



SCHOOL OF NURSING SCIENCE

ITM UNIVERSITY, GWALIOR

SESSION 2019 – 2020

MINUTES OF MEETING

A meeting of the Board of Studies was held at Hargovind Khorana Block on 10th June 2019 at 10:00 am. The agenda of the meeting was:

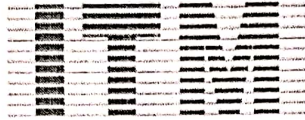
- a) Overview of the previous BOS dated 12th June 2018.
- b) Approval for the introduction of new elective courses across the Nursing Programmes

Board of Studies Members:

| S.NO | Faculty | Positions | Signature |
|------|--|-------------------|-----------|
| 1. | Prof. Mini Anil, Dean, SoNS | Chairperson BOS | |
| 2. | Prof. Vinsi Prince, Principal, Bombay Hospital & College of Nursing, Indore. | External Expert | |
| 3. | Prof. Jayashree Ajith, Vice – Principal, P.G. College of Nursing, Gwalior. | External Expert | |
| 4. | Mr. Harish Nagar, Associate Prof, SoNS | Member | |
| 5. | Mrs. Navtez Samra, Associate Prof, SoNS | Member | |
| 6. | Mrs. Ambali Pancholi, Assistant Prof, SoNS | Minutes Secretary | |

The meeting started with a welcome note by Prof. Mini Anil, Dean, SoNS to the respected external experts Prof. Vinsi Prince, Principal, Bombay Hospital & College of Nursing, Indore, Prof. Jayashree Ajith, Vice-Principal, P.G. College of Nursing, Gwalior and all members of BOS. The following agenda was discussed.

Dr. Omveer Singh
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a) **Overview of the previous BOS dated 12th June 2018.**


The previous BOS dated 12th June 2018 was overviewed and approved by the BOS expert.


b) Approval for the introduction of new elective courses across the Nursing Programmes

In the BOS meeting, the scheme and syllabus for the following new courses were approved based on feedback from relevant stakeholders, including alumni and faculty, to enhance the professional readiness of nursing students. (Annexure I)

1. Personality Development, 20 hrs syllabus for BSc Nursing Programme.
2. Human Values, Soft Skills, & Diabetic Care 20 hrs syllabus for PBBSc Nursing Programme.
3. The new course of Stress Management, Job Readiness and Employability in Health Care setting 20 hrs syllabus for MSc Nursing.

The meeting adjourned with a vote of thanks to the chair.


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Gwalior (M.P.)


Prof. Mini Anil
Prof. MINI ANIL
Chair DEAN
INSTITUTE OF NURSING SCIENCE
STUDIES & RESEARCH
ITM UNIVERSITY, GWALIOR



Annexure I

Syllabus-2019-2020

(SONS)(MSc_Nursing-Community_Health_Nursing)

| | |
|----------------------------|-------------------|
| Title of the Course | Stress management |
| Course Code | MNSG 105 |

Part A

| Year | Credits | L | T | P | C |
|--|--|--------------------|--|---|---|
| | | 1 | 0 | 0 | 1 |
| Course Type | Theory only | | | | |
| Course Category | Discipline Electives | | | | |
| Pre-Requisite/s | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO1- Identify the causes of unwanted stress.(BL1-Remember) CO2- Understand how stress works and its effects on human behavior and physiology. (BL2-Understand) CO3- Develop techniques to avoid stress affect the personal and professional life.(BL3-Apply) CO4- Utilize effective stress reduction techniques.(BL4-Analyze) CO5- Develop a Personal Action Plan for Stress Management.(BL5-Evaluate) | | | | |
| Courses Elements | Skill Development X Entrepreneurship X Employability ✓ Professional Ethics X Gender X Human Values X Environment X | SDG (Goals) | SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) | | |

Pankaj Panchal

Faysha

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Part B

| Modules | Contents | Pedagogy | Hours |
|---------|---|---|-------|
| Unit 1 | Introduction □ Concept of stress, definition □ Types of stress: positive, negative □ Various sources of stress: environmental, social, physiological, psychological □ Types of stressors: internal and external | Lecture cum discussion & Group discussion | 3 |
| Unit 2 | Stress and its effect on human physiology and behaviour □ Body's response to stress: Hans Selye's General Adaptation Syndrome □ Stress Cycles: distress and wellness cycle □ Cognitive appraisal of stressors □ Stress symptoms: emotional, behavioural, physical □ Stress and diseases: cancer, Gastric ulcer, Bronchial asthma, effect on endocrine glands, Psycho-sexual disease, Anxiety Neurosis □ Assessing stress levels Holmes - Rahe - life change index | Lecture cum discussion & Group discussion | 5 |
| Unit 3 | Stress avoidance techniques □ Individual difference in resistance to stress: optimism & pessimism □ Strategies of stress prevention & management □ Challenging stressful thinking/resilience and stress □ Problem solving and time management □ Physical methods of stress reduction □ Preparing for occupational stress □ Care of self: Nutrition & other lifestyle issues □ Conflict management in relationship | Lecture cum discussion, Role play & Group discussion | 5 |
| Unit 4 | Stress reduction strategies □ Utilizing stress reduction techniques □ Relaxation techniques: □ abdominal breathing □ progressive relaxation, □ massage □ biofeedback □ autogenic training-self hypnosis □ visualization and mental imagery □ Enhance self esteem □ Support groups | Lecture cum discussion, Role play & Group discussion | 2 |

Part C

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| Unit 1 | Types of stress: positive, negative | Role Play | BL3-Apply | 1 |
| Unit 2 | Stress and diseases: cancer, Gastric ulcer, Bronchial asthma, effect on endocrine glands, Psycho-sexual disease, Anxiety Neurosis | Case Study | BL4-Analyze | 1 |
| Unit 3 | Strategies of stress prevention & management | Role Play | BL4-Analyze | 1 |
| Unit 4 | Utilizing stress reduction techniques | Case Study | BL4-Analyze | 2 |

Dambali Ranchar

Jyeshu

Manoj

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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 |
| | | | | | |

Part E

| | |
|-------------------------|---|
| Books | Seaward, B. L. (2017). Managing stress: Principles and strategies for health and well-being (9th ed.). Jones & Bartlett Learning. |
| Articles | Stress Management - https://www.ncbi.nlm.nih.gov/books/NBK513300/ |
| References Books | Greenberg, J. S. (2020). Comprehensive stress management (15th ed.). McGraw-Hill Education. |
| MOOC Courses | https://www.mooc-list.com/tags/stress-management |
| Videos | Managing Stress - https://www.youtube.com/watch?v=hnpQrMqDoqE |

Course Articulation Matrix

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

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Syllabus-2019-2020

(SONS)(MSc_Nursing-Community_Health_Nursing)

| | |
|----------------------------|--|
| Title of the Course | Job readiness & employability in health care setting |
| Course Code | MNSG 204 |

Part A

| Year | Credits | L | T | P | C |
|--|--|-----------------------|--|---|---|
| | | 1 | 0 | 0 | 1 |
| Course Type | Theory only | | | | |
| Course Category | Discipline Electives | | | | |
| Pre-Requisite/s | | Co-Requisite/s | | | |
| Course Outcomes & Bloom's Level | CO1- Identify the personal skills, qualities, values, attributes and behaviours needed at each career level.(BL2-Understand) CO2- Demonstrate the employability skills required at different levels and in different roles across the health sector.(BL3-Apply) | | | | |
| Courses Elements | Skill Development X Entrepreneurship X Employability ✓ Professional Ethics X Gender X Human Values X Environment X | SDG (Goals) | SDG4(Quality education) SDG8(Decent work and economic growth) | | |

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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 |
|-------------|-----------------------|---------------------|--------------------------|---------------------|--------------------------|
| | | | | | |

Part E

| | |
|-------------------------|--|
| Books | Baker, J. J., & Baker, R. W. (2017). Health care finance: Basic tools for nonfinancial managers (5th ed.). Jones & Bartlett Learning. |
| Articles | Employability in health professional education: a scoping review - https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-022-03913-7 |
| References Books | Collins, S. K., & Collins, K. S. (2015). Job search: Career planning guide for health professionals (3rd ed.). Elsevier. |
| MOOC Courses | https://www.my-mooc.com/en/mooc/career/ |
| Videos | Student employability: Working in safety and health - https://www.youtube.com/watch?v=aAz6pLpFLNA |

Course Articulation Matrix

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

Ambab' Panchari

Jagshree

meenu

Nansi


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Part B

| Modules | Contents | Pedagogy | Hours |
|---------|---|-------------------------------------|-------|
| Unit 1 | Introduction □ Nursing - A Career in Life □ Roles and responsibilities of an employee □ Adaptation towards working environment □ Career Guidance - Employment opportunities in Nursing | Lecture cum discussion | 2 |
| Unit 2 | Employability Skill □ Job-readiness attributes □ Communication skill □ Technological skill □ Teamwork skill □ Interpersonal skill □ Critical thinking and Problem-solving skill □ Planning and organizing skill □ Conceptual and analytical skill □ Self confidence □ Inter profession practice □ Work psychology-positivity workplace attitude □ Stress awareness and management □ Soft skills | Lecture cum discussion & Role Play | 5 |
| Unit 3 | Complexity of care □ Safe Practice □ Practice within scope of practice □ Management of workload □ Ability work effectively within the health care team □ Legal and ethical boundaries | Lecture cum discussion | 5 |
| Unit 4 | Autonomy and Supervision □ Autonomy - Accountability, Responsibility, Recognition of scope of practice □ Supervision/Delegation | Lecture cum discussion & Role Play | 3 |
| Unit 5 | Application of Knowledge □ Generalist Nursing Knowledge □ Knowledge on Quality Care □ Knowledge on Ethical aspects □ Knowledge on Legal aspects □ Critical Appraisal □ Knowledge seeking behaviours | Lecture cum discussion & case study | 5 |

Part C

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| Unit 2 | Communication skill | Role Play | BL3-Apply | 1 |
| Unit 3 | Ability work effectively within the health care team | Role Play | BL4-Analyze | 1 |
| Unit 5 | Knowledge on Ethical aspects | Case Study | BL4-Analyze | 1 |

Dambal Panchali

Rajshree

A

Anurag

K. V. V. V. V.

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Syllabus-2019-2020
(SONS)(BSc_Nursing)

| | |
|----------------------------|-------------------------|
| Title of the Course | Personality Development |
| Course Code | BNSG 404 |

| Part A | | | | | | |
|--|--|--------------------|--|---|---|---|
| Year | Semester | Credits | L | T | P | C |
| | | | 1 | 0 | 0 | 1 |
| Course Type | Theory only | | | | | |
| Course Category | Discipline Electives | | | | | |
| Pre-Requisite/s | Co-Requisite/s | | | | | |
| Course Outcomes & Bloom's Level | CO1- describe about human personality development (BL2-Understand) CO2- improve interpersonal skills (BL3-Apply) CO3- develop problem solving and decision making skills (BL4-Analyze) | | | | | |
| Courses Elements | Skill Development ✓ Entrepreneurship X Employability X Professional Ethics X 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 | | | |
|---------|--|--|-------|
| Modules | Contents | Pedagogy | Hours |
| Unit 1 | PRESENTATION CLASSES 1. Speech making 2. Pictorial analysis 3. Impersonation 4. Oral reporting 5. Impromptu Speech 6. Story developing 7. Narrative and descriptive presentations 8. Elocution and inflection 9. Retrieval, factual and experiential presentations. 10. Paraphrasing 11. Context building 12. Idea presentations 13. Event analyses 14. Oral reporting 15. One-minute speech 16. Public speaking | Lecture cum discussion, Group discussion & Role Play | 10 |
| Unit 2 | PHONETIC CLASSES (10 hrs) 1. Phoneme studies 2. Long and short vowels 3. Diphthongs 4. Consonant classification 5. Syllables and syllabic division 6. Speech organs, areas of articulation and exercise 7. Elocution & inflection 8. Stress pattern 9. Neutral accents 10. Intonation 11. American and British styles 12. Word contracts 13. Stress on paradigm shift 14. Rhythm | Lecture cum discussion, Group discussion & Role Play | 10 |
| Unit 3 | PERSONALITY DEVELOPMENT 1. Basic human personality 2. Personality domains and development 3. Universal human values 4. Personality in the face of cross-culture environment 5. Balancing between your career personality and social personality 6. Self-confidence 7. Interpersonal skills 8. Memory development 9. Cognitive area development 10. Corporate personality 11. Relevance of spiritualism 12. Banishment of phobias 13. Value of exercise 14. Yoga classes (for educational success) 15. Outfits 16. Making friends 17. Socialization 18. Present work culture and new challenges 19. Problem-solving and decision-making 20. Life skills | Lecture cum discussion, Group discussion & Role Play | 10 |

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| Part C | | | | |
|---------|----------------------|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 1 | Idea presentations | Role Play | BL4-Analyze | 2 |
| Unit 3 | Interpersonal skills | Role Play | BL4-Analyze | 2 |

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Part D (Marks Distribution)

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

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

Part E

| | |
|------------------|---|
| Books | McAdams, D. P. (2006). The person: An introduction to the science of personality psychology (4th ed.). Wiley |
| Articles | https://www.researchgate.net/publication/281274737_Effect_of_personality_development_program_for_medical_and_nursing_students_A_pilot_study |
| References Books | Shiner, R. L., Buss, D. M., & Plomin, R. (2017). Personality development across the lifespan. Cambridge University Press. |
| MOOC Courses | https://www.my-mooc.com/en/categorie/personal-development |
| Videos | Learn Phonics - https://www.youtube.com/watch?v=zhhc-3Fu77E |

Course Articulation Matrix

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

Zantej *W* *Dr. Omveer Singh* *Jayshree Dambali Panchali*

OS6
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Evaluator



Syllabus-2019-2020

(SONS)(PB_BSc_Nursing)

| | |
|----------------------------|--------------------|
| Title of the Course | soft skills |
| Course Code | PBNSG -208 |

Part A

| | | | | | | |
|--|--|--------------------|--|---|---|---|
| Year | | Credits | L | T | P | C |
| | | | 1 | 0 | 0 | 1 |
| Course Type | Theory only | | | | | |
| Course Category | Discipline Electives | | | | | |
| Pre-Requisite/s | Co-Requisite/s | | | | | |
| Course Outcomes & Bloom's Level | CO1- Identify & perform personal, professional & Social Etiquette(BL2-Understand) CO2- Be empowered in Public Speaking(BL3-Apply) CO3- Demonstrate Teamwork in workplace(BL4-Analyze) | | | | | |
| Courses Elements | Skill Development X Entrepreneurship X Employability ✓ Professional Ethics X 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

| Modules | Contents | Pedagogy | Hours |
|---------|--|---|-------|
| Unit 1 | Personal Etiquette: □ Grooming and personal hygiene □ Body language-Postures & facial expressions □ Punctuality and respectfulness □ Manners Professional Etiquette: □ Meeting etiquette □ Workplace etiquette □ communication etiquette-Oral & written Social Etiquette: □ What is Social Etiquette? □ Why are social skills important? □ Types of social skills □ Conversational skills - Greetings, listening, interacting □ Common courtesies - Thank you, No thank you, Excuse me, May I □ Social skill defects Other types: □ Classroom etiquette-respectful and punctual, use of cell phone, engagement in the class □ Virtual classroom etiquette □ Social media etiquette | Role play , Demonstration & Remonstratation | 4 |
| Unit 2 | Telephone etiquette: □ Introduce yourself first □ Clarity of speech □ Active listening and take notes □ Use appropriate language □ Remain cheerful | Role play , Demonstration & Remonstratation | 2 |
| Unit 3 | Presentation Skills: □ Introduction □ Types of Presentation Skills □ Structure □ Importance of Presentation skills □ Makinga Presentation □ Delivering a Presentation | Lecture cum discussion & Demonstration | 3 |
| Unit 4 | Public Speaking: □ Elements of Public Speaking □ Types of Public Speaking □ How do you begin a speech □ How do you make your speech good □ Factors of Public Speaking | Lecture cum discussion & Demonstration | 2 |
| Unit 5 | Time management: □ Know how to spend time □ Set priorities □ Using a Planning Tool □ Getting Organised/Schedule time appropriately | Role play | 2 |
| Unit 6 | Motivational skills: □ Forming and Changing Habit □ Gratitude □ Positivity □ Mindfulness | Role Play & Group Discussion | 2 |
| Unit 7 | Decision making skills: □ What is Decision making skills □ The5 Decision making skills □ Styles of Decision making □ How to develop decision making | Role Play & Group Discussion | 2 |
| Unit 8 | Team work: □ Differentiate team/teamwork □ Examples of team work skills □ Working with different teams □ Build a team in your workplace environment | Lecture cum discussion & Group Discussion | 2 |

Ambali Panchali

Jyoti

Dr. Omveer Singh

Vanshi

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Part C

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|------------------------------|--|---------------|-------|
| Unit 3 | Types of Presentation Skills | Seminar | BL3-Apply | 1 |
| Unit 7 | Styles of Decision making | Role Play | BL4-Analyze | 1 |

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 |
| | | | | | |

Part E

| | |
|-------------------------|---|
| Books | Bonet, D. (2004). The business of listening (3rd ed.). Viva Books. |
| Articles | https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://archives.palarch.nl/index.php/jae/article/download/3412/3400/6573&ved=2ahUKEwjS5pXoybWGAX7jgGHX_fEKMQFnoECEkQAQ&usg=AOvVaw0eVRS_4JO4j2FodZ4PQfrt |
| References Books | Bovee, C. L., Thill, J. V., & Schatzman, B. E. (2010). Business communication today (10th ed.). Prentice Hall. |
| MOOC Courses | https://www.coursera.org/courses?query=soft%20skills |
| Videos | https://www.youtube.com/watch?v=i5mYphUoOCs on Public speaking |

Course Articulation Matrix

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







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Syllabus-2019-2020

(SONS)(PB_BSc_Nursing)

| | |
|----------------------------|--------------|
| Title of the Course | Human Values |
| Course Code | PBNSG-110 |

| Part A | | | | | |
|--|--|--------------------|--|---|---|
| Year | Credits | L | T | P | C |
| | | 2 | 0 | 0 | 2 |
| Course Type | Theory only | | | | |
| Course Category | Discipline Electives | | | | |
| Pre-Requisite/s | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO1- Understand the concept and importance of human values. (BL2-Understand) CO2- Apply human values in education and clinical practice. (BL3-Apply) CO3- Analyze the impact of human values in family, society and profession (BL4-Analyze) | | | | |
| Courses Elements | Skill Development ✓ Entrepreneurship X Employability ✓ Professional Ethics X 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 | | | |
|---------|--|--|-------|
| Modules | Contents | Pedagogy | Hours |
| Unit 1 | Introduction □ Introduction to human values - Definition and nature of human values □ Types of human values - Different categorization □ Instrumental and extrinsic values □ Personal and professional values □ Examples of human values - cooperation, honesty, caring, compassion, love, respect, sharing, loyalty, appreciation, integrity, discipline, justice, solidarity, civility, non-violence | Lecture cum discussion & Role Play | 4 |
| Unit 2 | Importance of human values □ Need and importance of human values □ Functions of values □ Reflection on individual values □ Human values, ethical values and moral values - differences and similarities | Lecture cum discussion, Group discussion & Symposium | 4 |
| Unit 3 | Role of human values in family and society □ Family values □ Social standards □ Influence of family and society. | Lecture cum discussion, Group discussion & Symposium | 2 |
| Unit 4 | Role of education and human values □ Teachers as role model □ Development of accountability, appreciation and helping nature □ Discipline as a human value □ Value education strategies | Lecture cum discussion, Group discussion & Symposium | 4 |
| Unit 5 | Professional Values □ Professional values - examples □ Professional values and Value development in nursing □ Core values at workplace, application in clinical settings and implications | Lecture cum discussion, Group discussion & Symposium | 4 |
| Unit 6 | Values and cross cultural influence □ Cultural values □ Universal application □ Universal declaration of human values and human rights | Lecture cum discussion & Case study | 2 |

| Part C | | | | |
|---------|--|--|---------------|-------|
| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
| Unit 2 | Human values, ethical values and moral values - differences and similarities | Role Play | BL4-Analyze | |
| Unit 3 | Role of human values in family and society | Field work | BL4-Analyze | |
| Unit 4 | Universal declaration of human values and human rights | Role Play | BL4-Analyze | |

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Ambali Panchole *Jyoti* *Dr. Anshu* *Dr. Anshu* *Dr. Anshu*

Part D(Marks Distribution)

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

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

Part E

| | |
|-------------------------|---|
| Books | Haidt, J. (2012). The righteous mind: Why good people are divided by politics and religion. Pantheon Books. |
| Articles | Dinev, T., Goo, J., Hu, Q., & Nam, K. (2009). User behaviour towards protective information technologies: The role of national cultural differences. Information Systems Journal, 1(19), 391-412. https://doi.org/10.1111/j.1365-2575.2007.00289.x . |
| References Books | Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Oxford University Press. |
| MOOC Courses | https://nptel.ac.in/courses/109104068 |
| Videos | https://www.youtube.com/watch?v=Wh-Uf5LhwgE |

Course Articulation Matrix

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

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| Part B | | | |
|---------|--|---|-------|
| Modules | Contents | Pedagogy | Hours |
| Unit 1 | Introduction □ Introduction to Diabetes as Non communicable disease burden - global & national - Review □ Diabetes risk factors, preventive measures & risk reduction measures □ Role of nurse in national programs relevant to Diabetes prevention, control and care | Lecture cum discussion | 2 |
| Unit 2 | Pathophysiology and diagnosis of Diabetes □ Review - structure & functions involved in key organs relating to diabetes (pancreas, liver, muscle, adipose tissue & kidney) □ Relationship between blood glucose and insulin □ Prediabetes condition □ Types of Diabetes - Type I & II □ Screening □ Symptoms □ Diagnostic Criteria | Lecture cum discussion & Case study | 4 |
| Unit 3 | Diabetes treatment options □ Life style modifications □ Diet therapy □ Exercise □ Medical therapy □ Oral antidiabetic agents used to treat diabetes □ types, actions, side effects and contraindications □ Combination treatment regimen □ Medication considerations in elderly □ Insulin therapy - Types, regimen, preparation and administration □ Recent advances in medication therapy | Lecture cum discussion & Case Study | 4 |
| Unit 4 | Complications of diabetes Diagnosis and management of □ Hypoglycemia □ Hyperglycemia □ Diabetic ketoacidosis □ Macrovascular complications □ Diabetic retinopathy □ Diabetic nephropathy □ Neuropathy □ Gestational diabetes in pregnancy | Lecture cum discussion & Case Study | 3 |
| Unit 5 | Self-Management □ Challenges of living with diabetes □ Role of self-care in diabetes management □ Effective self-management skills to attain and maintain diabetes control □ Monitoring blood glucose levels - methods to monitor diabetes control and analysis of blood glucose patterns Nutrition therapy □ Nutritional needs of patients with diabetes □ Nutritional assessment □ Determination of body mass index (BMI), waist-to-hip ratio □ Meal planning methods □ Problems associated with diet therapy Physical activity □ Role of exercise in diabetes management □ Components of exercise prescription □ Exercise needs assessment □ Types of exercises □ Benefits of yoga for people with diabetes □ Strategies to prevent hypoglycemia during or after exercise Medication therapy □ Lecture cum discussion □ Demonstration □ Practice □ Meal planning □ Role play □ Short answers □ OSCE □ Assessment of meal Understanding action, side effects and contraindications □ Insulin therapy - preparation and administration □ Role of diabetes educator in education and counseling □ Complication identification and seeking appropriate help | Lecture cum discussion, Group Discussion | 5 |
| Unit 6 | Recent updates in diabetes □ Oral health and diabetes □ Managing diabetes during disasters □ Recent update on treatment and care modalities □ Role of diabetes educator in diabetes care, education, counseling and management □ Complementary therapies | Lecture cum discussion & Group Discussion | 2 |

Part C

| Modules | Title | Indicative-ABCA/PBL/ Experiments/Field work/ Internships | Bloom's Level | Hours |
|---------|--|--|---------------|-------|
| Unit 1 | Diabetes risk factors, preventive measures & risk reduction measures | Role Play | BL3-Apply | 1 |
| Unit 3 | Diet therapy | Games | BL4-Analyze | 2 |
| Unit 5 | Role of diabetes educator in diabetes care, education, counseling and management | Role Play | BL3-Apply | 1 |

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 |
| | | | | | |

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Books
Articles
References Books
MOOC

Syllabus-2019-2020
(SONS)(PB_BSc_Nursing)

| | |
|----------------------------|---------------|
| Title of the Course | Diabetic care |
| Course Code | PBNSG-111 |

Part A

| Year | Credits | L | T | P | C |
|--|---|--------------------|--|---|---|
| | | 1 | 0 | 0 | 1 |
| Course Type | Theory only | | | | |
| Course Category | Discipline Electives | | | | |
| Pre-Requisite/s | Co-Requisite/s | | | | |
| Course Outcomes & Bloom's Level | CO1- Identify & review the pathophysiology and clinical diagnostic criteria for diabetes. (BL1-Remember) CO2- Apply the principles and demonstrate self-management skills to achieve diabetes control (BL3-Apply) CO3- Analyze the diabetes treatment options such as medication, diet, exercise and life style modifications. (BL4-Analyze) | | | | |
| Courses Elements | Skill Development X Entrepreneurship X Employability ✓ Professional Ethics X Gender X Human Values X Environment X | SDG (Goals) | SDG4(Quality education) SDG8(Decent work and economic growth) | | |

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Part E

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|------------------|---|
| Books | Smith, J. A. (2021). Comprehensive care for diabetes: An integrated approach. Health Press. |
| Articles | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8793955/ |
| References Books | P. Childs Belinda ,(2021) Complete Nurse's Guide to Diabetes Care.3rd Edition.American Diabetes Association |
| MOOC Courses | https://abcd.care/understanding-insulin-new-free-massive-open-online-course-mooc-available-healthcare-professionals |
| Videos | https://www.youtube.com/watch?v=17r-d_l-IEk |

Course Articulation Matrix

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|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2 | - | 1 | - | - | - | - | - | - | - | 1 | - | - | - | - |
| CO2 | 1 | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - |
| CO3 | - | 1 | - | - | - | - | - | 1 | - | - | - | - | - | 1 | - |
| CO4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO5 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

Ambali 'Panchali'

Jyoti

Manoj

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