. A, and Melania McEven, ed. Community/Public health Nursing: Promoting the Health of Populations. The ed. Saurdare, 2018, Niss, M. A, and Melania McEven, ed. Community/Public health Nursing: Promoting the Health of Populations. The ed. Saurdare, 2018, Niss, M. A, and Melania McEven, ed. Community/Public health Nursing: Promoting the Health of Populations. The ed. Saurdare, 2018, Niss, M. A, and Melania McEven, ed. Community/Public health Nursing: Promoting the Health of Populations. The ed. Saurdare, 2018, Niss, M. A, and Melania McEven, ed. Community/Public health Nursing: Promoting the Health of Populations. The ed. Saurdare, 2018, Niss, |
| MOOC Courses | https://www.mooc-list.com/tags/nursing |
| Videos | http://in.video.search.yelso.com/heasth/viseo_yin-Avrx.Stephthm/KasE27HAx_July-Y2blankh2ZAHEC602AxEEdnRp2AMEC2VJA3BpdnM-?p=articles+for+community+health+nuraing&fd2=piv- webAtype=E210H2820GMs+macaBeedHeSkd=2580G0H18H265B41a352+10545A5at00+view |

Course Articulation Matrix

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 3 |
| CO2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 |
| CO3 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 3 |
| CO4 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 1 | 2 | 2 | 3 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



PB_BSc_Nursing

| | | FB_B3C_Nul | ang | | | | | | |
|---|---|---|--|----------------|---|------------|---------|--|--|
| Title of the Course | Mental Health Nursing | | | | | | | | |
| Course Code | PBNSG 203[P] | | | | | | | | |
| | | Part A | | | | | | | |
| Year | 2nd | | | | Credits | L T 0 0 | P C 8 8 | | |
| Course Type | Lab only | | | | | | | | |
| Course Category | Discipline Core | | | | | | | | |
| Pre-Requisite/s | candidate seeking admission must : i) hold a diploma in or community health nursing. | General Nursing & Midwifery (GNM) ii) be a register | | Co-Requisite/s | be medically fit | | | | |
| Course Outcomes & Bloom's Level | CO2- applyprinciplesof psychiatric nursinginclinicalprac CO3- ability of assessment, therapeutic communication CO4- infer and illustrate the psycho dynamics and Asse | end informationcurrent trondy, and theories in historical development in the field of Mental health (BL1-Remember) noipiesof psychiatric nursing/initincalpractics (BL3-Apply) assessment, therapeutic communication and various treatment modalities[E.C.T. Behavioral therapies. etc)(BL4-Analyze) (Illustrate the psycho dynamics and Assessing patient with psychiatric disorders take decisions to provide comprehensive nursing care individually as well as in teams(BL4-Analyze) (relate and infert the progroots and treatment modalities in ILB- K-Seu tate) (relate and infert the progroots and treatment modalities in ILB- K-Seu tate) | | | | | | | |
| Coures Elements | Skill Development J Entepreneurship J Employability J Professional Ethics J Gender X Human Values X Environment J | trepreneurship √ nployability √ SDG (Goals) nder X M M M M M M M M M M M M M M M M M M | | | | | | | |
| | | Part B | | | | | | | |
| Modules | 1 | | Contents | | Pedagogy | | Hours | | |
| Psychiatric OPD | | History taking Perform mental status examinatio examination Observing and assisting in therapie Family psycho-education | Fieldwork and out door learning, case study | | 2 week | | | | |
| Child Guidance clinic | | History & mental status examination Observe/p Parental teaching for child with mental deficiency | ractice psychometric assessment \Box Observe and assist in various the | erapies 🗆 | Fieldwork and out door learning, case study | | 1 weeks | | |
| Inpatient ward | | History taking ⊡ Mental status examination (MSE) ⊡ Neurological examination □ Assisting in psychometricassessment □ Recording threspectic communication = Administration of medications □. Assist Electric-Convulsive Therapy (ECT) □ Participating in all threspective participating = Administration of the Participating and therapy (ECT) □ Participating and theraping Participating and therapy Participating = Administration and discharge conventing □ Conventing and theraping Participating and therapy Participating = Administration and discharge conventing □ Conventing = Conventing and theraping and theraping Participating = Administration of the Participating = Administration and the Participating and theraping = Participating = Administration and double and the Participating = Administration and the Participating = Administra | | | | | 4 weeks | | |
| Community psychiatry & Deaddiction centreCommunity psychiatry | & Deaddiction centre | Conduct home visit and case work \Box Identifying individuals with mental health problems \Box Assisting in organizations of Mantal Health cam \Box Conducting awareness meetings for mental health & mental illness \Box Counseling and Teaching family members, patients and community \Box Observing deaddiction care | | | | | 1 weeks | | |
| | | Part C | | | | | | | |
| l l | | | | | | | | | |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|---------------|--|---------------|---------|
| 1 | psychotherpay | Seminar | BL4-Analyze | 1 weeks |

| | Part D(Marks Distribution) | | | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| | Theory | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | | | | | | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 50 | 50 | 25 | 50 | 25 | | | | | |

| Part E | | | | | | | |
|--|---|--|--|--|--|--|--|
| Books | Books Kap.oor Binla, Textbookolpsychiatry/Nursing, 13th-Edition | | | | | | |
| Articles Realist synthesis of a rapid response system in managing mental state deterioration in acute hospital settings | | | | | | | |
| References Books | | | | | | | |
| MOOC Courses sbed.ac.in/mooc-on-mental-health-wellbeingl#text=Course%200Verview%3A,managing%20stress%2C%20and%20fstering%20testilence. | | | | | | | |
| Videos https://www.youtube.com/watch?v=Ro-38mXis8 | | | | | | | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | - | - | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 |
| CO2 | 1 | - | 1 | 1 | 2 | - | - | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 2 | 1 | - | - | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO5 | - | - | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



PB_BSc_Nursing

| c | oures Elements | Skill Development / Entrgeneurship / Entrgeneurship / Professoral Ehrics / Gender X Human Values X Environment / | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) | |
|---------|----------------|--|-------------|---|-------|
| | | | Part B | | |
| Modules | | Contents | | Pedagogy | Hours |

| Modules | | Title | | Indicative-ABCA/PBL/ | Bloom's Level | Hours |
|---------|---|---|--|--|---------------|-------|
| | | | Par | tC | | |
| 8 | Therapeutic Modalities Principles, indication, contraindications and role of nurse in various treatment methods: "Therapeutic 8 community and Mile therapy 'Occupational therapy 'Penhaiton therapy 'Behaviour therapy 'Group therapy 'Family therapy * Pharmacotherapy 'Electro coundwise therapy'Occupation therapy 'Behaviour therapy 'Group therapy 'Family therapy * | | | | 12 | |
| 7 | | atric Emergencies * Types of emergencies, psychopathology, clinical features, assessment and diagnosis, treatment and management of patient with psychiatric emergencies. * Crisis intervention therapy. | Lecture | e cum Discussion , Fild Work & Out door learning | | 4 |
| 6 | | ement of mental sub- normality * Classification of mental sub- normality * Etiological factors, psychopathology, psychometric ment, diagnostic criteria and management of sub- normality. | Lecture | e cum Discussion , Fild Work & Out door learning | | 2 |
| 5 | Classific criteria * | ement of patients with substance use disordens " Substance use and misuse. "Dependence, individual and withdrawel * action of psychoartive substances "Exological and contributory factors "Psychopathology "Chical Factures "Disopnotic "Treatment and nursing management of patient with substance use disorders." Preventive and rehabilitative aspects in co abuse. "Mental health act Sam; c) = addicing programme | Lecture cum Discussion , Group Discusion | | | |
| 4 | compuls | next of mental disorders - "Exclogical factors, psychopathology, types, chinel Reatures, diagnostic criteria treatment and management of patient with following disorders: "Neurolis Disorders: Neurois, Depositive Neurosis, and Hypochnodricaal Neurosis, Strass related and somatoficm disorders "Psychotic s: Schapphrenic fordinad addepositive", and addepositive Revision and utilitative Neurosis, Depositive | | | | 20 |
| 3 | Therape Relation | eutic communication * Communication process * Interview skills, therapeutic communication techniques. Nurse patient nship, therapeutic impasse and it's management process recording. | Lecture | e cum Discussion , PBL, Presentation | | 4 |
| 2 | Classific factors a | cation and assessment of mental disorders * Terminologies used in psychiatry * Classification of mental disorders * Etiological and psychopathology of mental disorders * History taking and assessment methods for mental disorders. | Lecture | e cum Discussion , visual art | | 5 |
| 1 | principle | ction and historical development * History of psychiatry * Historical development of mental health nursing * Philosophy, es of mental health acyclitatric nursing * Concept of normal and abnormal behaviour * Role and qualities of mental health chlattic nursing * Mental health team and functions of team members / Legal aspects in psychiatry and mental health services | lecture | cum discussion | | 5 |

| Modules | Title | Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|------------------------|--|----------------|-------|
| 8 | Therapeutic Modalities | Field work | BL2-Understand | 12 |
| | | | | |

Part D(Marks Distribution)

| | Theory | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | |
| 100 | 50 | 75 | 38 | 25 | 12 | | | |
| | | | Practical | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | |
| | | | | | | | | |

| | Part E |
|------------------|---|
| Books | BimiaKapor, Psychiatric nursing, Vul. I & II Kumar publishing house Dehi, 2001 Mis. Shatai, Escantialoid Psychiatry, CSS publishers and disributors, Schel NirgAhyai, A short textbook of patchiatry, Jaysee brothers, New Dehi, 2002. R. Steveuri, A guide to mental health A spychiatric nursing, Jaysee brothers, Medical Publishers P(Ld), New Dehi 1st edition. |
| Articles | Mental Health and Suicide Prevention Mental health refers to cognitive, behavioural, emotional well-being of an individual. This term is broady used synonymously for any kind of mental disorder. Though early physical well-being was given more importance to the Mental health. Nental health can affect daily living relationships and overall life. Various socio – economic and physical factors, occupation, education, ethnicity, can affect an individual is mental health. For forg psycholic care was either ignored or was a misnomer for being instance. With the origing instance round and instance of the mental health set. For tong psycholic care was either ignored or was a misnomer for being instance. With the origing instance round all instance and the mental health set. For tong psycholic care was either ignored or was a misnomer for being instance. |
| References Books | Mary C Townsend "Psychiatric Mental Health Nursing". Concept of care, 4th edition. F.A.Davis Co. Philadelphia 2003. Gail WiscansStuart Michele T. Laraia. "Principles and practice of psychiatric nursing", 8th edition, Elseveir, India Pvt. Ltd. New Delhi.2005. |
| MOOC Courses | https://www.futurelearn.com/courses/mental-health-and-well-being |
| Videos | https://www.youtube.com/watch?v=2Vtz43pRPas |

| | | | | | | | Co | urse Articulation | Matrix | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|--------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | - |
| CO2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | - |
| CO3 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | - |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | - |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



PB_BSc_Nursing

| | | = | | | | | | | | | | | | |
|---|---------------------------------|---|---|---|----------|----------------|--------|------------|--------|--------|--|--|--|--|
| Title of th | e Course | Introduction to nursing education | | | | | | | | | | | | |
| Course | Code | PBNSG 204[T] | | | | | | | | | | | | |
| | | Pa | rt A | | | | | | | | | | | |
| Ye | ar | 2nd | | | | Credits | L 3 | T 0 | P 4 | C 7 | | | | |
| Course | э Туре | Theory only | nly | | | | | | | | | | | |
| Course C | Course Category Discipline Core | | | | | | | | | | | | | |
| Pre-Req | uisite/s | A candidate seeking admission must : i) hold a diploma in General Nursing & Midwifery (GNM) ii) be a | registered nurse | | | Co-Requisite/s | be med | ically fit | | | | | | |
| Co1-remember the concepts.definition factors and various benefician 4 and illness. (BL1-Remember) CO2-unstrand the principation factors and various beneficiant and conses. (BL1-Remember) CO2-unstrand the principation factors and various beneficiant encoders and Nurse patient's relationship in the hospital settings (BL2-Understand) CO3- apply the importance of various nursing procedures, control measures and maintenance of equipment's and its applications in the patients in the hospital settings (BL3-Apply) & Bloom's Level CO4- evoluate the applications of evidence-based practice such as basic nursing care. Health educations, nursing process and needs of the patient in the hospital settings (BL5-Evaluate) CO5- evaluate the applications of evidence-based practice such as basic nursing care.Health educations, nursing process and needs of the patient in the hospital settings (BL5-Evaluate) CO6- of | | | | | | | | | | | | | | |
| Coures E | lements | Skill Development X Entreprenership X Employability X Professional Ethics V Gender X Human Values X Environment X | SDG4(Quality education SDG5(Gender equality) SDG8(Decent work and | 1 Alexandread Alexandread Alexandread Alexandread Alexandread Alexandread Alexandread Alexandread Alexandread A | | | | | | | | | | |
| | | Pa | rt B | | | | | | | | | | | |
| Moo | dules | Contents | | | Pedagogy | | | Hours | | | | | | |
| | | Pa | rt C | | | | | | | | | | | |
| Modules | | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | | | Bloom's Level | | | Hou | ırs | | | | |
| Unit I | Assignment/Panel discussion | | Experiments | | | BL2-Understand | | 6 | | | | | | |
| Unit II | Demonstration | | Field work | | | BL3-Apply | | | | | | | | |
| Unit III | Assignment/ Symposium | | Experiments | | | BL3-Apply | | | | | | | | |
| 11.2.04 | | | | | | | | | | - | | | | |

| Onicili | Assignment/ symposium | Experiments | BL3-Apply | • |
|-----------|-----------------------|-------------|----------------|----|
| Unit IV | Seminar | Field work | BL4-Analyze | 8 |
| Unit V | Demonstartion | Field work | BL4-Analyze | 10 |
| Unit VI | Educational Visit | Field work | BL4-Analyze | 8 |
| Unit VII | Educational Visit | Field work | BL2-Understand | 6 |
| Unit VIII | Educational Visit | PBL | BL2-Understand | 6 |
| | | | | |

| | Theory | | | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | |
| | Practical | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | 0 | | | | | | | | |

Part D(Marks Distribution)

| | Part E | | | | | |
|--|--|--|--|--|--|--|
| Books | Neelam Kumari/PV Text Book of Communication & Education Technology,• 2nd Vol. | | | | | |
| Articles | Iheduru-Anderson, K., & Waite, R. (2022). Illuminating antiracist pedagogy in nursing education. Nursing inquiry, 29(4), e12494. | | | | | |
| References Books L Gopichandran, C Karniammal,Essentials Of Communication & Educational Technology For B.Sc Nursing. CBS Publishers, 1st Edition | | | | | | |
| MOOC Courses | https://www.my-mooc.com/en/categorie/nursing | | | | | |
| Videos | https://www.youtube.com/watch?v=i6VeWups5sU https://www.youtube.com/watch?v=KMfTyTP6yOA | | | | | |
| | | | | | | |

| | | | | | | | | urse Anticulation | waux | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|------|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 2 |
| CO2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 |
| CO4 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO6 | | | - | | - | - | | - | - | | - | - | | | |



PB_BSc_Nursing

| Title of the | e Course | Introduction to Nursing Administr | ation | | | | | | | | | |
|--|--------------------------------|---|--|-------------|---|--|--------------------|-------------|---------------|---------------|------------|-------|
| Course | Code | PBNSG 205[T] | | | | | | | | | | |
| | | | | Par | tA | | | | | | | |
| Yei | | 2nd | | | | | Credits | | L | т | Р | С |
| Te. | ar | 210 | | | | | Credits | | 4 | 0 | 6 | 10 |
| Course | туре | Theory only | | | | • | | | | | | |
| Course C | ategory | Foundation core | | | | | | | | | | |
| Pre-Req | uisite/s | i) hold a diploma in General Nurs | sing & Midwifery (GNM) ii) be a registered nurse | | | | Co-Requisite/ | s | be medi | cally fit | | |
| Col- remember the concepts definition factors and various theories (BL-14emember) Course Outcomes Course Outcomes Col- and various theories of Health and diness (BL-14emember) & Bloom's Level Col- and the principal settings (BL-24nderstand) & Bloom's Level Col- and the principal settings (BL-34pply) Col- provide variance, setting seasures and healtheance of experiment's and ta septications in the patients in the hospital settings (BL-34pply) Col- provide variance, setting seasures and healtheance of experiment's and ta septications in the patients in the hospital settings (BL-34pply) Col- provide variance, setting seasures and healtheance of experiment's and ta septications in the patients in the hospital settings (BL-34pply) Col- evaluate the applications of evidence-based practice such as basic runsing care.Health educations, nursing process and needs of the patient in the hospital settings (BL-54valuate) Col- evaluate the applications of evidence-based practice such as basic runsing care.Health educations, nursing process and needs of the patient in the hospital settings (BL-54valuate) Col- evaluate the applications of evidence-based practice such as basic runsing care.Health educations, nursing process and needs of the patient in the hospital settings (BL-54valuate) Col- evaluate the applications of evidence-based practice such as basic runsing care.Health educations, nursing process and needs of the patient in the hospital settings (BL-54valuate) Col- evaluate the applications of evidence-based practice such as basic runsing care.Health educations, nursing process and needs of the patient in the hospital settings (BL-54valuate) Col- evaluate the applications of evidence-based practice such as basic runsing care.Health educations, nursing process and needs of the patient in the hospital settings (BL-54valuate) Col- evaluate the applications of evidence-based practice such as basic runsing care.Health educations, nursing process and needs of the patient in the hospital settings (BL-54valuate) C | | | | | | | | | | | | |
| Coures E | lements | Skill Development ✓ Entrepreneurship × Employability ✓ Professonal Ethics ✓ Gender × Human Values × Environment × | | SD SD | SDG3(Good health and well-being) SDG4(Quality education) SDG3(Gender equality) SDG3(Decent work and economic growth) | | | | | | | |
| | | | | Par | t B | | | | | | | |
| Moc | lules | | Contents | | | | Pedagogy | | | | Hours | |
| | | | | Par | C | | | | | | | |
| Modules | | | Title | | Experin | tive-ABCA nents/Field nternships | d work/ | | Bloom's Level | | | Hours |
| 5 | Maintaining records and report | S | | | Industrial Visit | | | BL4-Analyze | | | 10 | |
| 3 | staffing recruitment | | | Field work | | | | BL4-Analyze | | | | |
| | | | Р | art D(Marks | Distribution) | | | | | | | |
| | | | | The | ory | | | | | | | |
| Total Marks | Minimum P | assing Marks | External Evaluation | | Min. External Evaluation | | Internal Evaluatio | n | | Min. Internal | Evaluation | |
| | | | | | | | | | | | | |

| 100 | 50 | 75 | 38 | 25 | 12 | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|
| Practical | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 1 | 0 | | | | | | | | |

| | Part E | | | | | | | | |
|---------------------|--|--|--|--|--|--|--|--|--|
| Books | Rowland, H. S., & Rowland, B. L. (Eds.). (1997). Nursing administration handbook. Jones & Bartlett Learning. | | | | | | | | |
| Articles | ph, M. L., Williams, M., Reinke, K., Bair, H., Chae, S., Hanrahan, K., & Huber, D. L. (2024). Development and Testing of the Relational and Structural Components of Innovativeness Across Academia and Practice for Healthcare Progress Scale. JONA: The Journal of Nursing Administration, 54(5), 260-289. | | | | | | | | |
| References Books | ony, M. (2016). Handbook of Home Healthcare Administration. Home Healthcare Now, 34(2), 57-58. | | | | | | | | |
| MOOC Courses | http://www.udemy.com/course/nursing-leaderthip-confidence-resilience-communication?/ utm_source=adwords&utm_medium=udemyads&utm_campaigneDSA_catchall_E_N_cc.DNA&campaigntpe=Search&porduct=Course&Lastes=&&audience=DSA&topic=&priority=&utm_contant=deal4584&utm_term=_ag_e2569850245_ad_533220805577_kwde_c_dmplti_dsa- 4477948218231007786_jdg&matchtype=Sag_ource=1&gdiffic=CyMC2ApurD_SHABALE248 | | | | | | | | |
| Videos | https://www.youtube.com/watch?v=AUZWaLqRsHE&list=PL4POIntrg3WmMuVPPL_2WCC28CZWBVx8W | | | | | | | | |
| | | | | | | | | | |
| | Course Articulation Matrix | | | | | | | | |

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 3 | 3 | 1 | 3 | 3 | 1 |
| CO2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 1 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 3 | 2 | 1 |
| CO4 | 2 | 3 | 2 | 3 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 1 | 2 |
| CO5 | 2 | 2 | 3 | 2 | 3 | 2 | 1 | 1 | 1 | 3 | 1 | 2 | 2 | 2 | 2 |
| CO6 | 1 | 1 | 2 | 1 | 2 | 1 | 3 | 2 | 3 | 1 | 3 | 3 | 1 | 3 | 1 |



Syllabus-2023-2024 PB BSc Nursi

| | | | | | | | | | PB_BSc_N | ursing | | | | | | | | |
|----------|------------------------|--------------------|-----------------------------|-----------------------------------|---|---|--|--|---|---|--|-------------------------------------|---|--|--------------------|-----------------|----------------|----------------|
| | Title of the | Course | Intr | duction | to nursing research | and statistics | | | | | | | | | | | | |
| | Course | Code | PB | ISG 206 | [T] | | | | | | | | | | | | | |
| | | | | | | | | | Part A | | | | | | | | | |
| | Yea | r | 2n | | | | | | | | | | Credits | wth) Hours Bloom's Level BL4-Analyze 4 ation Min. Internal Evaluation ation Min. Internal Evaluation ation erative care must possess a comprehensive understanding of the mo atlents seeking surgical intervention wth complex medical requireme | | | | C 7 |
| | Course | Туре | Th | ory only | | | | | | | | | | | ° | ° | 1 | |
| | Course Ca | tegory | Dis | cipline C | ore | | | | | | | | | | | | | |
| | Pre-Requ | isite/s | GN | M with m | iinimum of 55% ag | gregate marks with | RNRM number is r | equire | | | | | Co-Requisite/ | s | be me | dically fit | | |
| | Course Ou & Bloom's | | | 2- under 3- apply 4- provid | stand the principles the importance of v e evidence-based | s, types of commun arious nursing pro practice, safety me | cedures, comfort me asures and health e | of maintain record asures and mainted ducation to analyz | and Nurse pati enance of equipm e the patient's pro | ents'relationship in the ent's and its application press and comfort in | ons in the patients i the hospital (BL4-A | in the hosp (nalvze) | rstand) ital settings.(BL3-Apply) spitals ettings(BL5-Evaluate) | | | | | |
| | Coures El | ements | En En Pri Ge Hu | repreneu ployabilit | y√ al Ethics √ nes X | | | | | SDG (Goals) | | SDG5(G | Quality education) Sender equality) Decent work and economic grow | th) | | | | |
| | | | | | | | | | Part E | | | | | | | | | |
| | Mod | iles | | | | | Cont | ents | | | | | Pedagogy | | | | Hours | |
| | | | | | | | | | Part C | ; | | | | | | | | |
| Modul | les | | | | | Title | | | | | Experimen | e-ABCA/PE hts/Field w rnships | BL/ ork/ | | Bloom's Lev | vel | | Hours |
| 4 | | sampling technique | | | | | | | 1 | Field work | | | | BL4-Analyze | | | 4 | |
| Total Ma | arks | Min | imum Passir | g Marks | | | External Evaluatio | | art D(Marks D Theory | , | luation | | Internal Evaluat | ion | | Min. Interna | al Evaluation | |
| | | | | | | | | | Practic | al | | | | | | | | |
| Total Ma | arks | Min | imum Passir | g Marks | | | External Evaluatio | n | Thethe | Min. External Eva | luation | T | Internal Evaluat | ion | | Min. Interna | I Evaluation | |
| 50 | | | | | | 25 | | | | | | | 15 | | | | | |
| | Bool | | A1- | vraia K P | Taxt Back of Nor | ing Education | oee Brothers, new D | halbi | Part E | | | | | | | | | |
| | Artic | | Pa | ent satist | faction with preope | rative nursing care | and its associated f | actors in surgical p | rocedures, 2023 | a cross-sectional stu | dy,To enhance pati | ent satisfac | ction, nurses engaged in preoper | rative care must p | ossess a compret | ensive understa | nding of the n | ost up-to-date |
| | Reference | | 1.7 | agarwal . | J.C. Principles. Me | thods & Technique | s of Teaching, Vikas | Publishing House | Basavanthappa | erative care satisfaction 3.T. Nursing Education | | | , , | tients seeking surg | gical intervention | with complex me | dical requiren | ents. |
| | MOOC C | | | | | | in Nursing: Ă Guide rinciples-and-metho | | aunders. | | | | | | | | | |
| | Vide | | | | youtube.com/watch | | | | | | | | | | | | | |
| | | | | | | | | | Course Articula | ion Matrix | | | | | | | | |
| COs | PO1 | PO2 | PO3 | | PO4 | PO5 | P06 | P07 | PO8 | PO9 | PO10 | | PO11 PO12 | PSO | 11 | PSO2 | PS | 13 |
| CO1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | | 1 | 2 | |
| | | 1 | 1 | | | | 1 | 1 | | | 1 | | | | | 1 | | |

| COS | POI | P02 | P03 | P04 | P05 | POB | P07 | P06 | PO9 | POID | POTI | PUIZ | P301 | P302 | P303 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO3 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 2 |
| CO4 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 |
| CO5 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



Syllabus-2023-2024 PB BSc Nursing

| Total Marks | Minimum Pas | sing Marks | External Evaluation | | Min. External Evaluation | | Internal Evaluat | ion | Min. Internal Eva | aluation |
|---------------------|---------------------|--|---|--|---|--|----------------------------|---|-------------------|---------------|
| | | | | Pract | ical | | | | | |
| 50 | | | 35 | 18 | | | 15 | 8 | | |
| Total Marks | Minimum Pas | sing Marks | External Evaluation | | Min. External Evaluation | | Internal Evaluat | ion | Min. Internal Eva | aluation |
| | | | ŀ | art D(Marks Theo | | | | | | |
| | | | | Part D(Marks | | | | | | |
| .nit-3 | clinical practical | | | | Experiments | | | BL4-Analyze | | 3 |
| Modules | | 1 | Title | | | licative-ABCA/P eriments/Field w Internships | | Bio | oom's Level | Hours |
| | | | | Part | C | | | | | |
| Mod | ules | | Contents | 1 an | | | Pedagogy | | Ho | ours |
| | | | | Part | B | | | | | |
| Coures E | lements | Employability × Employability × Professsonal Ethics ✓ Gender × Human Values × Environment × | | | SDG (| (Goals) | SDG4(Quality | nealth and well-being) reducation) t work and economic grow | vth) | |
| | | Skill Development √ Entrepreneurship × | | | | | | | | |
| Course O & Bloom | utcomes 's Level | CO2- understand the principles, t CO3- apply the importance of var CO4- provide evidence-based pr | finition factors and various theories of Health and illnes ypes of communications, techniques of maintain recon ious nursing procedures, comfort measures and maint actice, safety measures and health education to analy f evidence-based practice such as basic nursing care, t | ds and Nurse pa enance of equip re the patient's | atients'relationship in the hospital se oment's and its applications in the pa progress and comfort in the hospital | atients in the hosp (BL4-Analyze) | pital settings.(BL3-Apply) | | | |
| Pre-Req | uisite/s | hold a diploma in General Nursin | g & Midwifery (GNM) ii) be a registered nurse iii) have | a minimum of tw | vo years experience in a hospital or | community healt | h nursing | Co-Requisite/ | /s be | medically fit |
| Course C | ategory | Discipline Core | | | | | | | | |
| Course | Туре | Theory only | | | | | | | | |
| Yea | ar | 1st | | | | | | Credits | L 3 | T P C |
| | | | | Par | A | | | | | |
| Course | Code | PBNSG101[T] | | | | | | | | |
| Title of the | Course | Nursing Foundation | | | | | | | | |
| | | - | | | | | | | | |

| 0 | | | | | | | | | | | | |
|--|----|-------------|-------------------------|----------------------|-----------------------|---------------------|------------------------|------------------------|-------|--|--|--|
| | | | | | | | | | | | | |
| | | | | | | | Part E | | | | | |
| Books | | . Author, A | . A. (date). Title of t | ook (Edition, Editor | s). Publisher. Refere | nce Example. Astle | e, B.J., Duggleby, W., | Potter, P.A., Perry, A | .G. | | | |
| Articles | | Patients' a | nd nurses' experier | ces of fundamental | nursing care: A syste | ematic review and c | qualitative synthesis | | | | | |
| References Books by B Markowski · 2019 — [Letter to Speaker of the House Nancy Pelosi, Minority Leader Kevin McCarthy, Majority Leader Mitch McCornell, and Minority Leader Chuck Schumer concerning | | | | | | | | | | | | |
| MOOC Cours | es | Infection P | revention in Nursin | Homes/https://ww | w.shiksha.com/online | -courses/infection- | -prevention-in-nursing | -homes-course-cour | 12281 | | | |
| Videos | | History of | health care and nur | sing Fundamentals | of Nursing BSN Pa | akistan BSN Lectu | ures unit 01 | | | | | |
| | | | | | | | | | | | | |
| | | | | | | C | ourse Articulation | Matrix | | | | |
| | | | | | | | | | | | | |

| COs | 8 | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | PO7 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 |
| CO2 | | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 1 |
| CO3 | | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO4 | | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 1 |
| CO5 | | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 |
| CO6 | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



PB_BSc_Nursing

| Title of the Cou | urse N | Microbiology | | | | | | | | |
|--------------------------------|-------------|---|---|---------------------------|-----------------|---|--------|-------------|--------|--------|
| Course Code | de F | PBNSG105[T] | | | | | | | | |
| | | Part / | l. | | | | | | | |
| Year | | 1st | | | | Credits | L 4 | т 0 | P 2 | C 6 |
| Course Type | e - | Theory only | | | | | | | | |
| Course Catego | jory I | Discipline Core | | | | | | | | |
| Pre-Requisite | e/s I | hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two | years experience in a hospital or | community health nursing. | | Co-Requisite/s | be | medically f | it | |
| Course Outcon & Bloom's Lev | mes evel | CO1- member the concepts definition factors and various theories of Health and Tilness (BL1-Rememb CO2- understand the principles, types of communications, techniques of maintain records and Alvers pall CO2- sporte memorations of various nursing procedures, conflort measures and maintenance of equipm CO2- provide evidence-based practice, safety measures and health education to amaging the patient's pro- CO2- provide evidence-based practice, using a sub-stantise such as basic nursing care, Health educations CO2- structure the applications of evidence-based practice such as basic nursing care, Health educations | ents'relationship in the hospital se ent's and its applications in the p paress and comfort in the hospital | (BL4-Analyze) | | | | | | |
| Coures Eleme | ents (| Skil Development X Entepeneusnip X Implopability V Professional Ethics J Gonder X Human Vialues X Environment X | SDG | (Goals) | SDG4(Quality ed | lith and well-being) fucation) ork and economic growth) | | | | |
| | | Part E | 3 | | | | | | | |
| Modules | 3 | Contents | | | Pedagogy | | Ho | ours | | |
| | | Part C | : | | | | | | | |
| | | - unix | | cative-ABCA/PBL/ | | | | | | |

| I Describe the structure, classification morphology & molitily of microbes Virtual Labs BL2-Understand 2 | Modules | Title | Experiments/Field work/ Internships | Bloom's Level | Hours |
|--|---------|--|--|----------------|-------|
| | I | Describe the structure, classification morphology & motility of microbes | Virtual Labs | BL2-Understand | 2 |

| | | F | Part D(Marks Distribution) | | |
|-------------|-----------------------|---------------------|----------------------------|---------------------|--------------------------|
| | | | Theory | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| 100 | | 75 | 38 | 25 | 12 |
| | | | Practical | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation |
| | 0 | | | | |

| | Part E |
|------------------|--|
| Books | Ananthersryam Tosthock of Microbiology Chakreyer Testhock of Microbiology Chattergey K.D.: Tost book of Marion E. Wistor: Microbiology in Nursing Practice |
| Articles | The Importance of Microbiology Education for Nanaing Students: A Review Naraing Interventions for Hyronomical Associated Infections. Insights from Microbiology Microbial Surveillance in Healthcare: A Naraing Perspective Empowering Naruss through Microbiology Education: Bridging the Gap between Theory and Practic |
| References Books | Hughes, R. G. (Ed.). (2012). Patient Safety and Quality: An Evidence-Based Handbook for Nurses. Agency for Healthcare Research and Quality. ISBN-13: 978-1492842649. Wilson, B. A., Salyers, A. A., & Whitt, D. D. (2011). Bacterial Pathogenesis: A Molecular Approach (3rd ed.). ASM Press. ISBN-13: 978-1555814182. |
| MOOC Courses | https://www.coursera.org/leambacterial-infections |
| Videos | An Introduction to Microbiology in www.vorutube.com) watch |

Course Articulation Matrix

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 3 | 2 |
| CO2 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| CO3 | 3 | 2 | 1 | 1 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 |
| CO4 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| | | | 5 | Syllabus-2 | 2023-2024 | | | | | |
|--|---|---|---|---|---|---------------------------------|---------------------|--|------------------|-----------------|
| | | | | PB_BSc_ | Nursing | | | | | |
| Title of the | e Course | Maternal Nursing | | | | | | | | |
| Course | Code | PBNSG106[T] | | | | | | | | |
| | | | | Par | + Δ | | | | | |
| | | | | i ai | | | | | L | T P C |
| Yea | ar | 1st | | | | | | Cre | dits 4 | 0 0 4 |
| Course | Туре | Theory only | | | | | 1 | | | |
| Course C | ategory | Discipline Core | | | | | | | | |
| Pre-Req | uisite/s | hold a diploma in General Nursin | g & Midwifery (GNM) ii) be a registered nurse iii) have | a minimum of t | wo years experience in a hospital or community | health nursing | | Co-Req | uisite/s b | e medically fit |
| Course O & Bloom | | CO2- understand the principles, CO3- apply the importance of va CO4- provide evidence-based pr | finition factors and various theories of Health and illnes types of communications, techniques of maintain recon- tiosu nursing procedures, comfort measures and maint actice, safety measures and health education to analyz f evidence-based practice such as basic nursing care, f | ds and Nurse p enance of equip te the patient's | atients'relationship in the hospital settings(BL2 pment's and its applications in the patients in th progress and comfort in the hospital(BL4-Analy | e hospital settings.(BL vze) | | | | |
| Coures E | lements | Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professsonal Ethics ✓ Gender × Human Values × Environment × | | | SDG (Goals) | | SDG4(Quality e | alth and well-bein aducation) work and economi | - | |
| | | | | Par | tB | | | | | |
| Mod | lules | | Contents | | | | Pedagogy | | н | ours |
| | | | | Par | tC | | | | | |
| Modules | | т | îtle | | Indicative-ABC Experiments/Fi Internshi | eld work/ | | | Bloom's Level | Hours |
| unit1 | I 5hrs Describe the concept of m Introduction and historical review | aternal nursing Explain the magni v * Planned parenthood * Maternal | tude of maternal morbidity & amp; mortality rates Descr morbidity and mortality rates * Legislations related to | ibe the * | Role Play | | | BL6-Create | | 5 |
| unit 3 | Management of abnormal pregn hypertension, gestational diabet (malposition and malpresentatio | ancy, labour and puerperium * Abo es, anaemia, heart disease. * Urin: n) * Uterine inertia * Disorders or p list Written Test; Objective and Ess | ariu Identify & amp; manage high risk pregnancy & amp; rition, ectopic pregnancy and vesicular mole. * Pregnar yr infections, Antepartum hemorrhage * Abnormal labe uerperium Lecture & amp; Discussion Demonstration C say Type. 37 Page * Management of engorged breast | ncy induced our harts slides | PBL | | | BL2-Understand | | 8 |
| unit 6 | National Welfare programmes for pregnancy * Unwed mothers. * F | r women * National Family welfare Family planning 2020 * National far | e programme * Infertile family * Problems associated wi nily planning programme * Post partum IUCD | th unwated | PBL | | | BL3-Apply | | 10 |
| + | • | | | | • | | | | | |
| | | | F | , | Distribution) | | | | | |
| | | | | The | | | | | | |
| Total Marks | Minimum Pa | issing marks | External Evaluation | | Min. External Evaluation | | Internal Evaluation | n | Min. Internal Ev | aluation |
| 100 | | | 75 | 38 Pract | tical | 25 | | | 13 | |
| Total Marks | Minimum Pa | ssing Marks | External Evaluation | Fraci | Min. External Evaluation | | Internal Evaluatio | 'n | Min. Internal Ev | aluation |
| | 0 | | | | | | | | | |
| <u> </u> | | | | Par | tE | | | | | |
| Воо | ks | lower milk, perry, Bobak:"Materni 4. S SRatnam, K BhaskerRao an | ty and women's Health Care" 6th ed.; 1997. C.V Mosb d S Arulkumaran, Obstetrics and Gynaecology for Pos | /. tgraduates ,Vol | 1 and Vol 2, Orient Longman Ltd 1994 | | | | | |
| Artic | les | https://www.ncbi.nlm.nih.gov/pmd | /articles/PMC8306470/ | | | | | | | |

| | S Skatnam, K BhaskerRao and S Aruikumaran, Obstetrics and Gynaecology for Postgraduates, vol 1 and vol 2, Orient Longman Ltd 1994 |
|------------------|--|
| Articles | https://www.ncbi.nlm.nlh.gov/pmc/articles/PMC3306470/ |
| References Books | 1. Myles Toot Book of Midwives, Edis: Diane M. Fraser and Margaret A. Cooper 14th Ed. Churchill Livingstone. DC. Clutta Test Book of Obstetries including Permatology and Contraception Biol Edition, 2004 Mere Carted Book Agency. |
| MOOC Courses | https://www.coursera.org/learn/hutrition-pregnancy |
| Videos | https://www.youtube.com/watch?r=Zve9FpOOS |
| | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | P08 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 2 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO2 | 1 | 2 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 1 |
| CO3 | 1 | 1 | 3 | 2 | 2 | 3 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 2 |
| CO4 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 1 | 1 |
| CO5 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 |
| CO6 | - | - | | - | - | - | | - | - | - | - | - | - | | - |



Part A

PB_BSc_Nursing

Title of the Course Course Code Child Health Nursing PBNSG107[P] Year 1st

Γ

| | Part A | L | | | | | |
|------------------------------------|---|---|--|-------------------|------------|----|---|
| Year | 1st | | Credits | L | т | Ρ | С |
| 1641 | 156 | | Ciedita | 0 | 0 | 8 | 8 |
| Course Type | Embedded theory and field work | | | | | | |
| Course Category | scipline Core | | | | | | |
| Pre-Requisite/s | hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two | years experience in a hospital or community health nursing. | Co-Requisite/s | be m [.] | edically f | it | |
| Course Outcomes & Bloom's Level | | | | | | | |
| Coures Elements | Skill Development / Entrepreneurship X Employability / Professional Efficient / Gender X Human Values X Environment X | SDG (Goals) | SDC3(Good health and well-being) SDC4(Guality education) SDG8(Decent work and economic growth) | | | | |

| | Part B | | |
|---------|----------|----------|-------|
| Modules | Contents | Pedagogy | Hours |
| г | | | |
| k | | | |
| | Part C | | |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--------------------------|--|---------------|--------|
| 1 | Paediatric Medicine Ward | Field work | BL3-Apply | 80 hrs |
| 11 | Paediatric Surgery Ward | Field work | BL3-Apply | 80 hrs |
| ш | Peadiatric OPD | Field work | BL3-Apply | 60 hrs |
| IV | Cheche | Field work | BL3-Apply | 20 hrs |

| Part D(Marks Distribution) | |
|----------------------------|--|
| Theopy | |

| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|
| | 50 | | | | | | | | | | |
| | Practical | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | |
| 100 | 0 | 50 | 25 | 50 | 25 | | | | | | |

| MOOC Courses https://www.coursera.org/learn/health-care-and-promotion-for-infants-and-toddlers | | | | | |
|--|--|--|---|--|--|
| | | | - | | |
| | | | | | |
| Course Articulation Matrix | | | | | |
| | | | | | |

| | COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | PO7 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 1 | 3 | 3 | 3 |
| CO2 | | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO3 | | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 |
| CO4 | | 2 | 3 | 3 | 1 | 2 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| CO5 | | 1 | 2 | 1 | 3 | 2 | 3 | 3 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 2 |
| CO6 | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



Syllabus-2023-2024 PB BSc Nursing

| | | | | | | | | PB_BSc_N | lursing | | | | | | |
|------------|---------------------------------|--------------------------|--------------------------------|--|---|--|---|---|--|--|--------------------------|--|-----------|---------------|------------------|
| | Title of the | Course | Medical S | urgical Nursing | | | | | | | | | | | |
| | Course (| Code | PBNSG1 | 08[P] | | | | | | | | | | | |
| | | | | | | | | Part | A | | | | | | |
| | Year | r | 1st | | | | | | | | | | Credits | 1 | L T P C |
| | Course | Туре | Lab only | | | | | | | | | | | | |
| | Course Ca | itegory | Discipline | Core | | | | | | | | | | | |
| | Pre-Requi | isite/s | hold a di | oloma in General Nur | sing & Midwifery (Gf | NM) ii) be a register | ad nurse iii) have a | minimum of tw | o years experience in a ho | ospital or community hea | alth nursing. | | Co-Requis | ite/s | be medically fit |
| | Course Ou & Bloom's | tcomes s Level | CO2- un CO3- ap CO4- pro | oly the importance of vide evidence-based | s, types of communi various nursing proc practice, safety mea | cations, techniques edures, comfort me asures and health e | of maintain records asures and mainte ducation to analyze | s and Nurse pa nance of equip the patient's p | ber) tients'relationship in the ho ment's and its applications rogress and comfort in the s, nursing process and nee | in the patients in the ho hospital(BL4-Analvze) | ispital settings.(BL3-Ap | | | | |
| | Coures Ele | ements | Entrepre Employa | onal Ethics √ < 'alues X | | | | | | SDG (Goals) | SI | DG3(Good health a DG4(Quality educat DG8(Decent work a | ion) | rowth) | |
| | Part B | | | | | | | | | | | | | | |
| | Modules Contents Pedagogy Hours | | | | | | | | | | | | | | |
| | 1 | | | | | | | Part | С | | | | | | |
| Module | es | | | | Title | | | | | Indicative-ABCA/ Experiments/Field Internships | work/ | | 1 | Bloom's Level | Hours |
| unit-1 | | observation report in OP | D | | | | | | Experiments | | | BL | 3-Apply | | 5 |
| Total Ma | | | num Passing Ma | ks | | External Evaluation | | art D(Marks [Theo | | ation | Inter | nal Evaluation | | Min. Intern | al Evaluation |
| | - | 50 | | | | | | | | | | | | | |
| Total Ma | rka | Minin | num Passing Ma | ke | | External Evaluation | | Practi | Min. External Evalua | ation | Inter | nal Evaluation | | Min Intern | al Evaluation |
| 100 | | 0 | ium rassing wa | ND | 50 | | | 25 | Will. External Evalua | 1001 | 50 | | 25 | | LValuation |
| 100 | | | | | 30 | | | Part | E | | 30 | | 2. | | |
| | Book | | | | | | | | surgical nursing (Edition 1 | 3.). Wolters Kluwer Heal | lth/ | | | | |
| | Article | | | Self-efficacy-Based T | | t Adherence of Patie | ents with Heart Faile | ure | | | | | | | |
| | References | | | asKV.TextbookofMed | | | | | | | | | | | |
| | MOOC Co Video | | | w.coursera.org/learn | | | iak aamu vidaa 0:0 | 2/22:44 + Intro | duction Pneumonia sympt | tome patho pursing into | prophone for NCLEX E | | | | |
| | video | 10 | lest Bank | T OF INTRODUCTION TO P | neurcal-ourgical Nun | enig, dui www.tiki | lok.com > video U:U | 2 / 22.44 • iNtro | uuuuuu eneumonia sympt | ioms, patrio, nursing inte | IVERIDUIS IOI NULEA H | UN OLEFIN | | | |
| | | | | | | | C | ourse Articula | ation Matrix | | | | | | |
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | P06 | P07 | PO8 | PO9 | PO10 | P011 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 1 | 1 | 2 | 2 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 3 |
| | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO2 | - | | | | | | | 1 | 1 | 1 | 1 | | 1 | 1 | |
| CO2 CO3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 CO4 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 |
| CO3 | 1 1 2 | 1 1 1 | 1 1 1 | | | 1 2 | 1 1 1 | 1 | - | | | 1 | 1 | 1 1 1 | |



PB_BSc_Nursing

| Title of the | Course | Medical Surgical Nursing | | | | | | | | |
|-----------------------|---|---|---|-----------------------------|---------|----------------|--------|----------|--------|--------|
| Course | Code | PBNSG108[T] | | | | | | | | |
| | | Part. | A | | | | | | | |
| Yea | r | 1st | | | | Credits | L 6 | Т 0 | P 0 | C 6 |
| Course | Туре | Theory only | | | | | | | | |
| Course Ca | ategory | Discipline Core | | | | | | | | |
| Pre-Requ | isite/s | hold a diploma in General Nursing & Midwifery (GNM) ii) be a registered nurse iii) have a minimum of two | o years experience in a hospital o | r community health nursing. | | Co-Requisite/s | be | e medica | ly fit | |
| Course Ou & Bloom' | C01- remember the concepts.definition factors and various theories of Health and Illness.(BL1-Remember) Course Outcomes & Bloom's Level C03- apply the importance of various nursing procedures, comfort messures and maintenance of equipment's and its applications in the patients in the hospital settings.(BL3-Apply) C04- provide evidence-based practice, safety measures and health education to analyze the patient's progress and comfort in the hospital settings.(BL3-Apply) C05- evaluate the applications or evidence-based practices such as basic nursing records conficts, nursing process and needs of the patient in the hospital settings.(BL5-Evaluate) | | | | | | | | | |
| Coures El | ements | Skill Development V Entropreneurship X Employability / Professional Ethics V Gender X Human Values X | SDG3(Good health and well-being) SDG4(Quelity education) SDG8(Pacent work and economic growth) SDG10(Reduced inequalities) | | | | | | | |
| | Part B | | | | | | | | | |
| Mod | ules | Contents | | P | edagogy | | H | ours | | |
| - | | Part | с | | | | | | | |
| Modulos | | Titlo | | icative-ABCA/PBL/ | | Bloom's I | oval | | Hour | |

| | Modules | Title | Experiments/Field work/ Internships | Bloom's Level | Hours |
|---|---------|-----------------|--|----------------|-------|
| ſ | unit-1 | case discussion | Field work | BL2-Understand | 4 |
| ſ | unit-3 | chart | PBL | BL2-Understand | 3 |

| | Part D(Marks Distribution) | | | | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|
| | Theory | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | |
| 100 | | 75 | 38 | 25 | 12 | | | | | | |
| | | | Practical | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | |
| | 0 | | | | | | | | | | |

| Part E | | | | | | | |
|-----------------------|--|--|--|--|--|--|--|
| Books | (7th ed.) Citation. Hinkle, J. L., & Cheever, K. H. (2014). Brunner & Suddarth's textbook of medical-surgical nursing (Edition 13.). Wolters Kluwer Health/ | | | | | | |
| Articles | an University of Medical Sciences ISSN: e: 2322-4169 p: 2322-178X | | | | | | |
| References Books | 7th ed.) Citation. Hinkle, J. L., & Cheever, K. H. (2014). Brunner & Suddarth's textbook of medical-surgical nursing (Edition 13.). Wolters Kluwer Health/ | | | | | | |
| MOOC Courses | pr/www.my-nocc.com/em/moch/moduction-to-critical-care-in-hospitale pr/www.my-nocc.com/em/moch/mite-hashin-in-homatic-en/en-in-hospitale pr/www.my-nocc.com/em/moch/mite-hashin-in-homatic-en/en-in-hospitale | | | | | | |
| Videos | https://www.youtube.com/watch?v=drsARvZOevg | | | | | | |
| Caura Ativiatia Mativ | | | | | | | |

| COs | PO1 | PO2 | PO3 | PO4 | P05 | P06 | P07 | P08 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2 | 1 | 1 | 2 | 2 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 3 |
| CO2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 |
| CO5 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Course Code PHAR (II) 2058 PATH (II) 210 Part A Condition L T P C | | | Title of the Course | | | | | | | | | |
|--|--------|---|-------------------------|-----------------|--|-----------------|--|--|--|--|--|--|
| | | | | | PHAR (II) 205 & PATH (II) 210 | Course Code | | | | | | |
| Your 2nd Cardina L T P C | Part A | | | | | | | | | | | |
| | P C | L T P | Credits | | 2nd | Year | | | | | | |
| | 0 4 | 4 0 0 | | | 210 | 100 | | | | | | |
| Course Type Theory only | | | Theory only | Course Type | | | | | | | | |
| Course Category Discipline Core | | | Discipline Core | Course Category | | | | | | | | |
| Pre-Reguisitels Co-Reguisitels | | | Co-Requisite/s | | | Pre-Requisite/s | | | | | | |
| Course Outcomes Course Outcomes Bloom's Level CO4- nemember the concepts, definition factors and various theories of Health and illness.(BL-Remember) CO2- undestand the principles, types of communications, techniques of maintain records and Narse patient's relationship in the hospital settings.(BL-3.Apply) CO3- apply the importance of various nursing proceedures, conflict measures and maintenance of equipment's and its applications in the patients in the hospital settings.(BL-3.Apply) CO4- provide avidence-based practice, safety measures and health docudion to analyze the patient's progress and conflict in the hospital settings.(BL-3.Apply) CO4- provide avidence-based practice, safety measures and health docudion to analyze the patient's progress and conflict in the hospital settings.(BL-3.Apply) CO4- provide avidence-based practice, safety measures and health docudion to analyze the patient's progress and conflict in the hospital settings.(BL-3.Apply) CO4- provide avidence-based practice, safety measures and health concerving care Health docudions, nursing process and needs of the patient in the hospital settings.(BL-3.Apply) CO4- provide avidence-based practice, safety measures and health concerving care Health docudions, nursing process and needs of the patient in the hospital settings.(BL-3.Apply) CO4- provide avidence-based practice, safety measures and health and concerving care Health docudions, nursing process and needs of the patient in the hospital settings.(BL-3.Apply) CO4- provide avidence-based practice safety measures and health and concerving care Health docudions, nursing process and needs of the patient in the hospital settings.(BL-3.Apply) CO4- provide avidence-based practice safety measures and health and the patient in the hospital settings.(BL-3.Apply) CO4- provide avidence-based practice safety measures and health and concerving and thealth and thealth avidence in the hospital settings.(BL-3.Apply) CO4- provide avidence-based practice safety measures and health and thealth avidence in theo | | CO2- understand the principles, types of communications, techniques CO3- apply the importance of various nursing procedures, comfort me CO4- provide evidence-based practice, safety measures and health et | | | | | | | | | | |
| Skill Development X Entropeneurship X Emplophis/bit/ v SDG (Goals) SDG(Coord health and well-being) SDG4(Duality education) Course Elements Professional Efrics v SDG (Goals) SDG4(Duality education) SDG4(Duality education) SDG4(Duality education) SDG4(Duality education) SDG4(Duality education) SDG4(Duality education) SDG4(Duality education) SDG4(Duality education) SDG4(Duality education) SDG4(Duality education) | | | SDG4(Quality education) | SDG (Goals) | Entropreneurship X Employabily V Professional Ethics V Gender X Human Values X | Coures Elements | | | | | | |
| Part B | | | | Part B | | · | | | | | | |

| Modules | Contents | Pedagogy | Hours | | | | | | |
|---------|--|--|-------|--|--|--|--|--|--|
| Unit 9 | Special Pathology. Pathological changes in disease conditions of selected systems 1, Moneya and Urinary trad. :: Gomendonephrits — Pyetonephrits : Rend aclual C-2015ttis : Rend aclual C-acrinoma Rend Falure (Acute and Chronio) 2: Male gential systems = Cryptorchridism : Testicular atrophy :: Prostatic hyperplasis :: Carcinoma pensis and Prostate. 3. Fernate gential system :: Carcinoma cervix : Carcinoma of endonethirm : Uterine Broxids :: Vesicular mole and Chroicracinoma. 2. Ovrain or, stat and tumors 4. Breast Fbrosystic changes :: Fbroadenoma :: Carcinoma of the Breast 5. Central nervous system :: Meningtis. :: Encephalitis :: Stroke :: Tumors of CNS | Lecture cum Discussion & Group Discussion | 5 | | | | | | |
| Unit 10 | Clinical Pathology □ Examination of body cavity fluids: o Methods of collection and assimilation of CSF and cher body cavity fluids: o Methods of collection and assimilation of CSF and cher body cavity fluids (sputum, wound discharge) speciment for various clinical pathology, biochemistry and microbiology test-Marayisis of series. O Specim count, motify and improvidely and their impositional in intellity. □ Urine: o Physical characteristics, Analysis, Culture and Sensitivity □ Faces: o Characteristics o Stude examination: Cocult blood, Ova, Parasite and Oysi, Reducing substance etc. o Methods and collection of urine and faces for various tests | Lecture cum Discussion & Group Discussion | 5 | | | | | | |
| Unit 11 | Introductors Practical application of genetics in nursing Impact of genetic condition on families Review of cellular divisions mitosis and missis i Characteristics and structure of genesic Chronosoma ser. see determination Chromosoma laberrations Patterns of inheritance Mendelian theory of Intertiance Multiple allots and blood groups Sex linked inheritance Mechanism of inheritance Errors in transmission (mutation) | Lecture cum Discussion & Group Discussion | 2 | | | | | | |
| Unit 12 | Matemal, prenatal and genetic influences on development of defects and diseases Conditions affecting the mother: genetic and infections :: Consumptivity atory: Chematal nutrition and food altergies : Maternal age Matemark and two therary. Prenatal testing and diagnosis :: Effect of Readation, drugs and chemicals :: Infertitiin _: Spontaneous abortion :: Neural Tube Defects and the role of folic acids in severing the risks :: Own synthemic (Frismery 21) | Lecture cum Discussion & Group Discussion | 2 | | | | | | |
| Unit 13 | Genetic testing in the neonates and children Screening for o Congenital abnormalities o Developmental delay o Dysmorphism | Lecture cum Discussion & Group Discussion | 2 | | | | | | |
| Unit 14 | Genetic conditions of adolescents and adults Cancer genetics: Familial cancer Inborn errors of metabolism Blood group alleles and hematological disorder Genetic haemochromatosis Huntington's disease Mental illness | Lecture curn Discussion & Drug study/ presentation | 2 | | | | | | |
| Unit 15 | Services related to genetics Genetic testing Gene therapy Genetic counseling Legal and Ethical issues Role of nurse | Lecture cum Discussion & Group Discussion | 2 | | | | | | |
| Unit 16 | Introduction Background Prescriptive role of nurses and nurse practitioners Prescribing terminology | Lecture cum Discussion & Group Discussion | 4 | | | | | | |
| Unit 17 | Professional, legal, and ethical issues relevant to prescribing practice. 🗆 Professional issues 🗅 Legal issues 🗅 Ethical issues | Lecture cum Discussion & Group Discussion | 6 | | | | | | |
| Unit 18 | Principles of prescribing Principles Factors influencing prescribing | Lecture cum discussion | 4 | | | | | | |
| Unit 19 | Process of prescribing and competencies Steps of prescribing Prescribing competencies | Lecture cum Discussion & Group Discussion | 6 | | | | | | |
| | Part C | | | | | | | | |
| | | Indication ADCA(DDI / | | | | | | | |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| Unit I | Drugs used in disorders of ear, nose, throat & Eye | Case Study | BL4-Analyze | 2 |
| Unit 2 | Drugs used on urinary system | Case Study | BL4-Analyze | 2 |
| Unit 3 | Drugs acting on nervous system | Case Study | BL4-Analyze | 2 |
| Unit 4 | drugs used in alternative systems of medicine | Seminar | BL4-Analyze | 1 |
| Unit 11 | Maternal, prenatal and genetic influences on development of defects and diseases | Case Study | BL4-Analyze | 2 |

| | Part D(Marks Distribution) | | | | | | | | | |
|-------------|----------------------------|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|
| | Теогу | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | | |
| | | | Practical | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | |
| | 0 | | | | | | | | | |

| | Part E |
|------------------|---|
| Books | Mohan, H. (2018). Textbook of pathology. Jaypee Brothers Medical Publishers. |
| Articles | Lindpaintner, K. (2002). Pharmacogenetics and the future of medical practice. British journal of clinical pharmacology, 54(2), 221-230. |
| References Books | Salter, W. T. (1952). A textbook of pharmacology. Principles and application of pharmacology to the practice of medicine. A textbook of pharmacology. Principles and application of pharmacology to the practice of medicine. |
| MOOC Courses | http://www.coursera.org/seamheurobiology http://www.coursera.org/seamheurobiology |
| Videos | https://www.youtube.com/watch?v=ECE.IrTjwgNw |
| | |

| | Course Articulation Matrix | | | | | | | | | | | | | | |
|-----|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | P05 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 3 | 1 | 1 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 2 |
| CO2 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 3 | 3 | 1 | 2 | 1 |
| CO3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 1 |
| CO4 | 3 | 1 | 1 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO5 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



BSc_Nursing

| Title of the Course | Professional Ethics and Professional Values | rofessional Ethics and Professional Values | | | | | | | | | |
|------------------------------------|--|--|--|----------------|---|---|---|--|--|--|--|
| Course Code | PROF 230 | NOF 230 | | | | | | | | | |
| Part A | | | | | | | | | | | |
| Year | 2nd | | Credits | L | т | Ρ | С | | | | |
| | | | | 1 | 0 | 0 | 1 | | | | |
| Course Type | Theory only | eery only | | | | | | | | | |
| Course Category | Discipline Core | Jiscipline Core | | | | | | | | | |
| Pre-Requisite/s | | | Co-Requisite/s | Co-Requisite/s | | | | | | | |
| Course Outcomes & Bloom's Level | CO1 - memory the concepts definition factors and various theories of Haalh and Illness (B1-Remember) CO3 - used band lite house the concepts and the concepts a | | | | | | | | | | |
| Coures Elements | Skill Davelopment X Entrgenerunith X Entgenerunith X Professional Ethes V Gender X Human Values X Environment X | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | | | | | | | |

Part B

Pedagogy

Hours

Contents

Modules

Τ

| | Part C | | | | | | | | | | |
|---------|--|--|---------------|-------|--|--|--|--|--|--|--|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours | | | | | | | |
| Unit 1 | Communication & Relationship with team members | Role Play | BL3-Apply | 1 | | | | | | | |
| Unit 1 | Professional etiquettes and behaviours | Case Study | BL3-Apply | 2 | | | | | | | |
| Unit 2 | Importance of professional values in nursing and health care | Seminar | BL4-Analyze | 2 | | | | | | | |
| Unit 3 | Care without discrimination, equitable access to care and safety of the public | Role Play | BL3-Apply | 1 | | | | | | | |
| Unit 3 | End of life issues | Role Play | BL4-Analyze | 2 | | | | | | | |

| Part D(Marks Distribution) | | | | | | | | | | |
|----------------------------|-----------------------|--|---|--|--|---|--|--|--|--|
| Theory | | | | | | | | | | |
| Total Marks | Minimum Pa | ssing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| 50 | 25 | | 25 | 13 | 25 | 13 | | | | |
| Practical | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | |
| | 0 | | | | | | | | | |
| | | | | | | | | | | |
| | | | | Part E | | | | | | |
| Boo | oks | Fishman, S. M., Young, H. M., Li | Lucas Arwood, E., Chou, R., Herr, K., Murinson, B. B., & Strassels, S. A. (2013). Core competencies for pain management: results of an interprofessional consensus summit. Pain medicine, 14(7), 971-981. | | | | | | | |
| Arti | cles | Poreddi, V., Narayanan, A., Than | kachan, A., Joy, B., Awungshi, C., & Reddy, S. (2021). | Professional and ethical values in Nursing practice: An Indian Persp | ective. Investigacion y educacion en enfermeria, 39(| 2). | | | | |
| Reference | es Books | Oliver, J., Coggins, C., Compton, 183. | P., Hagan, S., Matteliano, D., Stanton, M., & Turner, | , H. N. (2012). American Society for Pain Management nursing posit | tion statement: pain management in patients with sub | ostance use disorders. Pain Management Nursing, 13(3), 169- | | | | |
| MOOC | Courses | https://www.coursera.org/learn/b https://www.coursera.org/learn/a | usiness-ethics -ethics | | | | | | | |
| Vid | eos | https://www.youtube.com/watch? | v=PxVFvDh4tPg | | | | | | | |
| | | | | | | | | | | |

| Course Articulation Matrix | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 3 |
| CO2 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 1 | 3 | 1 | 3 | 3 | 2 | 2 | 1 |
| CO3 | 2 | 2 | 1 | 3 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 |
| CO4 | 3 | 2 | 2 | 2 | 3 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Title o | f the Course | Applied Sociology & Applied Psychology | çiled Sociology & Applied Psychology | | | | | | | | | |
|---|---------------------------|---|--------------------------------------|------|--|---|----|--|--|--|--|--|
| Cou | urse Code | OCI 115 & PSYC 120 | | | | | | | | | | |
| | | Pi | art A | | | | | | | | | |
| | Year | t Credits $\frac{L}{6}$ 0 | | | | | | | | | | |
| Co | urse Type | Theory only | neory only | | | | | | | | | |
| Court | se Category | Discipline Core | Discipline Core | | | | | | | | | |
| Pre- | Requisite/s | Must have cleared 10+2 in Science passed with Science (PCB) with an aggregate of 45% marks from a recognized state or senior secondary board Co-Requisite/s Candidate shall be medically | | | | | | | | | | |
| Cours & Blo | e Outcomes oom's Level | C01- remember the concepts,definition factors and various theories of Health and illness. (BL1-Remember) C02- understand the principles, types of communications, techniques of maintain records and Nurse patients' islanship in the hospital settings(BL2-Understand) C03- apply the importance of various, comfort measures and maintenance of equipment's and its applications in the patients in the hospital settings (BL3-Understand) C03- envolve involtance variance control measures and maintenance of equipment's and its applications in the patients in the hospital settings (BL3-Understand) C04- provide evidence-based practice, safety measures and health education to analyze the patient's progress and control in the hospital settings (BL3-Understand) C05- evaluate the explocations of evidence-based practice such as basic nursing care-health deucations, nursing proceedings existing as (BL3-Evaluate) | | | | | | | | | | |
| Skill Development X Entropreneurship X Employability X SDG3(Cood health and well-being) Courres Elements Professional Ethics J Gender J Human Values J Environment J SDG4(Coult health and well-being) | | | | | | | | | | | | |
| | | · Pi | + art B | • | | | | | | | | |
| | | | | B. 1 | | 1 | 11 | | | | | |

| Modules | Contents | Pedagogy | | | | | | |
|---------|--|--|----|--|--|--|--|--|
| Unit 9 | Application of soft skill Concept of soft skill Types of soft skill Application of soft skill Denset of the soft Denset of th | Lient and society □ Interpersonal Relationships (IPR): Definition, Types, and Purposes, Interpersonal overcome barriers □ Survival strategies — managing time, coping stress, resilience, work — life balance □ c and society — Presentation skills, social eliquete, telepone eliquete, motivicianal skills, teamwork et c. | | | | | | |
| Unit 10 | Self-empowerment Dimensions of self-empowerment Self-empowerment Network to the self-empowerment Self-empowerment development Importance of women's empowerment in society Professional etiquette and personal grooming Rel of nurse in empowering others | Lecture cum discussion | 2 | | | | | |
| Unit 13 | Culture 🗆 Nature, characteristic and evolution of culture 🗆 Diversity and uniformity of culture 🗆 Difference between culture and civilization 🗆 Culture and socialization 🗆 Transcultural society 🗆 Culture, Modernization and its impact on health and disease | Lecture cum Discussion, Panel Discussion | 8 | | | | | |
| Unit 14 | Family and Marriage — Gamily — characteristics, basic need, types and functions of family — Marriage – forms of marriage, social custom relating to marriage and importance of marriage — Legislation on Indian marriage and family. — Influence of marriage and family on health practicos | Lecture cum Discussion, Panel Discussion | 8 | | | | | |
| Unit 15 | Social statification = Introduction = Characteristics & forms of stratification = Eurotion of stratification = Indian caste system - origin and characteristics = Positive and negative inpact of caste in society. = Class system and status = Social mobility-meaning and types = Race = -concept, criteria of Incial classification = Influence of class, caste and race system on health. | Lecture cum Discussion, Panel Discussion | 8 | | | | | |
| Unit 16 | Social organization and discogramization := Social organization -= mearing, elements and types == Voluntary association := Social system - definition, types, role and status a structural element of social system - definition provide for institutions = Social diorganization -= definition, causes, Control and provide structure in the system - definition of the system -= structure institution -= definition, causes, Control and provide structure = Voluntary association = Social diorganization -= definition, causes, Control and provide structure = Voluntary association = Voluntary association = Social diorganization -= definition, causes, Control and provide = Fundamental rights of individual, women and children == Role of nurse in reducing social problem and enhance coping := Social vertice programs in India | Lecture cum Discussion, Panel Discussion | 15 | | | | | |
| Unit 17 | Clinical sociology □ Introduction to clinical sociology □ Sociological strategies for developing services for the abused □ Use of clinical sociology in crisis intervention | Lecture cum Discussion, Group Discussion & Role play | 5 | | | | | |
| | | Part C | | | | | | |
| 1 | | | | | | | | |

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| Unit 3 | Defense mechanism and its implication | Role Play | BL3-Apply | 1 |
| Unit 4 | Role of nurse in supporting normal growth and development across the life span | Field work | BL3-Apply | 3 |
| Unit 9 | Building relationship with client and society | Case Study | BL3-Apply | 3 |
| Unit 12 | Culture, Modernization and its impact on health and disease | Case Study | BL3-Apply | 3 |
| Unit 13 | Positive and negative impact of caste in society. | Case Study | BL3-Apply | 3 |

| Part D(Marks Distribution) | | | | | | | | | | | |
|----------------------------|---|---------------------|--------------------------|---------------------|--------------------------|--|--|--|--|--|--|
| Theory | | | | | | | | | | | |
| Total Marks | Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation | | | | | | | | | | |
| 100 | 50 | 75 | 38 | 25 | 13 | | | | | | |
| | Practical | | | | | | | | | | |
| Total Marks | Minimum Passing Marks | External Evaluation | Min. External Evaluation | Internal Evaluation | Min. Internal Evaluation | | | | | | |
| | 0 | | | | | | | | | | |

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| Course Articulation Matrix | | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 3 |
| CO2 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 2 |
| CO3 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 3 | 2 | 2 | 1 |
| CO4 | 1 | 1 | 3 | 1 | 3 | 3 | 1 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO5 | 1 | 1 | 2 | 1 | 2 | 1 | 3 | 1 | 4 | 1 | 2 | 1 | 1 | 1 | 3 |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |