



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Applied Anatomy & Applied Physiology
Course Code	ANAT 105 & PHYS 110

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					6	0	0	6
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s	General category candidates must have scored a minimum of 50% marks in the 10+2 exam. The passing percentage for the reserved category is a minimum of 45% in the 10+2 examination. The applicants' age must not be less than 17 years.			Co-Requisite/s	candidate shall be fit			
Course Outcomes & Bloom's Level	<p>CO1- describe the anatomical terms, organization of the human body, and structure of cells,tissues,membranes, andglands.(BL1-Remember)</p> <p>CO2- understand the ability to interpret and restate anatomy and physiology concepts about the nursing environment.(BL2-Understand)</p> <p>CO3- apply,examine,and determine the structure of the organs and body system.(BL3-Apply)</p> <p>CO4- analyze and calculate the heart rate, pulse rhythm, and other body system and organs anatomical concepts, etc.(BL4-Analyze)</p> <p>CO5- evaluate, and detect how the organ structure and can argue or debate on that and different concepts of the anatomy and physiology.(BL5-Evaluate)</p>							
Courses Elements	Skill Development ✕ Entrepreneurship ✕ Employability ✕ Professional Ethics ✕ Gender ✕ Human Values ✕ Environment ✕		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	<p>Introduction to anatomical terms and organization of the human body ^[ii]</p> <p>Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar ^[p] Anatomical planes (axial/transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane) ^[ii]</p> <p>Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction ^[ii] Cell structure, Cell division ^[ii]</p> <p>Tissue – definition, types, characteristics, classification, location ^[ii] Membrane, glands – classification and structure ^[ii] Identify major surface and bony landmarks in each body region, Organization of human body ^[ii]</p> <p>Hyaline, fibro cartilage, elastic cartilage ^[p]</p> <p>Features of skeletal, smooth and cardiac muscle ^[p] Application and implication in nursing</p>	Lecture cum discussion	8
Unit 2	<p>The Respiratory system ^[ii] Structure of the organs of respiration ^[ii] Muscles of respiration ^[ii] Application and implication in nursing</p>	Lecture cum discussion, demonstration & Simulation	6
Unit 3	<p>The Digestive system ^[ii] Structure of alimentary canal and accessory organs of digestion ^[ii] Application and implications in nursing</p>	Lecture cum discussion, demonstration & Simulation.	6
Unit 4	<p>The Circulatory and Lymphatic system ^[ii] Structure of blood components, blood vessels – Arterial and Venous system ^[ii] Position of heart relative to the associated structures ^[ii] Chambers of heart, layers of heart ^[ii] Heart valves, coronary arteries ^[ii] Nerve and blood supply to heart ^[ii] Lymphatic tissue ^[ii] Veins used for IV injections ^[ii] Application and implication in nursing</p>	Lecture cum discussion, demonstration & Simulation	6
Unit 5	<p>The Endocrine system ^[ii] Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands</p>	Lecture cum discussion, demonstration & Simulation	4
Unit 6	<p>The Sensory organs ^[ii] Structure of skin, eye, ear, nose and tongue ^[ii] Application and implications in nursing</p>	Lecture cum discussion, demonstration & Simulation	4
Unit 7	<p>The Musculoskeletal system: The Skeletal system ^[ii] Anatomical positions ^[ii] Bones – types, structure, growth and ossification ^[ii] Axial and appendicular skeleton ^[ii] Joints – classification, major joints and structure ^[ii] Application and implications in nursing Types</p>	Lecture cum discussion, demonstration & Simulation	10

	and structure of muscles ^[1] Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs ^[1] Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis ^[1] Major muscles involved in nursing procedures		
Unit 8	The Renal system ^[1] Structure of kidney, ureters, bladder, urethra ^[1] Application and implication in nursing	Lecture cum discussion, demonstration & Simulation	5
Unit 9	The Reproductive system ^[1] Structure of male reproductive organs ^[1] Structure of female reproductive organs ^[1] Structure of breast	Lecture cum discussion, Demonstration	5
Unit 10	The Nervous system ^[1] Review Structure of neurons ^[1] CNS, ANS and PNS (Central, autonomic and peripheral) ^[1] Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex ^[1] Ventricular system – formation, circulation, and drainage ^[1] Application and implication in nursing	Lecture cum discussion, Demonstration	6
Unit 11	Introduction to anatomical terms and organization of the human body ^[1] Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar ^[1] Anatomical planes (axial/transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane) ^[1] Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction) ^[1] Cell structure, Cell division ^[1] Tissue – definition, types, characteristics, classification, location ^[1] Membrane, glands – classification and structure ^[1] Identify major surface and bony landmarks in each body region, Organization of human body ^[1] Hyaline, fibro cartilage, elastic cartilage ^[1] Features of skeletal, smooth and cardiac muscle ^[1] Application and implication in nursing	Lecture cum Discussion ^[1] Use of models ^[1] Video demonstration, Video/Slides	8
Unit 12	The Respiratory system ^[1] Structure of the organs of respiration ^[1] Muscles of respiration ^[1] Application and implication in nursing	Lecture cum Discussion ^[1] Models ^[1] Video/Slides	6
Unit 13	The Digestive system ^[1] Structure of alimentary canal and accessory organs of digestion ^[1] Application and implications in nursing	Lecture cum Discussion ^[1] Models ^[1] Video/ Slides, Anatomical Torso	6
Unit 14	The Circulatory and Lymphatic system ^[1] Structure of blood components, blood vessels – Arterial and Venous system ^[1] Position of heart relative to the associated structures ^[1] Chambers of heart, layers of heart ^[1] Heart	Lecture cum Discussion ^[1] Models ^[1] Video/ Slides, Anatomical Torso	6

	valves, coronary arteries ^[1] Nerve and blood supply to heart ^[2] Lymphatic tissue ^[3] Veins used for IV injections ^[4] Application and implication in nursing		
Unit 15	The Endocrine system ^[1] Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands	Lecture cum Discussion ^[2] Models ^[3] Video/Slides	4
Unit 16	The Sensory organs ^[1] Structure of skin, eye, ear, nose and tongue ^[2] Application and implications in nursing	Lecture cum Discussion ^[2] Models ^[3] Video/Slides	4
Unit 17	The Musculoskeletal system: The Skeletal system ^[1] Anatomical positions ^[2] Bones – types, structure, growth and ossification ^[3] Axial and appendicular skeleton ^[4] Joints – classification, major joints and structure ^[5] Application and implications in nursing The Muscular system ^[6] Types and structure of muscles ^[7] Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs ^[8] Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis ^[9] Major muscles involved in nursing procedures	Lecture cum Discussion ^[2] Models ^[3] Video/Slides	10
Unit 18	The Renal system ^[1] Structure of kidney, ureters, bladder, urethra ^[2] Application and implication in nursing	Lecture cum Discussion ^[2] Models ^[3] Video/ Slides, Anatomical Torso	5
Unit 19	The Reproductive system ^[1] Structure of male reproductive organs ^[2] Structure of female reproductive organs ^[3] Structure of breast	Lecture cum Discussion ^[2] Models	5
Unit 20	The Nervous system ^[1] Review Structure of neurons ^[2] CNS, ANS and PNS (Central, autonomic and peripheral) ^[3] Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex ^[4] Ventricular system – formation, circulation, and drainage ^[5] Application and implication in nursing	Lecture cum Discussion ^[2] Models ^[3] Video/Slides	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit I	Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction)	Role Play	BL3-Apply	1
Unit 1 -20	Working model of Different organs	PBL	BL3-Apply	2
Unit 15	Axial and appendicular skeleton	PBL	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	Chaurasia, B. D. (2010). Human anatomy & physiology (3 vols.). CBS Publishers & Distributors.
Articles	https://reference.medscape.com/guide/anatomy
References Books	Waugh, A., & Grant, A. (2018). Ross & Wilson anatomy and physiology in health and illness (13th ed.). Elsevier.
MOOC Courses	https://www.shiksha.com/online-courses/free-nursing-courses-certification-training-st353-tg1465
Videos	https://www.youtube.com/watch?v=38MsEkhdECM

Course Articulation Matrix

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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	*Communicative English
Course Code	ENGL 101

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s	An equivalent with 12 years schooling from a recognized board or university with minimum of 45 % aggregate marks (40% marks for SC, ST, for MBC, OBC candidates in part – III subjects of Physics, Chemistry & Biology / Botany & Zoology) and should have English as one of the subject.			Co-Requisite/s	Candidate shall be medically fit.			
Course Outcomes & Bloom's Level	CO1- define and remember communication and describe the concepts,principles,and effective communication. (BL1-Remember) CO2- understand the(LSRGW) concepts of language,speaking,reading,grammar, writing, and their application in professional development. (BL2-Understand) CO3- apply active listing, and effective communication, and use it in conversation. (BL3-Apply)							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Speak and write grammatically correct English Review of Grammar Remedial study of Grammar Building Vocabulary Phonetics Public Speaking Demonstrate use of dictionary Class-room conversation n Exercise on Use of Grammar Practice in public speaking Objective Type Fill In the blanks Para phrasing	Lecture cum discussion	10
Unit 2	read, understand and express meaningfully , the prescribed text Read and comprehend prescribed course books Exercise on: Reading Summarizing Comprehension Short Answers Essay Type	Lecture cum discussion & Group Discussion	15
Unit 3	Develop writing skills Various forms of composition Letter writing Note taking Precise writing Nurses notes Anecdotal records Diary writing Reports on health problems etc. Resume/CV Exercise on writing Letter writing Nurses notes Precise Diary Anecdote Health problems Story writing Resume/CV Essay writing Discussion on written reports/ documents Assessment of the skills based on the check list	Lecture cum discussion	10
Unit 4	Develop skill in spoken English Spoken English Oral report Discussion Debate Telephonic Exercise on: Debating Participating in Seminar, Panel, symposium Assessment of the skills based on the checklist	lecture cum discussion, Group discussion , Debate	5
Unit 5	Reading [R] Reading strategies, reading notes and messages [R] Reading relevant articles and news items [R] Vocabulary for everyday activities, abbreviations and medical vocabulary [R] Understanding visuals, graphs, figures and notes on instructions Reading reports and interpreting them [R] Using idioms and phrases, spotting errors, vocabulary for presentations [R] Remedial Grammar	Flipped classroom	5
Unit 6	Writing Skills [R] Writing patient history [R] Note taking [R] Summarising [R] Anecdotal records [R] Letter writing [R] Diary/Journal writing [R] Report writing [R] Paper writing skills [R] Abstract writing	lecture cum discussion	5
Unit 7	LSRW Skills [R] Critical thinking strategies for listening and reading [R] Oral reports, presentations [R] Writing instructions, letters and reports [R] Error analysis regarding LSRW	Group Discussion [R] Presentation [R] Role Play	8
Unit 8	LSRW Skills [R] Critical thinking strategies for listening and reading [R] Oral reports, presentations [R] Writing instructions, letters and reports [R] Error analysis regarding LSRW	Demonstration, Group Discussion, Role Play, Writing reports	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	What are communication roles of listeners, speakers, readers and writers as healthcare professionals	Role Play	BL3-Apply	1
Unit 4	Conversation situations – informal, formal and neutral	Role Play	BL3-Apply	1
Unit 7	Report writing  Paper writing skills	Case Study	BL3-Apply	2

Part D(Marks Distribution)

Theory					
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	0	0	0	0	0

Part E

Books	David, M. T. (2007). English for professional nursing. Chennai, India: BI Publications Pvt. Ltd.
Articles	https://infinitylearn.com/surge/english/article/article-on-women-empowerment/
References Books	Koorkkakala, T. (2007). Communicative English for BSc. nursing students. Kerala, India: KJ Publications.
MOOC Courses	https://alison.com/course/become-a-professional-speaker
Videos	https://www.youtube.com/watch?v=f2YFAogad4Q

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	2	2	2	1	1	1	2	1	3
CO2	1	2	3	2	2	2	1	1	3	1	1	1	1	1	2
CO3	1	2	2	1	2	3	1	1	2	2	3	2	2	2	1
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	*Nursing Foundation-I
Course Code	N-NF (I) 125 [P]

Part A

Year	1st	Semester	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 marks (40% marks for SC, ST, for MBC, OBC candidates in part – III subjects of Physics, Chemistry & Biology / Botany & Zoology) and should have English as one of the subject.			Co-Requisite/s	Candidate shall be medically fit.			
Course Outcomes & Bloom's Level	<p>CO1- remember the concept of health, illness and scope of nursing within health care services. (BL1-Remember)</p> <p>CO2- understand the educational needs of patients and demonstrate basic skills of patient education. (BL2-Understand)</p> <p>CO3- apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members. (BL3-Apply)</p> <p>CO4- provide first aid measures during emergencies. (BL4-Analyze)</p> <p>CO5- evaluate the applications of evidence-based practice such as admission, transfer, and discharge of a patient under supervision applying the knowledge. (BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
I	Communication and Nurse patient relationship [K] Maintaining Communication with patient and family and interpersonal relationship [K] Documentation and Reporting o Documenting patient care and procedures o Verbal report o Written report	Field work	BL3-Apply	32
II	Vital signs [K] Monitor/measure and document vital signs in a graphic sheet o Temperature (oral, tympanic, axillary) o Pulse (Apical and peripheral pulses) o Respiration o Blood pressure o Pulse oximetry [K] Interpret and report alteration [K] Cold Applications – Cold Compress, Ice cap, Tepid Sponging [K] Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter Infection control in Clinical settings [K] Hand hygiene [K] Use of PPE	Field work	BL3-Apply	32
III	Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment Comfort, Rest & Sleep [K] Bed making- o Open o Closed o Occupied o Post-operative ardiac bed o Fracture bed [K] Comfort devices o Pillows o Over bed table/cardiac table o Back rest o Bed Cradle [K] Therapeutic Positions o Supine o Fowlers (low, semi, high) o Lateral o Prone o Sim's o Trendelenburg o Dorsal recumbent o Lithotomy o Knee chest Pain [K] Pain assessment and provision for comfort Promoting Safety in Health Care Environment [K] Care of Patient's Unit [K] Use of Safety devices: o Side Rails [K] Restraints (Physical) [K] Fall risk assessment and Post Fall Assessment	Field work	BL3-Apply	32
IV	Hospital Admission and discharge, Mobility and Immobility and Patient education Hospital Admission and discharge Perform & Document: [K] Admission [K] Transfer [K] Planned Discharge Mobility and Immobility [K] Range of Motion Exercises [K] Assist patient in: o Moving Turning o Logrolling [K] Changing position of helpless patient [K] Transferring (Bed to and from chair/wheelchair/ stretcher) Patient education	Field work	BL3-Apply	32
V	First aid and Emergencies [K] Bandaging Techniques o Basic Bandages: [K] Circular [K] Spiral [K] Reverse-Spiral [K] Recurrent [K] Figure of Eight o Special Bandages: [K] Caplin [K] Eye/ Ear Bandage [K] Jaw Bandage [K] Shoulder Spica [K] Thumb spica [K] Triangular Bandage/ Sling (Head & limbs) [K] Binders	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 E

Books	Potter, A. M., & Perry, S. E. (2016). Foundation of nursing (2nd ed.). Elsevier.
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7319433/ https://onlinelibrary.wiley.com/doi/full/10.1111/jonm.13402 https://everynurse.org/nursing-fundamentals-building-a-solid-foundation/
References Books	Taylor, C., Lynn, P., Bartlett, J. L., & Kaushik, A. (Year). The art and science of person-centered care (1st ed.). Elsevier Publisher.
MOOC Courses	https://www.coursera.org/learn/vital-signs
Videos	https://in.video.search.yahoo.com/search/video;_ylt=AwrKBYpq4BRmLQMGXLq7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3BpdnM?p=fundamental+of+nursing+procedure+veido&fr2=piv-web&type=E210IN826G0&fr=mcafee#id=9&vid=b1dbbd462d4f68893be59263ec63af13&action=view https://in.video.search.yahoo.com/search/video;_ylt=AwrKBYpq4BRmLQMGXLq7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3BpdnM?p=fundamental+of+nursing+procedure+veido&fr2=piv-web&type=E210IN826G0&fr=mcafee#id=7&vid=1fb5d7f6d7c12c1686cd6e68c230b425&action=view

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	*Nursing Foundation-I
Course Code	N-NF (I) 125 [T]

Part A

Year	1st	Semester	1st	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 marks (40% marks for SC, ST, for MBC, OBC candidates in part – III subjects of Physics, Chemistry & Biology / Botany & Zoology) and should have English as one of the subject.			Co-Requisite/s	Candidate shall be medically fit.			
Course Outcomes & Bloom's Level	<p>CO1- remember the concept of health, illness and scope of nursing within health care services. (BL1-Remember)</p> <p>CO2- understand the educational needs of patients and demonstrate basic skills of patient education. (BL2-Understand)</p> <p>CO3- apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members. (BL3-Apply)</p> <p>CO4- provide first aid measures during emergencies. (BL4-Analyze)</p> <p>CO5- evaluate the applications of evidence-based practice such as admission, transfer, and discharge of a patient under supervision applying the knowledge. (BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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 to health and illness [i] Concept of Health – Definitions (WHO), Dimensions [ii] Maslow's hierarchy of needs [i] Health – Illness continuum [ii] Factors influencing health [ii] Causes and risk factors for developing illnesses [i] Illness – Types, illness behavior [ii] Impact of illness on patient and family	Lecture cum discussion	5
Unit 2	Health Care Delivery Systems – Introduction of Basic Concepts & Meanings [i] Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary [ii] Levels of Care – Primary, Secondary and Tertiary [i] Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities [ii] Hospitals – Types, Organization and Functions [i] Health care teams in hospitals – members and their role	Lecture cum discussion	5
Unit 3	History of Nursing and Nursing as a profession [ii] History of Nursing, History of Nursing in India [ii] Contributions of Florence Nightingale [ii] Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel [ii] Nursing as a profession – definition and characteristics/criteria of profession [i] Values – Introduction – meaning and importance [ii] Code of ethics and professional conduct for nurses – Introduction	Lecture cum discussion, Demonstration & Re demonstration, Role Play	12
Unit 4	Communication and Nurse Patient Relationship [ii] Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication [ii] Methods of effective communication/ therapeutic communication techniques [ii] Barriers to effective communication/ nontherapeutic communication techniques [i] Professional communication [ii] Helping Relationships (Nurse Patient Relationship) – Purposes and Phases [ii] Communicating effectively with patient, families and team members [ii] Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly)	Lecture cum discussion, Demonstration & Re demonstration	8
Unit 5	Documentation and Reporting [ii] Documentation – Purposes of Reports and Records [ii] Confidentiality [ii] Types of Client records/Common Recordkeeping forms [ii] Methods/Systems of documentation/ Recording Guidelines for documentation [ii] Do's and Don'ts of documentation/Legal	Lecture cum discussion, Demonstration & Re demonstration	4

	<p>guidelines for Documentation/Recording ^[H] Reporting – Change of shift reports, Transfer reports, Incident reports</p>		
Unit 6	<p>Vital signs ^[H] Guidelines for taking vital signs ^[H] Body temperature – o Definition, Physiology, Regulation, Factors affecting body temperature o Assessment of body temperature – sites, equipment and technique o Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia o Fever/Pyrexia – Definition, Causes, Stages, Types ^[H] Nursing Management o Hot and Cold applications ^[H] Pulse: o Definition, Physiology and Regulation, Characteristics, Factors affecting pulse o Assessment of pulse – sites, equipment and technique o Alterations in pulse ^[H] Respiration: o Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration o Assessment of respirations – technique o Arterial Oxygen saturation o Alterations in respiration ^[H] Blood pressure: o Definition, Physiology and Regulation, Characteristics, Factors affecting BP o Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment o Alterations in Blood Pressure ^[H] Documenting Vital Signs</p>	Lecture cum discussion, Demonstration & Re demonstration	15
Unit 7	<p>Equipment and Linen ^[H] Types – Disposables and reusable o Linen, rubber goods, glassware, metal, plastics, furniture ^[H] Introduction – Indent, maintenance, Inventory</p>	Lecture cum discussion, Demonstration & Re demonstration	3
Unit 8	<p>Introduction to Infection Control in Clinical setting Infection ^[H] Nature of infection ^[H] Chain of infection ^[H] Types of infection ^[H] Stages of infection ^[H] Factors increasing susceptibility to infection ^[H] Body defenses against infection – Inflammatory response & Immune response ^[H] Health care associated infection (Nosocomial infection) Introductory concept of Asepsis – Medical & Surgical asepsis Precautions ^[H] Hand Hygiene ^[H] (Hand washing and use of hand Rub) ^[H] Use of Personal Protective Equipment (PPE) ^[H] Standard precautions Biomedical Waste management ^[H] Types of hospital waste, waste segregation and hazards – Introduction</p>	Lecture cum discussion, Demonstration & Re demonstration & Case Study	10
Unit 9	<p>Comfort, Rest & Sleep and Pain ^[H] Comfort o Factors Influencing Comfort o Types of beds including latest beds, purposes & bed making o Therapeutic positions o Comfort devices ^[H] Sleep and Rest o Physiology of sleep o Factors affecting sleep o Promoting Rest and sleep o Sleep Disorders ^[H] Pain (Discomfort) o Physiology o Common cause of pain o Types o Assessment – pain scales and narcotic scales</p>	Lecture cum discussion, Demonstration & Re demonstration	15

Unit 10	Hospital Admission and discharge ^[ii] Admission to the hospital Unit and preparation of unit o Admission bed o Admission procedure o Medico-legal issues o Roles and Responsibilities of the nurse ^[ii] Discharge from the hospital o Types – Planned 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 ^[ii] Patient Teaching – Importance, Purposes, Process ^[ii] Integrating nursing process in patient teaching	Lecture cum discussion, Demonstration & Re demonstration & Health Talk	4
Unit 13	First Aid: ^[ii] Introduction ^[ii] Aims ^[ii] First aid and law ^[ii] 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 ^[ii] Basic CPR - Adult & baby/ child ^[ii] Securing open airway ^[ii] Recovery position ^[ii] Initial top-to-toe assessment ^[ii] Hygiene & Handwashing technique	Lecture cum discussion , Role Play & Demonstration	5
Unit 15	First aid management of Common emergencies ^[ii] Review of anatomy & physiology of systems mentioned below. ^[ii] Respiratory system: o Drowning o Strangulation & hanging o Choking o Suffocation by smoke o Asthma ^[ii] CVS o Chest discomfort/pain o Bleeding o Shock ^[ii] Injury & fractures o Head, neck & spinal injuries o Injuries & fractures to bones, joints, and muscles o Dislocations o Strains & Sprains o Immobilization techniques ^[ii] Unconsciousness & Nervous system related emergencies o Unconsciousness o Stroke o Convulsions, epilepsy ^[ii] GI & Endo system related emergencies o Diarrhea o Food poisoning o Diabetes ^[ii] Skin, burns, heat exhaustion, fever & hypothermia o Burns o Heat stroke o Fever o Hypothermia ^[ii] Poisoning ^[ii] Bites & stings o Animal bites, insect stings & bites o Snake bites ^[ii] Sensory system related o Foreign bodies in eye, ear, nose, or skin Swallowed foreign objects ^[ii] Urinary system, reproductive system, and emergency childbirth ^[ii] Psychological first aid ^[ii] Emergency situations and disaster management	Lecture cum discussion , Role Play & Demonstration	8
Unit 16	Selected First Aid Techniques ^[ii] Dressing ^[ii] Bandaging ^[ii] Transportation	Lecture cum discussion , Role Play & Demonstration	4
Unit 17	First Aid Kit ^[ii] Content of first aid box - small, medium, and large ^[ii] First medical responder first aid kit	Lecture cum discussion , Role Play & 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 [iv] History of Nursing, History of Nursing in India [iv] Contributions of Florence Nightingale [iv] Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel [iv] Nursing as a profession – definition and characteristics/criteria of profession [iv] Values – Introduction – meaning and importance [iv] Code of ethics and professional conduct for nurses – Introduction	Role Play	BL5-Evaluate	2
Unit 14	Maintaining body alignment – positions	Role Play	BL3-Apply	2
Unit 15	Respiratory Emergencies & Basic CPR	PBL	BL3-Apply	3

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. 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
	0				

Part E

Books	Potter, A. M., & Perry, S. E. (2016). Foundation of nursing (2nd ed.). Elsevier.
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	Potter, 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://in.video.search.yahoo.com/search/video;_ylt=AwrKGE mN2xRmLOcFdiq7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEE d nRpZAMEc2VjA3Bp d nM-?p=articles+for+fundamental+of+nursing&fr2=piv-web&type=E210IN826G0&fr=mcafee#id=3&vid=f8df8334984f58e2260483580acd298b&action=view https://in.video.search.yahoo.com/search/video;_ylt=AwrKGE mN2xRmLOcFdiq7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEE d nRpZAMEc2VjA3Bp d nM-?p=articles+for+fundamental+of+nursing&fr2=piv-web&type=E210IN826G0&fr=mcafee#id=9&vid=c672e287f8707015412f859012b8eb02&action=view

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	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	1	1	1
CO5	2	1	3	2	1	3	1	1	1	1	1	1	2	1	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Applied Sociology & Applied Psychology
Course Code	SOCI 115 & PSYC 120

Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					6	0	0	6
Course Type	Theory only							
Course Category	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 fit.			
Course Outcomes & Bloom's Level	<p>CO1- able to identify the importance of psychology in individual and professional life & role of nurse in promoting mental health and dealing with altered personality.(BL1-Remember)</p> <p>CO2- understand of the biological and psychological basis of human behavior.(BL2-Understand)</p> <p>CO3- demonstrate the physical psychology of different age groups.(BL3-Apply)</p> <p>CO4- analyze & integrate the principles of motivation and emotion(BL4-Analyze)</p> <p>CO5- Evaluate the basic understanding of psychological assessment and nurse's role(BL5-Evaluate)</p>							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✓ 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
Unit 1	Introduction ⁿⁱ Meaning of Psychology ⁿⁱ Development of psychology – Scope, branches and methods of psychology ^{hi} Relationship with other subjects ⁿⁱ Significance of psychology in nursing ⁿⁱ Applied psychology to solve everyday issues	Lecture cum discussion	2
Unit 2	Biological basis of behavior –Introduction ⁿⁱ Body mind relationship ⁿⁱ Genetics and behaviour ⁿⁱ Inheritance of behaviour ⁿⁱ Brain and behaviour. ⁿⁱ Psychology and sensation – sensory process – normal and abnormal	Lecture cum discussion, Case discussion & Role play	4
Unit 3	Mental health and mental hygiene ⁿⁱ Concept of mental health and mental hygiene ⁿⁱ Characteristic of mentally healthy person ⁿⁱ Warning signs of poor mental health ⁿⁱ Promotive and preventive mental health strategies and services ⁿⁱ Defense mechanism and its implication ⁿⁱ Frustration and conflict – types of conflicts and measurements to overcome ⁿⁱ Role of nurse in reducing frustration and conflict and enhancing coping ⁿⁱ Dealing with ego	Lecture and Group discussion	5
Unit 4	Developmental psychology ⁿⁱ Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying ⁿⁱ Role of nurse in supporting normal growth and development across the life span ⁿⁱ Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult ⁿⁱ Introduction to child psychology and role of nurse in meeting the psychological needs of children ⁿⁱ Psychology of vulnerable individuals – challenged, women, sick etc. ⁿⁱ Role of nurse with vulnerable groups	Lecture cum discussion & Group Discussion	7
Unit 5	Personality ⁿⁱ Meaning, definition of personality ⁿⁱ Classification of personality ⁿⁱ Measurement and evaluation of personality – Introduction ⁿⁱ Alteration in personality ⁿⁱ Role of nurse in identification of individual personality and improvement in altered personality	Lecture cum discussion	4
Unit 6	Cognitive process ⁿⁱ Attention – definition, types, determinants, duration, degree and alteration in attention ⁿⁱ Perception – Meaning of Perception, principles, factor affecting perception, ⁿⁱ Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence	lecture cum discussion	16

	tests – Mental deficiencies [H] Learning – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation [H] Memory-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting [H] Thinking – types, level, reasoning and problem solving. [H] Aptitude – concept, types, individual differences and variability [H] Psychometric assessment of cognitive processes – Introduction [H] Alteration in cognitive processes		
Unit 7	Motivation and emotional processes [H] Motivation – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives [H] Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other [H] Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness [H] Psychometric assessment of emotions and attitude – Introduction [H] Role of nurse in caring for emotionally sick client	lecture cum discussion & Group Discussion	6
Unit 8	Psychological assessment and tests – introduction [H] Types, development, characteristics, principles, uses, interpretation [H] Role of nurse in psychological assessment	Lecture cum discussion cum discussion	4
Unit 9	Application of soft skill [H] Concept of soft skill [H] Types of soft skill – visual, aural and communication skill [H] The way of communication [H] Building relationship with client and society [H] Interpersonal Relationships (IPR): Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers [H] Survival strategies – managing time, coping stress, resilience, work – life balance [H] Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc. [H] Use of soft skill in nursing	Lecture cum discussion, Role Play & Group Discussion	10
Unit 10	Self-empowerment [H] Dimensions of self-empowerment [H] Self-empowerment development [H] Importance of women’s empowerment in society [H] Professional etiquette and personal grooming [H] Role of nurse in empowering others	Lecture cum discussion cum discussion	2
Unit 13	Culture [H] Nature, characteristic and evolution of culture [H] Diversity and uniformity of culture [H] Difference between culture and civilization [H] Culture and socialization [H] Transcultural society [H] Culture, Modernization and its impact on health and disease	Lecture cum Discussion, Panel Discussion	8

Unit 14	Family and Marriage [W] Family – characteristics, basic need, types and functions of family [W] Marriage – forms of marriage, social custom relating to marriage and importance of marriage [W] Legislation on Indian marriage and family. [W] Influence of marriage and family on health and health practices	Lecture cum Discussion, Panel Discussion	8
Unit 15	Social stratification [W] Introduction – Characteristics & forms of stratification [W] Function of stratification [W] Indian caste system – origin and characteristics [W] Positive and negative impact of caste in society. [W] Class system and status [W] Social mobility-meaning and types [W] Race – concept, criteria of racial classification [W] Influence of class, caste and race system on health.	Lecture cum Discussion, Panel Discussion	8
Unit 16	Social organization and disorganization [W] Social organization – meaning, elements and types [W] Voluntary associations [W] Social system – definition, types, role and status as structural element of social system. [W] Interrelationship of institutions [W] Social control – meaning, aims and process of social control [W] Social norms, moral and values [W] Social disorganization – definition, causes, Control and planning [W] Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 [W] Vulnerable group – elderly, handicapped, minority and other marginal group. [W] Fundamental rights of individual, women and children [W] Role of nurse in reducing social problem and enhance coping [W] Social welfare programs in India	Lecture cum Discussion, Panel Discussion	15
Unit 17	Clinical sociology [W] Introduction to clinical sociology [W] Sociological strategies for developing services for the abused [W] Use of clinical sociology in crisis intervention	Lecture cum Discussion, Group Discussion & Role play	5

Part C

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	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	Bhatia, T. K., & Craig, B. J. (2020). Elements of psychology and mental hygiene. McGraw-Hill.
Articles	Psychology teaching in nursing education: A review of and reflection on approaches, issues, and contemporary practice
References Books	Morgan, C. T., Hilgard, E. R., et al. (2004). Introduction to psychology (7th ed.). McGraw-Hill.
MOOC Courses	https://www.coursera.org/learn/social-psychology
Videos	https://www.youtube.com/watch?v=ocmSmlGxn14&list=PL8wEEv2nxDJw7z7uxONkeZOuD7N4ZlhWB

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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Applied Biochemistry and Applied Nutrition & Dietetics
Course Code	BIOC135

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					5	0	0	5
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s					Co-Requisite/s			
Course Outcomes & Bloom's Level	<p>CO1- remember the concepts, definition factors and various classifications of nutrition and health (BL1-Remember)</p> <p>CO2- understand the principles, types of Nutrients, methods of preparing food and therapeutic diets for the patient in the hospital settings. (BL2-Understand)</p> <p>CO3- provide safe food and safety measures and health education on diet and analyze the patient's prognosis by diet. (BL3-Apply)</p> <p>CO4- evaluate the applications of therapeutic diets such as diabetes diet, Health educations on balance diet by nursing process and supply food according to needs of the patient in the hospital settings. (BL5-Evaluate)</p>							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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	Carbohydrates [8] Digestion, absorption and metabolism of carbohydrates and related disorders [2] Regulation of blood glucose [8] Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief [6] Investigations of Diabetes Mellitus o OGTT – Indications, Procedure, Interpretation and types of GTT curve o Mini GTT, extended GTT, GCT, IV GTT o HbA1c (Only definition) [8] Hypoglycemia – Definition & causes	Lecture cum discussion & Demonstration	8
Unit 2	Lipids [8] Fatty acids – Definition, classification [8] Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids [8] Digestion, absorption & metabolism of lipids & related disorders [8] Compounds formed from cholesterol [8] Ketone bodies (name, types & significance only) [8] Lipoproteins – types & functions (metabolism not required) [2] Lipid profile [2] Atherosclerosis (in brief)	Lecture cum discussion & Demonstration	9
Unit 3	Proteins [8] Classification of amino acids based on nutrition, metabolic rate with examples [2] Digestion, absorption & metabolism of protein & related disorders [2] Biologically important compounds synthesized from various amino acids (only names) [8] In born errors of amino acid metabolism – only aromatic amino acids (in brief) [8] Plasma protein – types, function & normal values [2] Causes of proteinuria, hypoproteinemia, hyper-gamma globulinemia [2] Principle of electrophoresis, normal & abnormal electrophoretic patterns (in brief)	Lecture cum Discussion	9
Unit 4	Clinical Enzymology [2] Isoenzymes – Definition & properties [2] Enzymes of diagnostic importance in o Liver Diseases – ALT, AST, ALP, GGT o Myocardial infarction – CK, cardiac troponins, AST, LDH o Muscle diseases – CK, Aldolase o Bone diseases – ALP o Prostate cancer – PSA, ACP	Lecture cum Discussion	4
Unit 5	Acid base maintenance [8] pH – definition, normal value [8] Regulation of blood pH – blood buffer, respiratory & renal [2] ABG – normal values [2] Acid base disorders – types, definition & causes	Lecture cum Discussion	3
Unit 6	Heme catabolism [8] Heme degradation pathway [8] Jaundice – type, causes, urine & blood investigations (van den berg test)	Lecture cum Discussion	2
Unit 7	Organ function tests (biochemical parameters & normal values only) [2] Renal [2] Liver [2] Thyroid	Lecture cum Discussion	3
Unit 8	Immunochemistry [8] Structure & functions of immunoglobulin [2] Investigations & interpretation – ELISA	Lecture cum Discussion	3
Unit 9	Introduction to Nutrition Concepts [8] Definition of Nutrition & Health [8] Malnutrition – Under Nutrition & Over Nutrition [2] Role of Nutrition in maintaining health [8] Factors affecting food and nutrition Nutrients [2] Classification [2] Macro & Micronutrients [2] Organic & Inorganic [2] Energy Yielding & Non-Energy Yielding Food [8] Classification – Food groups [8] Origin	Lecture cum Discussion	2
Unit 10	Carbohydrates [2] Composition – Starches, sugar and cellulose [2] Recommended Daily Allowance (RDA) [2] Dietary sources [8] Functions Energy [8] Unit of energy – Kcal [8] Basal Metabolic Rate (BMR) [8] Factors affecting BMR	Lecture cum Discussion, Demonstration & Redemonstration, Exhibition	3
Unit 11	Proteins [2] Composition Eight essential amino acids [2] Functions [8] Dietary sources [8] Protein requirements – RDA	Lecture cum Discussion & Models	3
Unit 12	Fats [2] Classification – Saturated & unsaturated [2] Calorie value [8] Functions [2] Dietary sources of fats and fatty acids [8] Fat requirements – RDA	Lecture cum Discussion, Demonstration & Redemonstration, Exhibition	2
Unit 13	Vitamins [2] Classification – fat soluble & water soluble [2] Fat soluble – Vitamins A, D, E, and K [8] Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C) [2] Functions, Dietary Sources & Requirements – RDA of every vitamin	Lecture cum Discussion, Demonstration & Redemonstration, Exhibition	3
Unit 14	Minerals [8] Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements [2] Functions [2] Dietary Sources [2] Requirements – RDA	Lecture cum Discussion, Demonstration & Redemonstration, Exhibition	3
Unit 15	Balanced diet [8] Definition, principles, steps [8] Food guides – Basic Four Food Groups [2] RDA – Definition, limitations, uses [2] Food Exchange System [8] Calculation of nutritive value of foods [8] Dietary fibre Nutrition across life cycle [8] Meal planning/Menu planning – Definition, principles, steps [2] Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods [2] Diet plan for different age groups –Children, adolescents and elderly [8] Diet in pregnancy – nutritional requirements and balanced diet	Lecture Cum Discussion, demonstration	7

	plan ☐ Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling ☐ Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning		
Unit 16	Nutritional deficiency disorders ☐ Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role ☐ Childhood obesity – signs & symptoms, assessment, management & prevention and nurses' role ☐ Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders –causes, signs & symptoms, management & prevention and nurses' role ☐ Mineral deficiency diseases – iron, iodine and calcium deficiencies –causes, signs & symptoms, management & prevention and nurses' role	Lecture Cum Discussion, demonstration & Exhibition	6
Unit 17	Therapeutic diets ☐ Definition, Objectives, Principles ☐ Modifications – Consistency, Nutrients, ☐ Feeding techniques. ☐ Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post-operative period	Lecture Cum Discussion, demonstration	4
Unit 18	Cookery rules and preservation of nutrients ☐ Cooking – Methods, Advantages and Disadvantages ☐ Preservation of nutrients ☐ Measures to prevent loss of nutrients during preparation ☐ Safe food handling and Storage of foods ☐ Food preservation ☐ Food additives and food adulteration ☐ Prevention of Food Adulteration Act (PFA) ☐ Food standards	Lecture Cum Discussion, demonstration	3
Unit 19	National Nutritional Programs and role of nurse ☐ Nutritional problems in India ☐ National nutritional policy ☐ National nutritional programs – Vitamin A Supplementation, Anemia Mukht Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced ☐ Role of nurse in every program	Lecture Cum Discussion, demonstration	3

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 15	Meal planning/Menu planning	Field work	BL6-Create	10
Unit 17	Therapeutic diets	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	13
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	Singh, R. (2000). Food and nutrition for nurses (2nd ed.). Jaypee Publisher.
Articles	https://www.cureus.com/articles/196653-the-effect-of-weaning-practices-on-the-nutritional-and-health-status-of-saudi-preschool-children
References Books	Swaminathan, T. B. (2022). Basics of nutrition (7th ed.). Lotus Publisher.
MOOC Courses	https://www.cureus.com/articles/196653-the-effect-of-weaning-practices-on-the-nutritional-and-health-status-of-saudi-preschool-children
Videos	https://www.youtube.com/watch?v=a-084pqI05U

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	1	2	1	2	2	2	1	1	1
CO2	1	1	1	1	1	2	1	2	1	2	3	3	2	1	1
CO3	1	2	2	1	1	3	1	3	1	3	3	2	1	1	1
CO4	1	1	1	1	1	2	1	2	1	2	2	2	1	1	1
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Health / Nursing Informatics & Technology
Course Code	HNIT 145

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					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 care and nursing practice. (BL1-Remember) CO2- Describe the principles of health informatics and its use in developing efficient healthcare. (BL2-Understand) CO3- Demonstrate the use of information system in healthcare for patient care and utilization of nursing data. (BL3-Apply) CO4- Analyse the knowledge of information and communication technology in public health promotion. (BL4-Analyze)							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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 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 cum discussion, Demonstration & Redemonstration	10
Unit 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
Unit 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
Unit 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
Unit 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
Unit 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 (NANDA, NOC), • Omaha system.	Lecture cum discussion, Demonstration & Redemonstration, Case Study	3
Unit 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
Unit 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
Unit 9	Information Law & Governance in Clinical Practice [5] Ethical-legal issues pertaining to healthcare information in contemporary clinical practice [5] Ethical-legal issues related to digital health applied to nursing	Lecture cum Discussion, case discussion & Role Play	4
Unit 10	Healthcare Quality & Evidence Based Practice [10] Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards	Lecture cum Discussion, case discussion & Role Play	3

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	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)

Theory					
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	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_yyDerwGs

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Nursing Foundation I & II Incl Health Assessment module
Course Code	N-NF (I) 125 [T]

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C	
					6	0	0	6	
Course Type	Theory only								
Course Category	Foundation core								
Pre-Requisite/s					Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- remember the concepts, definition factors and various theories of Health and illness. (BL1-Remember)</p> <p>CO2- understand the principles, types of communications, techniques of maintain records and Nurse patients' relationship in the hospital settings(BL2-Understand)</p> <p>CO3- apply the importance of various nursing procedures, comfort measures and maintenance of equipment's and its applications in the patients in the hospital settings.(BL3-Apply)</p> <p>CO4- provide evidence-based practice, safety measures and health education to analyze the patient's progress and comfort in the hospital(BL4-Analyze)</p> <p>CO5- evaluate the applications of evidence-based practice such as basic nursing care, Health educations, nursing process and needs of the patient in the hospitals ettings(BL5-Evaluate)</p>								
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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	Health Assessment [B] Interview techniques [B] Observation techniques [C] Purposes of health assessment [C] Process of Health assessment o Health history o Physical examination: [B] Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction [B] Preparation for examination: patient and unit [B] General assessment [B] Assessment of each body system [C] Documenting health assessment findings	lecture cum discussion & Demonstration	20
Unit 2	The Nursing Process [B] Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing [C] Nursing Process Overview o Assessment [C] Collection of Data: Types, Sources, Methods [B] Organizing Data [C] Validating Data [C] Documenting Data o Nursing Diagnosis [B] Identification of client problems, risks and strengths [C] Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis [B] NANDA approved diagnoses [B] Difference between medical and nursing diagnosis o Planning [B] Types of planning [B] Establishing Priorities [C] Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements [C] Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders [B] Introduction to Nursing Intervention Classification and Nursing Outcome Classification [B] Guidelines for writing care plan o Implementation [C] Process of Implementing the plan of care [B] Types of care – Direct and Indirect o Evaluation [C] Evaluation Process, Documentation and Reporting	lecture cum discussion & Demonstration	13
Unit 3	Nutritional needs [B] Importance [B] Factors affecting nutritional needs [C] Assessment of nutritional status [C] Review: special diets – Solid, Liquid, Soft [B] Review on therapeutic diets [B] Care of patient with Dysphagia, Anorexia, Nausea, Vomiting [C] Meeting Nutritional needs: Principles, equipment, procedure, indications o Oral o Enteral: Nasogastric/ Orogastric o Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy o Parenteral – TPN (Total Parenteral Nutrition)	lecture cum discussion & Demonstration & Re demonstration	5
Unit 4	Hygiene [B] Factors Influencing Hygienic Practice [B] Hygienic care: Indications and purposes, effects of neglected care o Care of the Skin – (Bath, feet and nail, Hair Care) o Care of pressure points o Assessment of Pressure Ulcers using Braden Scale and Norton Scale o Pressure ulcers – causes, stages and manifestations, care and prevention o Perineal care/Meatal care o Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)	lecture cum discussion & Demonstration	5
Unit 5	Elimination needs [B] Urinary Elimination o Review of Physiology of Urine Elimination, Composition and characteristics of urine o Factors Influencing Urination o Alteration in Urinary Elimination o Facilitating urine elimination: assessment, types, equipment, procedures and special considerations o Providing urinal/bed pan o Care of patients with [C] Condom drainage [B] Intermittent Catheterization [C] Indwelling Urinary catheter and urinary drainage [C] Urinary diversions [B] Bladder irrigation [B] Lecture [B] Discussion [B] Demonstration [B] Essay [B] Short answer [B] Objective type [B] Bowel Elimination o Review of Physiology of Bowel Elimination, Composition and characteristics of feces o Factors affecting Bowel elimination o Alteration in Bowel Elimination o Facilitating bowel elimination: Assessment, equipment, procedures [B] Enemas [B] Suppository [B] Bowel wash [B] Digital Evacuation of impacted feces [C] Care of patients with Ostomies (Bowel Diversion Procedures)	lecture cum discussion & Demonstration	10
Unit 6	Diagnostic testing [B] Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications o Complete Blood Count o Serum Electrolytes o LFT o Lipid/Lipoprotein profile o Serum Glucose – AC, PC, HbA1c o Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS) o Stool Routine Examination o Urine Testing – Albumin, Acetone, 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	Oxygenation needs [C] Review of Cardiovascular and Respiratory Physiology [C] Factors affecting respiratory functioning [B] Alterations in Respiratory Functioning [C] Conditions affecting o Airway o Movement of air Diffusion o Oxygen transport [B] Alterations in oxygenation [C] Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure o Maintenance of patent airway o Oxygen administration o Suctioning – oral, tracheal o Chest physiotherapy – Percussion, Vibration & Postural drainage o Care of Chest drainage – principles & purposes o Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter,	lecture cum discussion & Demonstration & redemonstration	11

	Interpretation ☐ Restorative & continuing care o Hydration o Humidification o Coughing techniques o Breathing exercises o Incentive spirometry		
Unit 8	Fluid, Electrolyte, and Acid – Base Balances ☐ Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances ☐ Factors Affecting Fluid, Electrolyte and Acid-Base Balances ☐ Disturbances in fluid volume: o Deficit ☐ Hypovolemia ☐ Dehydration o Excess ☐ Fluid overload ☐ Edema ☐ Electrolyte imbalances (hypo and hyper) o Acid-base imbalances ☐ Metabolic – acidosis & alkalosis ☐ Respiratory – acidosis & alkalosis o Intravenous therapyPeripheral venipuncture sites ☐ Types of IV fluids ☐ Calculation for making IV fluid plan ☐ Complications of IV fluid therapy ☐ Measuring fluid intake and output ☐ Administering Blood and Blood components ☐ Restricting fluid intake ☐ Enhancing Fluid intake	lecture cum discussion & Demonstration	5
Unit 9	Administration of Medications ☐ Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics ☐ Factors influencing Medication Action ☐ Medication orders and Prescriptions ☐ Systems of measurement ☐ Medication dose calculation ☐ Principles, 10 rights of Medication Administration ☐ Errors in Medication administration ☐ Routes of administration ☐ Storage and maintenance of drugs and Nurses responsibility ☐ Terminologies and abbreviations used in prescriptions and medications orders ☐ Developmental considerations ☐ Oral, Sublingual and Buccal routes: Equipment, procedure ☐ Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. ☐ Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes ☐ Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules o Care of equipment: decontamination and disposal of syringes, needles,infusion sets o Prevention of Needle-Stick Injuries ☐ Topical Administration: Types, purposes, site, equipment, procedure o Application to skin & mucous membrane o Direct application of liquids, Gargle and swabbing the throat o Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina o Instillations: Ear, Eye, Nasal, Bladder, and Rectal o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal o Spraying: Nose and throat ☐ Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered ☐ Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intraarterial	lecture cum discussion & Demonstration & Redemonstration	20
Unit 10	Sensory needs ☐ Introduction ☐ Components of sensory experience – Reception, Perception & Reaction ☐ Arousal Mechanism ☐ Factors affecting sensory function ☐ Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty ☐ Management o Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) Care of Unconscious Patients ☐ Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations ☐ Assessment and nursing management of patient with unconsciousness, complications	lecture cum discussion & Demonstration	5
Unit 11	Care of Terminally ill, death and dying ☐ Loss – Types ☐ Grief, Bereavement & Mourning ☐ Types of Grief responses ☐ Manifestations of Grief ☐ Factors influencing Loss & Grief Responses ☐ Theories of Grief & Loss – Kubler Ross ☐ 5 Stages of Dying ☐ The R Process model (Rando's) ☐ Death – Definition, Meaning, Types (Brain & Circulatory Deaths) ☐ Signs of Impending Death ☐ Dying patient's Bill of Rights ☐ Care of Dying Patient ☐ Physiological changes occurring after Death ☐ Death Declaration, Certification ☐ Autopsy ☐ Embalming ☐ Last office/ Death Care ☐ Counseling & supporting grieving relatives ☐ Placing body in the Mortuary ☐ Releasing body from Mortuary ☐ Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia	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 Discusssion	2

Unit 14	C. Stress and Adaptation – Introductory concepts [H] Introduction [H] Sources, Effects, Indicators & Types of Stress [H] Types of stressors [H] Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS) [H] Manifestation of stress – Physical & psychological [H] Coping strategies/ Mechanisms [H] Stress Management o Assist with coping and adaptation o Creating therapeutic environment [H] Recreational and diversion therapies	lecture cum discussion & Demonstration	2
Unit 15	D. Concepts of Cultural Diversity and Spirituality [H] Cultural diversity o Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation o Transcultural Nursing o Cultural Competence o Providing Culturally Responsive Care [H] Spirituality o Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing o Factors affecting Spirituality o Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience o Dealing with Spiritual Distress/Problems	lecture cum discussion & Panel discussion	6
Unit 16	Nursing Theories: Introduction [H] Meaning & Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy [H] Use of theories in nursing practice		6
Unit 17	Health Assessment [H] Definition/Meaning [H] Purposes [H] Preparation for Health Assessment [H] 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 [H] Nursing Health History [H] Physical Assessment Comprehensive Physical Examination - System Wise	Lecture cum discussion	8
Unit 19	Guide To Perform Head-to-Toe Physical Assessment to identify Normal/Abnormal Findings [H] Assessment Techniques and Normal Findings	Lecture cum discussion	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 2	The Nursing Process [1] Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing [1] Nursing Process Overview o Assessment [1] Collection of Data: Types, Sources, Methods [2] Organizing Data [2] Validating Data [2] Documenting Data o Nursing Diagnosis [1] Identification of client problems, risks and strengths [1] Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis [1] NANDA approved diagnoses [1] Difference between medical and nursing diagnosis o Planning [1] Types of planning [1] Establishing Priorities [1] Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements [1] Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders [1] Introduction to Nursing Intervention Classification and Nursing Outcome Classification [1] Guidelines for writing care plan o Implementation [1] Process of Implementing the plan of care [1] Types of care – Direct and Indirect [1] Evaluation Process, Documentation and Reporting	Field work	BL3-Apply	2
Unit 7	Oxygenation needs [1] Review of Cardiovascular and Respiratory Physiology [2] Factors affecting respiratory functioning [2] Alterations in Respiratory Functioning [2] Conditions affecting o Airway o Movement of air [1] Diffusion o Oxygen transport [1] Alterations in oxygenation [1] Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure o Maintenance of patent airway o Oxygen administration o Suctioning – oral, tracheal o Chest physiotherapy – Percussion, Vibration & Postural drainage o Care of Chest drainage – principles & purposes o Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation [1] Restorative & continuing care o Hydration o Humidification o Coughing techniques o Breathing exercises o Incentive spirometry	Simulation	BL2-Understand	2
Unit 9	Administration of Medications [2] Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics [2] Factors influencing Medication Action [2] Medication orders and Prescriptions [2] Systems of measurement [1] Medication dose calculation [1] Principles, 10 rights of Medication Administration [1] Errors in Medication administration [1] Routes of administration [1] Storage and maintenance of drugs and Nurses responsibility [2] Terminologies and abbreviations used in prescriptions and medications orders [1] Developmental considerations [1] Oral, Sublingual and Buccal routes: Equipment, procedure [1] Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. [2] Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes [1] Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules o Care of equipment: decontamination and disposal of syringes, needles/infusion sets o Prevention of Needle-Stick Injuries [1] Topical Administration: Types, purposes, site, equipment, procedure o Application to skin & mucous membrane o Direct application of liquids, Gargle and swabbing the throat o Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina o Instillations: Ear, Eye, Nasal, Bladder, and Rectal o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal o Spraying: Nose and throat [1] Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered [1] Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intraarterial	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 Publishers
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 Publishers.
MOOC Courses	https://alison.com/course/nursing-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&gclid=CjwKCAjwI4yyBhAgEiwADSEjeKXALWZWXz1N0jjmJTvVWH_D5ULs0ZoYAVECsRjoAGtynvkN5R1BMgxoCSaMQAvD_BwE&gad_source=1
Videos	https://in.video.search.yahoo.com/search/video;_ylt=AwrKGE mN2xRmLOcFdiq7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEE dnRpZAMEc2VjA3BpdnM-?p=articles+for+fundamental+of+nursing&fr2=piv-web&type=E210IN826G0&fr=mcafee#id=3&vid=f8df8334984f58e2260483580acd298b&action=view https://in.video.search.yahoo.com/search/video;_ylt=AwrKGE mN2xRmLOcFdiq7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEE dnRpZAMEc2VjA3BpdnM-?p=articles+for+fundamental+of+nursing&fr2=piv-web&type=E210IN826G0&fr=mcafee#id=9&vid=c672e287f8707015412f859012b8eb02&action=view

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	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	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-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Nursing Foundations I & II Incl Health Assessment module
Course Code	N-NF (II) 125 [P]

Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					0	0	7	7
Course Type	Embedded theory and field work							
Course Category	Foundation core							
Pre-Requisite/s					Co-Requisite/s			
Course Outcomes & Bloom's Level	<p>CO1- remember the concepts, definition factors and various theories(BL1-Remember)</p> <p>CO2- understand the principles, types of communications, techniques of maintain records and Nurse patients' relationship in the hospital settings, (BL2-Understand)</p> <p>CO3- apply the importance of various nursing procedures, comfort measures and maintenance of equipment's and its applications in the patients in the hospital settings. (BL3-Apply)</p> <p>CO4- provide evidence-based practice, safety measures and health education to analyze the patient's progress and comfort in the hospital. (BL4-Analyze)</p> <p>CO5- evaluate the applications of evidence-based practice such as basic nursing care, Health educations, nursing process and needs of the patient in the hospitals settings. (BL6-Create)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
I	Health Assessment [R] Nursing/Health history taking [R] Perform physical examination: o Generalo Body systems [R] Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction [R] Identification of system wise deviations [R] Documentation of findings The Nursing Process [R] Prepare Nursing care plan for the patient based on the given case scenario	Field work	BL3-Apply	40
II	Nutritional needs, Elimination needs& Diagnostic testing Nutritional needs [R] Nutritional Assessment [R] Preparation of Nasogastric tube feed [R] Nasogastric tube feeding Hygiene [R] Care of Skin & Hair: – Sponge Bath/ Bed bath – Care of pressure points & back massage [R] Pressure sore risk assessment using Braden/Norton scale – Hair wash – Pediculosis treatment [R] Oral Hygiene [R] Perineal Hygiene [R] Catheter care	Field work	BL3-Apply	40
III	Elimination needs [R] Providing – Urinal – Bedpan [R] Insertion of Suppository [R] Enema [R] Urinary Catheter care [R] Care of urinary drainage Diagnostic testing Specimen Collection o Urine routine and culture o Stool routine o Sputum Culture [R] Perform simple Lab Tests using reagent strips o Urine – Glucose, Albumin, Acetone, pH, Specific gravity [R] Blood – GRBS Monitoring	Field work	BL3-Apply	80
IV	Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances Oxygenation needs [R] Oxygen administration methods o Nasal Prongs o Face Mask/Venturi Mask [R] Steam inhalation [R] Chest Physiotherapy [R] Deep Breathing & Coughing Exercises [R] Oral Suctioning Fluid, Electrolyte, and Acid – Base Balances [R] Maintaining intake output chart [R] Identify & report complications of IV therapy [R] Observe Blood & Blood Component therapy [R] Identify & Report Complications of Blood & Blood Component therapy	Field work	BL3-Apply	40
V	Administration of Medications [R] Calculate Drug Dosages [R] Preparation of lotions & solutions [R] Administer Medications o Oral o Topical o Inhalations o Parenteral [R] Intradermal [R] Subcutaneous [R] -Intramuscular [R] Instillations o Eye, Ear, Nose – instillation of medicated drops, nasal sprays, irrigations	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 [R] Assessment of Level of Consciousness using Glasgow Coma Scale Terminally ill, death and dying [R] Death Care	Field work	BL3-Apply	40

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	Clement, G. (2020). Textbook of Nursing Foundation (2nd ed.). Elsevier Publishers.
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7319433/ https://onlinelibrary.wiley.com/doi/full/10.1111/jonm.13402 https://everynurse.org/nursing-fundamentals-building-a-solid-foundation/
References Books	Potter, P. A., & Perry, A. G. (2021). Foundation of Nursing (2nd ed.). Elsevier Publishers.
MOOC Courses	https://alison.com/course/diploma-in-nursing-and-patient-care-revised-2017
Videos	https://in.video.search.yahoo.com/search/video;_ylt=AwrKBYpq4BRmLQMGXLq7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=fundamental+of+nursing+procedure+veido&fr2=piv-web&type=E210IN826G0&fr=mcafee#id=9&vid=b1dbbd462d4f68893be59263ec63af13&action=view https://in.video.search.yahoo.com/search/video;_ylt=AwrKBYpq4BRmLQMGXLq7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=fundamental+of+nursing+procedure+veido&fr2=piv-web&type=E210IN826G0&fr=mcafee#id=7&vid=1fb5d7f6d7c12c1686cd6e68c230b425&action=view

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Human Values
Course Code	BNSG 304

Part A

Year	2nd	Semester	3rd	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- 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 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) SDG10(Reduced inequalities)			

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, case study & 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, case study & 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	2
Unit 3	Role of human values in family and society	Field work	BL4-Analyze	1
Unit 4	Universal declaration of human values and human rights	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
50	25	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Diabetes care
Course Code	BNSG 305

Part A

Year	2nd	Semester	3rd	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)				

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 o Oral antidiabetic agents used to treat diabetes o types, actions, side effects and contraindications Combination treatment regimen o Medication considerations in elderly o Insulin therapy - Types, regimen, preparation and administration o 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 effects ☑ 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

Part E

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://ab.cd.care/understanding-insulin-new-free-massive-open-online-course-mooc-available-healthcare-professionals
Videos	https://www.youtube.com/watch?v=17r-d_lIEk

Course Articulation Matrix

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



Syllabus-2022-2023
(SONS)(BSc_Nursing)

Title of the Course	Soft Skills
Course Code	BNSG 305

Part A

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

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=2ahUKEwjS5pXoybWGAXW-TjgGHX_fEKMQFnoECEkQAQ&usq=AOvVaw0eVRS_4JO4j2FOdZ4PQftr
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023
(SONS)(BSc_Nursing)

Title of the Course	Applied Microbiology and infection control including safety
Course Code	MICR 201

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- remember the definitions of terminologies, historical perspectives; recognizing structure and classification of microbes, Morphological types. (BL1-Remember) CO2- comprehend concepts, characteristics of microbes, Sources, portals of entry and exit, transmission of infections, laboratory methods to identification of microorganisms. Culture, Immunoprophylaxis. (BL2-Understand) CO3- apply various aseptic techniques, disinfection methods, sterilization methods. (BL3-Apply) CO4- infer and illustrate importance and relevance of microbiology to nursing (BL4-Analyze) CO5- evaluate, relate and infer Standard safety measures and Role of Nurse. (BL5-Evaluate)							
Courses Elements	Skill Development X 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	Introduction: <input type="checkbox"/> Importance and relevance to nursing <input type="checkbox"/> Historical perspective <input type="checkbox"/> Concepts and terminology <input type="checkbox"/> Principles of microbiology	Lecture cum Discussion	3
Unit 2	General characteristics of Microbes: <input type="checkbox"/> Structure and classification of Microbes <input type="checkbox"/> Morphological types <input type="checkbox"/> Size and form of bacteria <input type="checkbox"/> Motility <input type="checkbox"/> Colonization <input type="checkbox"/> Growth and nutrition of microbes <input type="checkbox"/> Temperature <input type="checkbox"/> Moisture <input type="checkbox"/> Blood and body fluids <input type="checkbox"/> Laboratory methods for Identification of Microorganisms <input type="checkbox"/> Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. <input type="checkbox"/> Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria	Lecture cum Discussion & Demonstration	10
Unit 3	Pathogenic organisms <input type="checkbox"/> Micro-organisms: Cocci – gram positive and gram negative: Bacilli – gram positive and gram negative <input type="checkbox"/> Viruses <input type="checkbox"/> Fungi: Superficial and Deep mycoses <input type="checkbox"/> Parasites <input type="checkbox"/> Rodents & Vectors o Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms	Lecture cum Discussion & Demonstration	4
Unit 4	<input type="checkbox"/> Immunity: Types, classification <input type="checkbox"/> Antigen and antibody reaction <input type="checkbox"/> Hypersensitivity reactions <input type="checkbox"/> Serological tests <input type="checkbox"/> Immunoglobulins: Structure, types & properties <input type="checkbox"/> Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases <input type="checkbox"/> Immunization Schedule	Lecture cum Discussion & case study	3
Unit 5	HAI (Hospital acquired Infection) <input type="checkbox"/> Hospital acquired infection <input type="checkbox"/> Bundle approach - Prevention of Urinary Tract Infection (UTI) <input type="checkbox"/> Prevention of Surgical Site Infection (SSI) <input type="checkbox"/> Prevention of VentilatorAssociated events (VAE) <input type="checkbox"/> Prevention of Central Line Associated Blood Stream Infection (CLABSI) <input type="checkbox"/> Surveillance of HAI – Infection control team & Infection control committee	Lecture cum Discussion , Case study & Demonstration	2
Unit 6	Isolation Precautions and use of Personal Protective Equipment (PPE) <input type="checkbox"/> Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) <input type="checkbox"/> Epidemiology & Infection prevention – CDC guidelines <input type="checkbox"/> Effective use of PPE	Demonstration & Re-demonstration	3
Unit 7	Hand Hygiene <input type="checkbox"/> Types of Hand hygiene. <input type="checkbox"/> Hand washing and use of alcohol hand rub <input type="checkbox"/> Moments of Hand Hygiene <input type="checkbox"/> WHO hand hygiene promotion	Lecture cum discussion, demonstration & Re Demonstration	1
Unit 8	Disinfection and sterilization <input type="checkbox"/> Definitions <input type="checkbox"/> Types of disinfection and sterilization <input type="checkbox"/> Environment cleaning <input type="checkbox"/> Equipment Cleaning <input type="checkbox"/> Guides on use of disinfectants <input type="checkbox"/> Spaulding's principle	Lecture cum discussion, demonstration & Re Demonstration	1
Unit 9	Specimen Collection (Review) <input type="checkbox"/> Principle of specimen collection <input type="checkbox"/> Types of specimens <input type="checkbox"/> Collection techniques and special considerations <input type="checkbox"/> Appropriate containers <input type="checkbox"/> Transportation of the sample <input type="checkbox"/> Staff precautions in handling specimens	Lecture cum discussion, demonstration & Re Demonstration	1
Unit 10	BMW (Bio Medical Waste Management) Laundry management process and infection control and prevention Waste management process and infection prevention <input type="checkbox"/> Staff precautions <input type="checkbox"/> Laundry management <input type="checkbox"/> 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.	2
Unit 11	Antibiotic stewardship <input type="checkbox"/> Importance of Antibiotic Stewardship <input type="checkbox"/> Anti-Microbial Resistance <input type="checkbox"/> Prevention of MRSA, MDRO in healthcare setting	Lecture cum discussion, Case study	2
Unit 12	Patient Safety Indicators <input type="checkbox"/> Care of Vulnerable patients <input type="checkbox"/> Prevention of iatrogenic injury <input type="checkbox"/> Care of lines, drains and tubing's <input type="checkbox"/> Restrain policy and care – Physical and Chemical <input type="checkbox"/> Blood & blood transfusion policy <input type="checkbox"/> Prevention of IV Complication <input type="checkbox"/> Prevention of Fall <input type="checkbox"/> Prevention of DVT <input type="checkbox"/> Shifting and transporting of patients <input type="checkbox"/> Surgical safety <input type="checkbox"/> Care coordination event related to medication reconciliation and administration <input type="checkbox"/> Prevention of communication errors <input type="checkbox"/> Prevention of HAI <input type="checkbox"/> Documentation Incidents and adverse Events <input type="checkbox"/> Capturing of incidents <input type="checkbox"/> RCA (Root Cause Analysis) <input type="checkbox"/> CAPA (Corrective and Preventive Action) <input type="checkbox"/> Report writing	Lecture cum discussion, Role Play & demonstration	3
Unit 13	IPSG (International Patient safety Goals) <input type="checkbox"/> Identify patient correctly <input type="checkbox"/> Improve effective communication <input type="checkbox"/> Improve safety of High Alert medication <input type="checkbox"/> Ensure safe surgery <input type="checkbox"/> Reduce the risk of health care associated infection <input type="checkbox"/> Reduce the risk of patient harm resulting from falls <input type="checkbox"/> Reduce the harm associated with clinical alarm system	Lecture cum discussion, Role Play & demonstration	1
Unit 14	Safety protocol <input type="checkbox"/> 5S (Sort, Set in order, Shine, Standardize, Sustain) <input type="checkbox"/> Radiation safety <input type="checkbox"/> Laser safety <input type="checkbox"/> Fire safety - Types and classification of fire - Fire alarms - Firefighting equipment <input type="checkbox"/> HAZMAT (Hazardous Materials) safety - Types of spill - Spillage management - MSDS (Material Safety Data Sheets) <input type="checkbox"/> Environmental safety - Risk assessment - Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) - Audits <input type="checkbox"/> Emergency Codes <input type="checkbox"/> Role of Nurse in times of disaster	Lecture cum discussion, Role Play & demonstration	2
Unit 15	Employee Safety Indicators <input type="checkbox"/> Vaccination <input type="checkbox"/> Needle stick injuries (NSI)prevention <input type="checkbox"/> Fall prevention <input type="checkbox"/> Radiation safety <input type="checkbox"/> Annual health check Healthcare Worker Immunization Program and management of occupational exposure <input type="checkbox"/> Occupational health ordinance <input type="checkbox"/> Vaccination program for healthcare staff <input type="checkbox"/> Needle stick injuries and prevention and post exposure prophylaxis	Lecture cum discussion, Role Play & demonstration	2

Part C

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. <i>Journal of Medical & Allied Sciences</i> , 4(1).
Articles	Halpern, M., & Izhaki, I. (2017). Fish as hosts of <i>Vibrio cholerae</i> . <i>Frontiers in microbiology</i> , 8, 246717.
References Books	Sethuraman, K. M., Avabatha, K. S., Varghese, A. D., & Rai, B. S. (2014). Staphylococcal scalded skin syndrome: A dermatological emergency in pediatrician's hand. <i>Medical Journal of Dr. DY Patil University</i> , 7(2), 189-191.
MOOC Courses	https://www.coursera.org/learn/bacterial-infections https://www.coursera.org/learn/antimicrobial-resistance https://www.coursera.org/learn/industrial-biotech
Videos	https://www.youtube.com/watch?v=te-RHUIGATA

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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Adult Health Nursing-I with Integr. Pathophysiology incl BCLS module
Course Code	N - AHN (I) 215 [P]

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					0	0	7	7
Course Type	Embedded theory and lab							
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 Humanistic disciplines as it relates to medical/surgical nursing. (BL1-Remember) CO2- understand the participate with the interdisciplinary healthcare team and assume accountability for providing safe and effective care to the adult population. (BL2-Understand) CO3- able to demonstrate accountability (professionalism) through identification of self- learning needs and continued professional development. (BL3-Apply) CO4- analyze & integrate technology and information systems to provide safe, effective care to adult populations with any disease condition. (BL4-Analyze) CO5- evaluate verbal,non-verbal communication strategies used to communicate with patients and their families. (BL5-Evaluate)							
Coures 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
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<input checked="" type="checkbox"/> Intravenous therapy o IV cannulation o IV maintenance and monitoring o Administration of IV medication Care of patient with Central line <input checked="" type="checkbox"/> Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis Management patients with respiratory problems <input checked="" type="checkbox"/> Administration of oxygen through mask, nasal prongs, venturi mask <input checked="" type="checkbox"/> Pulse oximetry <input checked="" type="checkbox"/> Nebulization <input type="checkbox"/> Chest physiotherapy <input checked="" type="checkbox"/> Postural drainage <input checked="" type="checkbox"/> Oropharyngeal suctioning <input checked="" type="checkbox"/> Care of patient with chest drainage <input checked="" type="checkbox"/> Diet Planning o High Protein diet o Diabetic diet <input checked="" type="checkbox"/> Insulin administration <input checked="" type="checkbox"/> Monitoring GRBS	Field work	BL4-Analyze	108
Unit 2	Pre-Operative care <input checked="" type="checkbox"/> Immediate Post-operative care <input checked="" type="checkbox"/> Post-operative exercise <input type="checkbox"/> Pain assessment <input checked="" type="checkbox"/> Pain Management <input checked="" type="checkbox"/> Assisting diagnostic procedure and after care of patients undergoing o Colonoscopy o ERCP o Endoscopy o Liver Biopsy Nasogastric aspiration <input checked="" type="checkbox"/> Gastrostomy/Jejunostomy feeds <input checked="" type="checkbox"/> Ileostomy/Colostomy care <input checked="" type="checkbox"/> Surgical dressing <input checked="" type="checkbox"/> Suture removal <input checked="" type="checkbox"/> Surgical soak <input checked="" type="checkbox"/> Sitz bath <input checked="" type="checkbox"/> Care of drain	Field work	BL4-Analyze	108
Unit 3	Cardiac monitoring <input checked="" type="checkbox"/> Recording and interpreting ECG <input checked="" type="checkbox"/> Arterial blood gas analysis – interpretation <input checked="" type="checkbox"/> Administer cardiac drugs <input checked="" type="checkbox"/> Preparation and after care of patients for cardiac catheterization <input type="checkbox"/> CPR <input checked="" type="checkbox"/> Collection of blood sample for: o Blood grouping/cross matching o Blood sugar o Serum electrolytes <input checked="" type="checkbox"/> Assisting with blood transfusion <input checked="" type="checkbox"/> Assisting for bone marrow aspiration <input checked="" type="checkbox"/> Application of anti-embolism stockings (TED hose) <input checked="" type="checkbox"/> Application/maintenance of sequential Compression device	Field work	BL4-Analyze	54
Unit 4	Intradermal injection-Skin allergy testing <input checked="" type="checkbox"/> Application of topical medication <input type="checkbox"/> Medicated bath	Field work	BL4-Analyze	27
Unit 5	Barrier Nursing <input type="checkbox"/> Reverse barrier nursing <input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Preparation of patient with Myelogram/CT/MRI <input checked="" type="checkbox"/> Assisting with application & removal of POP/ Cast <input checked="" type="checkbox"/> Preparation, assisting and after care of patient with Skintraction/skeletal traction <input checked="" type="checkbox"/> Care of orthotics <input checked="" type="checkbox"/> Muscle strengthening exercises <input checked="" type="checkbox"/> Crutch walking <input checked="" type="checkbox"/> Rehabilitation	Field work	BL4-Analyze	54
Unit 7	Position and draping <input checked="" type="checkbox"/> Preparation of operation table <input type="checkbox"/> Set up of trolley with instrument <input type="checkbox"/> Assisting in major and minor operation <input checked="" type="checkbox"/> Disinfection and sterilization of equipment <input checked="" type="checkbox"/> Scrubbing procedures – Gowning, masking and gloving <input type="checkbox"/> 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., & Yaghoobinia, 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). Clinical dosage calculations. Cengage AU.
MOOC Courses	https://www.my-mooc.com/en/mooc/infection-prevention-in-nursing-homes https://www.my-mooc.com/en/mooc/hi-five-health-informatics-for-innovation-value-enrichment-social-peer-perspective
Videos	https://www.youtube.com/watch?v=XPrTbiVPi6g&list=PLQrdx7rRsKfVMmaCtsYIMGvpUMWV6-kWw&index=2&pp=IAQB

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(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

Year	2nd	Semester	3rd	Credits	L	T	P	C
					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 humanistic disciplines as it relates to medical/surgical nursing. (BL1-Remember) CO2- understand the interdisciplinary health care team and assume accountability for providing safe and effective care to the adult population. (BL2-Understand) CO3- able to demonstrate accountability (professionalism) through identification of self- learning needs and continued professional development. (BL3-Apply) CO4- analyze & integrate technology and information systems to provide and improve safe, effective care to adult populations with any disease condition. (BL4-Analyze) CO5- evaluate verbal, non-verbal communication strategies used to communicate with patients and their families. (BL5-Evaluate)							
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	Introduction: Introduction to Medical Surgical Nursing - Evolution and trends of Medical and Surgical Nursing Review of concepts of Health and illness disease- concepts, causations, classification - International Classification diseases (ICD -10 or later version), Acute illness chronic illness, & Terminal illness, stages of illness Review of concepts of comprehensive Nursing care in Medical Surgical conditions based on Nursing process. Role of Nurse, patient and family in care of adult patient Role and responsibilities of a Nurse in Medical Surgical settings: Outpatient department In - Patient unit Intensive care unit Home and community settings Introduction to Medical Surgical asepsis Inflammation and Infection Immunity Wound healing Care of Surgical patient Pre-operative Intra operative	Lecture cum discussion, Case Study, Demonstration	6
Unit-2	Intraoperative Care Organization and physical set up of the operation theatre Classification of OT Design of Staffing Members of the OT team Duties and responsibilities of the nurse in OT Position and draping for common surgical procedures Instruments, sutures and suture materials, equipment for common surgical procedures Disinfection and sterilization of equipment Preparation of sets for common surgical procedures Scrubbing procedures – Gowning, masking and gloving Monitoring the patient during the procedures Maintenance of the therapeutic environment in OT Assisting in major and minor operation, handling specimen Prevention of accidents and hazards in OT Anaesthesia – types, methods of administration, effects and stages, equipment & drugs Legal aspects	Lecture cum discussion, Case Study, Demonstration	15
Unit-3	Nursing care of patients with common signs and symptoms and management Fluid and electrolyte imbalance Shock Pain	Lecture cum discussion, Case Study, Demonstration	6
Unit-4	Nursing Management of patients with respiratory problems Review of anatomy and physiology of respiratory system Nursing Assessment – history taking, physical assessment and diagnostic tests Common respiratory problems: Upper respiratory tract infections Chronic obstructive pulmonary diseases Pleural effusion, Empyema Bronchiectasis Pneumonia Lung abscess Cyst and tumors Chest Injuries Acute respiratory distress syndrome Pulmonary embolism Health behaviors to prevent respiratory illness	Lecture cum discussion, Case Study, Demonstration	18
Unit-5	Nursing Management of patients with disorders of digestive system Review of anatomy and physiology of GI system Nursing assessment –History and physical assessment GI investigations Common GI disorders: Oral cavity: lips, gums and teeth GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis Peptic & duodenal ulcer, Mal-absorption, Appendicitis, Hernias Hemorrhoids, fissures, Fistulas Pancreas: inflammation, cysts, and tumors Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors Gall bladder: inflammation, Cholelithiasis, tumors Gastric decompression, gavage and stoma care, different feeding techniques Alternative therapies, drugs used in treatment of disorders of digestive system	Lecture cum discussion, Case Study, Demonstration, Problem based learning	16
Unit-6	Nursing Management of patients with cardiovascular problems Review of anatomy and physiology of cardio-vascular system Nursing Assessment: History and Physical assessment Invasive & non-invasive cardiac procedures Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction Valvular disorders: congenital and acquired Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies Cardiac dysrhythmias, heart block Congestive heart failure, cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade Cardiopulmonary arrest	Lecture cum discussion, Case Study, Demonstration, Problem based learning, Health Education	20
Unit-7	Nursing Management of patients with disorders of blood Review of Anatomy and Physiology of blood Nursing assessment: history, physical assessment & Diagnostic tests Anemia, Polycythemia Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia agranulocytosis Lymphomas, myelomas	Lecture cum discussion, Case Study, Demonstration, Problem based learning, Health Education	7
Unit-8	Nursing management of patients with disorders of endocrine system Review of anatomy and physiology of endocrine system Nursing Assessment –History and Physical assessment Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors) Diabetes mellitus	Lecture cum discussion, Case Study, Demonstration	8
Unit 9	Nursing management of patients with disorders of Integumentary system Review of anatomy and physiology of skin Nursing Assessment: History and Physical assessment Infection and infestations; Dermatitis Dermatoses; infectious and Non infectious Acne, Allergies, Eczema & Pemphigus Psoriasis, Malignant melanoma, Alopecia Special therapies, alternative therapies Drugs used in treatment of disorders of integumentary system	Lecture cum discussion, Case Study, Demonstration	8
Unit 10	Nursing management of patients with musculoskeletal problems Review of Anatomy and physiology of the musculoskeletal system Nursing Assessment: History and physical assessment, diagnostic tests Musculoskeletal trauma: Dislocation, fracture, sprain, strain, contusion, amputation Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour Orthopedic modalities: Cast, splint, traction, crutch walking Musculoskeletal inflammation: Bursitis, synovitis, arthritis Special therapies, alternative therapies Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine Rehabilitation, prosthesis Replacement surgeries	Lecture cum discussion, Case Study, Demonstration, Health Talk	16
Unit 11	Nursing management of patients with Communicable diseases Overview of infectious diseases, the infectious process Nursing Assessment: History and Physical assessment, Diagnostic tests Tuberculosis Diarrhoeal diseases, hepatitis AE, Typhoid Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza Meningitis Gas gangrene Leprosy Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis Diphtheria, Pertussis, Tetanus, Poliomyelitis COVID-19 Special infection control measures: Notification, Isolation, Quarantine, Immunization	Lecture cum discussion, Case Study, Demonstration, Health Talk	20

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 4	Common respiratory problems: Upper respiratory tract infections Chronic obstructive pulmonary diseases Pleural effusion, Empyema Bronchiectasis Pneumonia Lung abscess Cyst and tumors Chest injuries Acute respiratory distress syndrome Pulmonary embolism	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)

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	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, Brittny
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/acik?sa=1&ai=DChcSEwjUkKTr5o6GAxVdWg8CHeRDBHkYABACGgJ0Yg&ase=2&gclid=CjwKCAjw4yyBhAgEiwADSEjeDWNQBdfyl_hs0tP39NiTS3zeLYIGE1jnl1W8VcVoza13FywLzuFfBoCDqYQAvD_BwE&ei=3DdEZsaKN47Y1e8Pws-k-AI&sig=AOD64_3gDy-2eS_8QeuKE-1KGoA_IHJdIQ&q&sqj=2&nis=4&adurl&ved=2ahUKewjG6Jnr5o6GAxUObPUHhcInCS8QQx6BAGJEA https://www.my-mooc.com/en/mooc/addressing-violence-through-patient-care-online-course
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	PO3	PO4	PO5	PO6	PO7	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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023
(SONS)(BSc_Nursing)

Title of the Course	*Pharmacology I and Pathology I
Course Code	PHAR (I) 205 & PATH (I) 210

Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- able to identify pharmacodynamics, pharmacokinetics, classification and the principles of drug administration. (BL1-Remember) CO2- understand chemotherapy of specify infections and infestations and nurse's responsibilities (BL2-Understand) CO3- demonstrate the common drugs used in treating pathological and genetical diseases. (BL3-Apply) CO4- analyze & integrate drugs used inde-addiction emergency, deficiency of vitamins & minerals, poisoning, for immunization and immunosuppression. (BL4-Analyze) CO5- assess, and demonstrate awareness of the common drugs used in alternative system of medicine. (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)					

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Introduction to Pharmacology [] Definitions & Branches [] Nature & Sources of drugs [] Dosage Forms and Routes of drug administration [] Terminology used [] Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures [] Pharmacodynamics: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance [] Pharmacokinetics: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion [] Review: Principles of drug administration and treatment individualization o Factors affecting dose, route etc. [] Lecture cum Discussion [] Guided reading and written assignment on schedule K drugs [] Short answer [] Objective type [] Assessment of assignments [] Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs [] Rational Use of Drugs [] Principles of Therapeutics	Lecture cum Discussion	3
Unit 2	Pharmacology of commonly used antiseptics and disinfectants [] Antiseptics and Disinfectants [] Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse	Lecture cum Discussion & Drug Study Presentation	1
Unit 3	Drugs acting on G.I. system [] Pharmacology of commonly used drugs o Emetics and Antiemetics o Laxatives and Purgatives o Antacids and antipeptic ulcer drugs o Anti-diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine [] Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	Lecture cum Discussion [] Drug study/ presentation	2
Unit 4	Drugs acting on respiratory system [] Pharmacology of commonly used o Antiasthmatics – Bronchodilators (Salbutamol inhalers) o Decongestants o Expectorants, Antitussives and Mucolytics o Broncho- constrictors and Antihistamine s [] Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	Drug study/ presentation	2
Unit 5	Drugs used in treatment of Cardiovascular system and blood disorders [] Haematinics, & treatment of anemia and antiadrenergics [] Cholinergic and anticholinergic [] Adrenergic Drugs for CHF & vasodilators [] Antianginals [] Antiarrhythmic [] Antihypertensives [] Coagulants & Anticoagulants [] Antiplatelets & thrombolytics [] Hypolipidemics [] Plasma expanders & treatment of shock [] Drugs used to treat blood disorders [] Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	Lecture cum Discussion	4
Unit 6	Drugs used in treatment of endocrine system disorders [] Insulin & oral hypoglycemics [] Thyroid and anti-thyroid drugs [] Steroids o Corticosteroids o Anabolic steroids [] Calcitonin, parathormone, vitamin D3, calcium metabolism o Calcium salts	Lecture cum Discussion	2
Unit 7	Drugs used in treatment of integumentary system [] Antihistaminics and antipruritics [] Topical applications for skin- Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns) Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	Lecture cum Discussion	1
Unit 8	Drugs used in treatment of communicable diseases (common infections, infestations) [] General Principles for use of Antimicrobials [] Pharmacology of commonly used drugs: o Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials [] Anaerobic infections [] Antitubercular drugs, [] Antileprosy drugs [] Antimalarials [] Antiretroviral drugs [] Antiviral agents [] Anthelmintics, Antiscabies agents [] Antifungal agents [] Composition, action, dosage, route, indications, contraindications, Drug interactions, side [] Lecture cum Discussion [] Drug study/ presentation [] Short answer [] Objective type effects, adverse effects, toxicity and role of nurse	Drug Presentation	5
Unit 9	Introduction [] Importance of the study of pathology [] Definition of terms in pathology [] Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene [] Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis [] Inflammation: o Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) o Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation) [] Wound healing [] Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route [] Circulatory disturbances: Thrombosis, embolism, shock [] Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates	Lecture cum Discussion	8
Unit 10	Special Pathology Pathological changes in disease conditions of selected systems: 1. Respiratory system [] Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis [] Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis [] Tumors of Lungs 2. Cardio-vascular system [] Atherosclerosis [] Ischemia and Infarction. [] Rheumatic Heart Disease [] Infective endocarditis 3. Gastrointestinal tract [] Peptic ulcer disease (Gastric and Duodenal ulcer) [] Gastritis-H Pylori infection [] Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma [] Esophageal cancer [] Gastric cancer [] Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer 4. Liver, Gall Bladder and Pancreas [] Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver [] Gall bladder: Cholecystitis. [] Pancreas: Pancreatitis [] Tumors of liver, Gall bladder and Pancreas 5. Skeletal system [] Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors [] Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis 6. Endocrine system [] Diabetes Mellitus [] Goitre [] Carcinoma thyroid	Lecture cum Discussion	5
Unit 11	Hematological tests for the diagnosis of blood disorders [] Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR [] Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT) [] Blood chemistry [] Blood bank: o Blood grouping and cross matching o Blood components o Plasmapheresis o Transfusion reactions Note: Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately) [] Lecture [] Discussion [] Visit to clinical lab, biochemistry lab and blood bank [] Short answer [] Objective	Lecture cum Discussion	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 6	Drugs used in treatment of Cardiovascular system and blood disorders	Case Study	BL3-Apply	5
Unit 7	Drugs used in treatment of endocrine system disorders	Case Study	BL3-Apply	5
Unit 8	Drugs used in treatment of communicable diseases (common infections, infestations)	Case Study	BL3-Apply	5

Part D (Marks Distribution)

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

Part E

Books	Lehne, R. A. (2013). Pharmacology for nursing care. Elsevier Health Sciences.
Articles	Avedissian, S. N., Malik, J. R., Podany, A. T., Neely, M., Rhodes, N. J., Scarsi, K. K., ... & Fletcher, C. V. (2024). In-vitro and in-vivo assessment of nirmatrelvir penetration into CSF, central nervous system cells, tissues, and peripheral blood mononuclear cells. Scientific Reports, 14(1), 10709.
References Books	Lilley, L. L., Collins, S. R., & Snyder, J. S. (2022). Pharmacology and the nursing process E-Book. Elsevier health sciences.
MOOC Courses	https://www.mooc-list.com/course/cannabis-mental-health-and-brain-disorders-course https://www.mooc-list.com/course/manejo-del-enfermo-semicritico-y-critico-por-covid-19-course
Videos	https://www.youtube.com/watch?v=4AHbHaQmGm8

Course Articulation Matrix

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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Adult Health Nursing-II w/ Integr.Paphl.inc.Gertr.Care & Pallt.Care
Course Code	N - AHN (II) 215 [P]

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C	
					0	0	7	7	
Course Type	Embedded theory and lab								
Course Category	Foundation core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- able to Integrate knowledge from nursing and otherscientific and Humanistic disciplines as it relates to medical/surgical nursing.(BL1-Remember)</p> <p>CO2- understand the participate with the interdisciplinary healthcare team and assume accountability for providing safe and effective care to the adult population.(BL2-Understand)</p> <p>CO3- able to demonstrate accountability (professionalism) through identification of self-learning needs and continued professional development.(BL3-Apply)</p> <p>CO4- analyze & integratetechnology and information systems to provide safe, effective care to adult populations with any disease condition.(BL4-Analyze)</p> <p>CO5- evaluate verbal,non-verbal communication strategies used to communicate with patients and their families.(BL5-Evaluate)</p>								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)					

Part B

Modules	Contents	Pedagogy	Hours
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	<p>Examination of ear, nose, throat and History taking</p> <p>Applying bandages to Ear, Nose</p> <p>Tracheostomy care</p> <p>Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures o Auditory screening tests o Audiometric tests</p> <p>Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing</p> <p>Preparation and after care of patients undergoing ENT surgical procedures</p> <p>Instillation of drops/medication</p>	Field work	BL3-Apply	48
Unit 2	<p>History taking, Examination of eyes and interpretation</p> <p>Assisting procedures o Visual acuity o Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, o Refraction tests</p> <p>Pre and post-operative care</p> <p>Instillation of drops/ medication</p> <p>Eye irrigation</p> <p>Application of eye bandage</p> <p>Assisting with foreign body removal</p>	Field work	BL3-Apply	48
Unit 3	<p>Assessment of kidney and urinary system o History taking o Physical examination o Testicular self-examination o digital rectal exam</p> <p>Preparation and assisting with diagnostic and therapeutic procedures o Cystoscopy, Cystometrogram, o Contrast studies: IVP etc. o Peritoneal dialysis o Hemodialysis, o Lithotripsy o Specific tests: Semen analysis, gonorrhoea test, Renal/ Prostate Biopsy etc.</p> <p>Catheterization: care</p> <p>Bladder irrigation</p> <p>I/O recording and monitoring</p> <p>Ambulation and exercise</p>	Field work	BL4-Analyze	48
Unit 4	<p>Assessment of burns</p> <p>First aid of burns</p> <p>Fluid & electrolyte replacement therapy</p> <p>Skin care</p> <p>Care of Burn wounds</p> <p>Bathing</p> <p>Dressing</p> <p>Pre-operative and postoperative care of patients</p> <p>Caring of skin graft and post cosmetic surgery</p> <p>Rehabilitation</p> <p>History taking and assessment of Geriatric patient</p>	Field work	BL4-Analyze	48
Unit 5	<p>History taking; Neurological Examination</p> <p>Patient monitoring</p> <p>Prepare and assist for various invasive and non-invasive diagnostic procedures</p> <p>Range of motion exercises, muscle strengthening</p> <p>Care of medical, surgical and rehabilitative patients</p>	Field work	BL4-Analyze	72
Unit 6	<p>History taking</p> <p>Immunological status assessment (e.g. HIV) and Interpretation of specific tests</p> <p>Caring of patients with low</p>	Field work	BL4-Analyze	24

	immunity [K] Practicing of standard safety measures, precautions/barrier nursing/ reverse barrier/isolation skills			
Unit 7	History taking & physical examination of cancer patients [K] Screening for common cancers: TNM classification [K] Preparation, assisting and after care patients undergoing diagnostic procedures [K] Biopsies/FNAC [K] Pap smear [K] Bone-marrow aspiration [K] Various modalities of treatment [K] Chemotherapy [K] Radiotherapy [K] Pain management [K] Stoma therapy [K] Hormonal therapy [K] Immuno therapy [K] Gene therapy [K] Alternative therapy [K] Stoma care and feeding [K] Caring of patients treated with nuclear medicine [K] Rehabilitation	Field work	BL4-Analyze	72
Unit 8	Assessment of critically ill patients [K] Assisting in arterial puncture, ET tube intubation & extubation [K] ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis [K] Setting up of Ventilator modes and settings and care of patient on a ventilator [K] Set up of trolley with instruments [K] Monitoring and maintenance of Chest drainage system [K] Bag and mask ventilation [K] Assisting and maintenance of Central and peripheral lines invasive [K] Setting up of infusion pump, defibrillator, [K] Drug administration-infusion, intracardiac, intrathecal, epidural, [K] Monitoring pacemaker [K] ICU care bundle [K] Management of the dying patient in the ICU	Field work	BL3-Apply	48
Unit 9	Practicing 'triage' [K] Primary and secondary survey in emergency [K] Examination, investigations & their interpretations, in emergency & disaster situations [K] Emergency care of medical and traumatic injury patients [K] Documentations, assisting in legal procedures in emergency unit [K] Managing crowd [K] Counseling the patient and family in dealing with grieving & bereavement	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., Malliga, M., Meenakshi, K. B., Sapthiha, N. M., & Jeevitha, D. International Journal of Advance Research in Nursing.
References Books	Alexander, E. L., Rothrock, J. C., McEwen, D. R., & Van Wicklin, S. A. (1972). Alexander's Care of the Patient in Surgery.
MOOC Courses	https://www.my-mooc.com/en/mooc/the-impact-of-nursing https://www.my-mooc.com/en/mooc/nhs-values-nursing-midwifery
Videos	https://www.youtube.com/watch?v=tcpc0wBOjpl

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(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	Semester	4th	Credits	L	T	P	C
					7	0	0	7
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- able to Integrate knowledge from nursing and otherscientific and Humanistic disciplines as it relates to medical/surgical nursing.(BL1-Remember)</p> <p>CO2- understand the participate with the interdisciplinary healthcare team and assume accountability for providing safe and effective care to the adult population.(BL2-Understand)</p> <p>CO3- able to demonstrate accountability (professionalism) through identification of self-learning needs and continued professional development.(BL3-Apply)</p> <p>CO4- analyze & integratetechnology and information systems to provide safe, effective care to adult populations with any disease condition.(BL4-Analyze)</p> <p>CO5- evaluate verbal,non-verbal communication strategies used to communicate with patients and their families.(BL5-Evaluate)</p>							
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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	Nursing management of patient with disorders of Ear, Nose and Throat (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management) Review of anatomy and physiology of the ear, nose and throat History, physical assessment, and diagnostic tests Ear o External ear: deformities otalgia, foreign bodies and tumors o Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors o Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis Epistaxis, Nasal obstruction, laryngeal obstruction Deafness and its management	Lecture cum discussion, Demonstration	12
Unit-2	Nursing management of patient with disorder of eye Review of anatomy and physiology of the eye History, physical assessment, diagnostic assessment Eye Disorders Refractive errors Eyelids: infection, deformities Conjunctiva: inflammation and infection bleeding Cornea: inflammation and infection Lens: cataract Glaucoma Retinal detachment Blindness Eye donation, banking and transplantation	Lecture cum discussion, Demonstration	2
Unit-3	Nursing management of patient with Kidney and Urinary problems Review of Anatomy and physiology of the genitourinary system History, physical assessment, diagnostic tests Urinary tract infections: acute, chronic, lower, upper Nephritis, nephrotic syndrome Renal calculi Acute and chronic renal failure Disorders of ureter, urinary bladder and Urethra Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign 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 History, Physical Assessment, Diagnostic tests Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, andOrchitis Sexual dysfunction, infertility, contraception Male Breast Disorders: gynecomastia, tumor, climacteric changes	Lecture cum discussion, Demonstration, Case Study, Health education	6

Unit-5	<p>Nursing management of patient with burns, reconstructive and cosmetic surgery [1] [2] Review of anatomy and physiology of the skin and connective tissues [1] [2] History, physical assessment, assessment of burns and fluid & electrolyte loss [1] [2] Burns [1] [2] Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment [1] [2] Legal and ethical aspects [1] [2] Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters</p>	Lecture cum discussion, Demonstration	10
Unit-6	<p>Nursing management of patient with neurological disorders [1] [2] Review of anatomy and physiology of the neurological system [1] [2] History, physical and neurological assessment, diagnostic tests [1] [2] Headache, Head injuries [1] [2] Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia [1] [2] Spinal cord compression: herniation of in vertebral disc [1] [2] Intra cranial and cerebral aneurysms [1] [2] Meningitis, encephalitis, brain, abscess, neuro-cysticercosis [1] [2] Movement disorders: Chorea, Seizures & Epilepsies [1] [2] Cerebrovascular disorders: CVA [1] [2] Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia [1] [2] Peripheral Neuropathies [1] [2] Degenerative diseases: Alzheimer's disease, Parkinson's disease [1] [2] Guillain-Barré syndrome, Myasthenia gravis & Multiple sclerosis Rehabilitation of patient with neurological deficit</p>	Lecture cum discussion, Case Scenerio discussion	16
Unit-7	<p>Nursing management of patients with Immunological problems [1] [2] Review of Immune system [1] [2] Nursing Assessment: History and Physical assessment [1] [2] HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS [1] [2] Role of Nurse; Counseling, Health education and home care consideration and rehabilitation [1] [2] National AIDS Control Program – NACO, various national and international agencies for infection control</p>	Lecture cum discussion	12
Unit-8	<p>Nursing management of patient with Oncological conditions [1] [2] Structure and characteristics of normal and cancer cells [1] [2] History, physically assessment, diagnostic tests [1] [2] Prevention screening early detections warning sign of cancer [1] [2] Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition [1] [2] Common malignancies of various body</p>	Lecture cum discussion, Demonstration	12

	<p>system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord. ^[1] Oncological emergencies ^[2] Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy ^[3] Psychological aspects of cancer: anxiety, depression, insomnia, anger ^[4] Supportive care ^[5] Hospice care</p>		
Unit 9	<p>Nursing management of patient in Emergency and Disaster situations Disaster Nursing ^[1] Concept and principles of disaster nursing, Related Policies ^[2] Types of disaster: Natural and manmade ^[3] Disaster preparedness: Team, guidelines, protocols, equipment, resources ^[4] Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies ^[5] Principles of emergency management ^[6] Medico legal aspects</p>	Lecture cum discussion, Demonstration , Health Talk, Case Study, Group Presentation	10
Unit 10	<p>Nursing care of the elderly ^[1] History and physical assessment ^[2] Aging process and age-related body changes and psychosocial aspects ^[3] Stress and coping in elder patient ^[4] Psychosocial and sexual abuse of elderly ^[5] Role of family and formal and nonformal caregivers ^[6] Use of aids and prosthesis (hearing aids, dentures) ^[7] Legal and ethical issues ^[8] National programs for elderly, privileges, community programs and health services ^[9] Home and institutional care</p>	Lecture cum discussion, Demonstration , Health Talk, Case Study, Group Presentation	15
Unit 11	<p>Nursing management of patients in critical Care units ^[1] Principles of critical care nursing ^[2] Organization: physical set-up, policies, staffing norms ^[3] Protocols, equipment and supplies Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other ^[4] Advanced Cardiac Life support ^[5] Nursing management of critically ill patient ^[6] Transitional care ^[7] Ethical and Legal Aspects ^[8] Breaking Bad News to Patients and/or their families: Communication with patient and family ^[9] End of life care</p>	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

Part 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	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	Ziemba, S. (1999). Medical-Surgical Nursing. AJN The American Journal of Nursing, 99(2), 24B.
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-mooc.com/en/mooc/managing-covid-19-in-general-practice-online-course-futurelearn https://www.my-mooc.com/en/mooc/safeguarding-adults-level-3-training
Videos	https://www.youtube.com/watch?v=wkPDKN8sOXQ

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Pharmacology (I&II) & Pathology (I&II) (including Genetics)
Course Code	PHAR (II) 205 & PATH (II) 210

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C	
					4	0	0	4	
Course Type	Theory only								
Course Category	Discipline Core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- able to identify pharmacodynamics, pharmaco kinetics, classification and the principles of drug administration. (BL1-Remember)</p> <p>CO2- understand chemotherapy of specify infections and infestations and nurse's responsibilities(BL2-Understand)</p> <p>CO3- demonstrate the common drugs used in treating pathological and genetical diseases. (BL3-Apply)</p> <p>CO4- analyze & integrate drugs used in de-addiction emergency, deficiency of vitamins & minerals, poisoning, for immunization and immunosuppression.(BL4-Analyze)</p> <p>CO5- assess, and demonstrate awareness of the common drugs used in alternative system of medicine.(BL5-Evaluate)</p>								
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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	Drugs used in disorders of ear, nose, throat & Eye ^[H] Antihistamines ^[H] Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity chlorhexidine mouthwash ^[H] Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	Lecture cum Discussion & Drug study/ presentation	4
Unit 2	Drugs used on urinary system ^[H] Pharmacology of commonly used drugs o Renin angiotensin system o Diuretics and antidiuretics o Drugs toxic to kidney o Urinary antiseptics o Treatment of UTI – acidifiers and alkalinizers ^[H] Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse	Lecture cum Discussion & Drug study/ presentation	4
Unit 3	Drugs acting on nervous system ^[P1] Basis & applied pharmacology of commonly used drugs ^[H] Analgesics and anaesthetics o Analgesics: Non-steroidal antiinflammatory (NSAID) drugs o Antipyretics o Opioids & other central analgesics ^[P1] General (techniques of GA, pre anesthetic medication) & local anesthetics ^[H] Gases: oxygen, nitrous, oxide, carbon-dioxide & others ^[H] Hypnotics and sedatives ^[H] Skeletal muscle relaxants ^[H] Antipsychotics o Mood stabilizers Antidepressants ^[H] Antianxiety Drugs ^[H] Anticonvulsants ^[H] Drugs for neurodegenerative disorders & miscellaneous drugs ^[H] Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning ^[H] Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	Lecture cum Discussion & Drug study/ presentation	10
Unit 4	Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy ^[H] Estrogens and progesterones o Oral contraceptives and hormone replacement therapy ^[H] Vaginal contraceptives ^[H] Drugs for infertility and medical termination of pregnancy o Uterine stimulants and relaxants ^[H] Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse	Lecture cum Discussion & Drug study/ presentation	5

Unit 5	Drugs used for pregnant women during antenatal, labour and postnatal period Tetanus prophylaxis Iron and Vit K1 supplementation Oxytocin, Misoprostol Ergometrine Methyl prostaglandin F2-alpha Magnesium sulphate Calcium gluconate	Lecture cum Discussion & Drug study/ presentation	3
Unit 6	Miscellaneous Drugs used for deaddiction Drugs used in CPR and emergencyadrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone IV fluids & electrolytes replacement Common poisons, drugs used for treatment of poisoning o Activated charcoal Ipecac o Antidotes, o Anti-snake venom (ASV) Vitamins and minerals supplementation Vaccines & sera (Universal immunization program schedules) Anticancer drugs: Chemotherapeutic drugs commonly used Immuno-suppressants and Immunostimulants	Lecture cum Discussion & Drug study/ presentation	10
Unit 7	Introduction to drugs used in alternative systems of medicine Ayurveda, Homeopathy, Unani and Siddha etc. Drugs used for common ailments	Lecture cum Discussion & Drug study/ presentation	4
Unit 8	Fundamental principles of prescribing Prescriptive role of nurse practitioners: Introduction Legal and ethical issues related to prescribing Principles of prescribing Steps of prescribing Prescribing competencies	Lecture cum Discussion & Group Discussion	20
Unit 9	Special Pathology: Pathological changes in disease conditions of selected systems 1. Kidneys and Urinary tract Glomerulonephritis Pyelonephritis Renal calculi Cystitis Renal Cell Carcinoma Renal Failure (Acute and Chronic) 2. Male genital systems Cryptorchidism Testicular atrophy Prostatic hyperplasia Carcinoma penis and Prostate. 3. Female genital system Carcinoma cervix Carcinoma of endometrium Uterine fibroids Vesicular mole and Choriocarcinoma Ovarian cyst and tumors 4. Breast Fibrocystic changes Fibroadenoma Carcinoma of the Breast 5. Central nervous system Meningitis. 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 examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests Analysis of semen: o Sperm count, motility and morphology and	Lecture cum Discussion & Group Discussion	5

	<p>their importance in infertility ^[14] Urine: o Physical characteristics, Analysis, Culture and Sensitivity ^[11] Faeces: o Characteristics o Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. o Methods and collection of urine and faeces for various tests</p>		
Unit 11	<p>Introduction: ^[2] Practical application of genetics in nursing ^[8] Impact of genetic condition on families ^[9] Review of cellular division: mitosis and meiosis ^[10] Characteristics and structure of genes ^[11] Chromosomes: sex determination ^[12] Chromosomal aberrations ^[13] Patterns of inheritance ^[14] Mendelian theory of inheritance ^[15] Multiple allots and blood groups ^[16] Sex linked inheritance ^[17] Mechanism of inheritance ^[18] Errors in transmission (mutation)</p>	Lecture cum Discussion & Group Discussion	2
Unit 12	<p>Maternal, prenatal and genetic influences on development of defects and diseases ^[19] Conditions affecting the mother: genetic and infections ^[20] Consanguinity atopy ^[21] Prenatal nutrition and food allergies ^[22] Maternal age Maternal drug therapy ^[23] Prenatal testing and diagnosis ^[24] Effect of Radiation, drugs and chemicals ^[25] Infertility ^[26] Spontaneous abortion ^[27] Neural Tube Defects and the role of folic acid in lowering the risks ^[28] Down syndrome (Trisomy 21)</p>	Lecture cum Discussion & Group Discussion	2
Unit 13	<p>Genetic testing in the neonates and children ^[29] Screening for o Congenital abnormalities o Developmental delay o Dysmorphism</p>	Lecture cum Discussion & Group Discussion	2
Unit 14	<p>Genetic conditions of adolescents and adults ^[30] Cancer genetics: Familial cancer ^[31] Inborn errors of metabolism ^[32] Blood group alleles and hematological disorder ^[33] Genetic haemochromatosis ^[34] Huntington's disease ^[35] Mental illness</p>	Lecture cum Discussion & Group Discussion	2
Unit 15	<p>Services related to genetics ^[36] Genetic testing ^[37] Gene therapy ^[38] Genetic counseling ^[39] Legal and Ethical issues ^[40] Role of nurse</p>	Lecture cum Discussion & Group Discussion	2
Unit 16	<p>Introduction ^[41] Background ^[42] Prescriptive role of nurses and nurse practitioners ^[43] Prescribing terminology</p>	Lecture cum Discussion & Group Discussion	4
Unit 17	<p>Professional, legal, and ethical issues relevant to prescribing practice. ^[44] Professional issues ^[45] Legal issues ^[46] Ethical issues</p>	Lecture cum Discussion & Group Discussion	6
Unit 18	<p>Principles of prescribing ^[47] Principles ^[48] Factors influencing prescribing</p>	Lecture cum discussion	4

Unit 19	Process of prescribing and competencies [1] Steps of prescribing [1] Prescribing competencies	Lecture cum Discussion & Group Discussion	4
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	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)

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	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	https://www.coursera.org/learn/neurobiology https://www.coursera.org/specializations/drug-development-product-management
Videos	https://www.youtube.com/watch?v=ECEJrTjwgNw

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Professional Ethics and Professional Values
Course Code	PROF 230

Part A

Year	2nd	Semester	4th	Credits	L	T	P	C
					1	0	0	1
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- describe profession and professionalism and identify the challenges of professionalism.(BL1-Remember)</p> <p>CO2- explain the professional values and demonstrate appropriate professional values in nursing practice.(BL2-Understand)</p> <p>CO3- demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and otherhealth team members.(BL3-Apply)</p> <p>CO4- analyse the knowledge of ethics and bioethics in ethical decision making along with health team members.(BL4-Analyze)</p>							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit I	<p>PROFESSIONALISM Profession ^[10] Definition of profession ^[11] Criteria of a profession ^[12] Nursing as a profession ^[13] Professionalism ^[14] Definition and characteristics of professionalism ^[15] Concepts, attributes and indicators of professionalism ^[16] Challenges of professionalism ^[17]</p> <ul style="list-style-type: none"> o Personal identity vs professional identity o Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records o Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making o Relationship with patients and society <p>Professional Conduct ^[18] Following ethical principles ^[19] Adhering to policies, rules and regulation of the institutions ^[20] Professional etiquettes and behaviours ^[21] Professional grooming: Uniform, Dress code ^[22] Professional boundaries: Professional relationship with the patients, caregivers and team members</p> <p>Regulatory Bodies & Professional Organizations: Roles & Responsibilities ^[23] Regulatory bodies: Indian Nursing Council, State Nursing Council ^[24] Professional Organizations: Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives</p>	Lecture cum Discussion, Role Play, Debate & Case study	5
Unit 2	<p>PROFESSIONAL VALUES ^[25] Values: Definition and characteristics of values ^[26] Value clarification ^[27] Personal and professional values ^[28] Professional socialization: Integration of professional values with personal values ^[29] Professional values in nursing ^[30] Importance of professional values in nursing and health care ^[31] Caring: definition, and process ^[32] Compassion: Sympathy Vs empathy, Altruism ^[33] Conscientiousness ^[34] Dedication/ devotion to work ^[35] Respect for the person- Human dignity ^[36] Privacy and confidentiality: Incidental disclosure ^[37] Honesty and integrity: Truth telling ^[38] Trust and credibility: Fidelity, Loyalty ^[39] Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession</p>	Lecture cum Discussion, Role Play, Debate, Story Telling, Scerenio based Discussion	5

Unit 3	<p>ETHICS & BIOETHICS Definitions: Ethics, Bioethics and Ethical Principles [BN] Beneficence [BN] Non-maleficence: Patient safety, protecting patient from harm, Reporting errors [BN] Justice: Treating each person as equal [BN] Care without discrimination, equitable access to care and safety of the public [BN] Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice Ethical issues and ethical dilemma: Common ethical problems [BN] Conflict of interest [BN] Paternalism [BN] Deception [BN] Privacy and confidentiality Valid consent and refusal [BN] Allocation of scarce nursing resources [BN] Conflicts concerning new technologies [BN] Whistle-blowing [BN] Beginning of life issues o Abortion o Substance abuse o Fetal therapy o Selective deduction o Intrauterine treatment of fetal conditions o Mandated contraception o Fetal injury o Infertility treatment [BN] End of life issues o End of life o Euthanasia o Do Not Resuscitate (DNR) [BN] Issues related to psychiatric care o Non compliance o Restrain and seclusion o Refuse to take food Process of ethical decision making [BN] Assess the situation (collect information) [BN] Identify the ethical problem [BN] Identify the alternative decisions [BN] Choose the solution to the ethical decision [BN] Implement the decision [BN] Evaluate the decision Ethics committee: Roles and responsibilities [BN] Clinical decision making [BN] Research Code of Ethics [BN] International Council of Nurses (ICN) [BN] Indian Nursing Council Patients' Bill of Rights-17 patients' rights (MoH&FW, GoI) 1. Right to emergency medical care 2. Right to safety and quality care according to standards 3. Right to preserve dignity 4. Right to nondiscrimination 5. Right to privacy and confidentiality 6. Right to information 7. Right to records and reports 8. Right to informed consent 9. Right to second opinion 10. Right to patient education 11. Right to choose alternative treatment options if available 12. Right to choose source for obtaining medicines or tests 13. Right to proper referral and transfer, which is free from perverse commercial influences 14. Right to take discharge of patient or receive body of deceased from hospital 15. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure 16. Right to protection for patients involved in clinical trials, biomedical and health research 17. Right to be heard and seek redressal</p>	Lecture cum Discussion, Role Play, Debate, Story Telling, Scerenio based Discussion, Flipped classroom,	10
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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 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	Fishman, S. M., Young, H. M., 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. <i>Pain medicine</i> , 14(7), 971-981.
Articles	Poreddi, V., Narayanan, A., Thankachan, A., Joy, B., Awungshi, C., & Reddy, S. (2021). Professional and ethical values in Nursing practice: An Indian Perspective. <i>Investigacion y educacion en enfermeria</i> , 39(2).
References Books	Oliver, J., Coggins, C., Compton, P., Hagan, S., Matteliano, D., Stanton, M., ... & Turner, H. N. (2012). American Society for Pain Management nursing position statement: pain management in patients with substance use disorders. <i>Pain Management Nursing</i> , 13(3), 169-183.
MOOC Courses	https://www.coursera.org/learn/business-ethics https://www.coursera.org/learn/ai-ethics
Videos	https://www.youtube.com/watch?v=PxVFvDh4tPg

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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Community Health Nursing I incl Env. Sc. & Epidemiology
Course Code	N- COMH (I) 310 [P]

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					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	<p>CO1- define community and community health nursing also interpreting the scope of community health and community health nursing.(BL1-Remember)</p> <p>CO2- understand the community health problems and holistic care , competent nursing care and extended role of nurses in community health centers.(BL2-Understand)</p> <p>CO3- demonstrate and show in the community about the self-examination, hand hygiene and related to the menstrual hygiene and care of a pregnant mother, new born baby and geriatric(BL3-Apply)</p> <p>CO4- evaluate the problem in the community by questioning and behalf of that students able to analyze the problem regarding health issues.(BL4-Analyze)</p> <p>CO5- 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.(BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✓		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG7(Affordable and clean energy) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-1	Urban Posting -Interviewing skills using communication and interpersonal relationship [R] [R] Conducting community needs assessment/ survey to identify health determinants of a community [R] [R] Observation skills [R] [R] Nutritional assessment skills [R] [R] Skill in teaching individual/ family on: o Nutrition, including food hygiene and safety o Healthy lifestyle o Health promotion [R] Health assessment including nutritional assessment for clients of different age groups [R] Documentation skills Investigating an epidemic – Community health survey [R] Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs [R] Conduct home visit [R] Participation in implementation of national health programs [R] Participation in school health program	Field work	BL3-Apply	80
Unit 1	Rural Posting - Interviewing skills using communication and interpersonal relationship [R] [R] Conducting community needs assessment/ survey to identify health determinants of a community [R] [R] Observation skills [R] [R] Nutritional assessment skills [R] [R] Skill in teaching individual/ family on: o Nutrition, including food hygiene and safety o Healthy lifestyle o Health promotion [R] Health assessment including nutritional assessment for clients of different age groups [R] Documentation skills Investigating an epidemic – Community health survey [R] Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs [R] Conduct home visit [R] Participation in implementation of national health programs [R] Participation in school health program	Field work	BL3-Apply	80

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	Bhanarsidas Bhanot Publishers. (2022). Textbook of Preventive and Social Medicine: Bhanarsidas Bhanot Publishers.
Articles	Creation 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 (6th ed.). F.A. Davis Company.
MOOC Courses	https://www.coursera.org/learn/epidemiology
Videos	https://www.youtube.com/watch?v=tb-k0aZYT30

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Cognitive Behavioural Therapy
Course Code	BNSG 506

Part A

Year	3rd	Semester	5th	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- Explain the concept and techniques of CBT(BL1-Remember) CO2- Use techniques to develop a therapeutic alliance based on CBT(BL2-Understand) CO3- Discuss cognitive conceptualization-automatic thoughts and alternative explanations based on cognitive model(BL3-Apply) CO4- Describe strategies to identify and respond to cognitions including dysfunctional cognitions(BL5-Evaluate) CO5- Formulate thought records and action plans(BL6-Create)							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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	Concepts and Techniques of CBT ^[iv] Concept - Definition ^[ii] Techniques and applications of CBT ^[ii] Factors influencing effective delivery of CBT ^[ii] CBT Model ^[ii] The therapeutic relationship and setting goals with clients	Lecture and Discussion , Role play & Demonstration	6
Unit 2	The Cognitive Model ^[ii] Three levels of thoughts ^[ii] Automatic thoughts - development and tracking ^[ii] Designing and implementing experiments to test automatic thoughts ^[ii] Biofeedback in CBT	Lecture and Discussion & Case Study	4
Unit 3	Identifying, Evaluating and Responding to Cognitions ^[ii] Socratic questioning - Technique of questioning ^[ii] Behaviour experiments - Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc.	Lecture and Discussion , Role play & Demonstration	5
Unit 4	Designing Effective Action Plans and Thought Records ^[ii] Thought records components ^[ii] Action plan components ^[ii] Identifying underlying and new core beliefs and assumptions ^[ii] Facilitating completion of the action plan and reviewing the action plan at the next session	Lecture and Discussion & Role play	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 2	Automatic thoughts - development and tracking	Case Study	BL3-Apply	2
Unit 3	Behaviour experiments -Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc.	Games	BL4-Analyze	2
Unit 4	Designing Effective Action Plans and Thought Records	Role Play	BL4-Analyze	2

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	Greenberger, D., & Padesky, C. A. (2015). Mind over mood: Change how you feel by changing the way you think (2nd ed.). Guilford Press.
Articles	Cognitive-behavioral therapy for management of mental health and stress-related disorders: Recent advances in techniques and technologies - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8489050/
References Books	Wright, J. H., Basco, M. R., & Thase, M. E. (2006). Learning cognitive-behavior therapy: An illustrated guide. American Psychiatric Publishing.
MOOC Courses	https://cogbtherapy.com/free-online-cbt-workbook
Videos	CBT - https://www.youtube.com/watch?v=q6aAQgXauQw

Course Articulation Matrix

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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Personality Development
Course Code	BNSG 507

Part A

Year	3rd	Semester	5th	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	<p>CO1- Describe basic personality traits and personality types & various stages of personality development (BL1-Remember)</p> <p>CO2- Enumerate personality disorders(BL2-Understand)</p> <p>CO3- Demonstrate skills in identifying personality disorders(BL3-Apply)</p> <p>CO4- Utilize knowledge in knowing self and others and improve relationship with others(BL4-Analyze)</p> <p>CO5- Provide care to patients with personality disorders by emphasizing on respecting individual culture and spiritual needs(BL5-Evaluate)</p>							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Introduction to personality development [R] Definitions [H] Components of personality [H] Importance of personality in achieving goals and success in life [R] Factors influencing personality development o Biological factors o Environmental factors [H] Nature vs Nurture concept in personality development	Lecture cum discussion & Group Discussion	2
Unit 2	Stages and theories of personality development [H] Development of personality from infancy to late adulthood [H] Theories of personality development o Psychoanalytic theory o Psychosocial theory o Trait and type theories of personality o Humanistic approaches to personality o Learning theories of personality	Lecture cum discussion, Role Play & Group Discussion	5
Unit 3	Assessment of personality [H] Types of personalities [H] Personality changes due to illness [R] Personality assessment	Lecture cum discussion & Group Discussion	3
Unit 4	Personality and career success [R] Role of personality and career success [R] Methods of changing personality traits o Personal growth and self-efficacy [R] Personality characteristics required for a nurse [H] Nursing implications of personality	Lecture cum discussion & Group Discussion	5
Unit 5	Personality disorders [H] Definition [H] Types [H] Signs and symptoms [R] Medical management [H] Nursing management [H] Psycho-social therapies	Lecture cum discussion & Group Discussion	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Nature vs Nurture concept in personality development	Role Play	BL3-Apply	1
Unit 2	Humanistic approaches to personality	Role Play	BL3-Apply	1
Unit 3	Role of personality and career success	Case Study	BL4-Analyze	2

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	Feist, J., Feist, G. J., & Roberts, T.-A. (2018). Theories of personality (9th ed.). McGraw-Hill Education.
Articles	Article on Personality Development - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6411068/
References Books	rikson, E. H. (1993). Childhood and society (Rev. ed.). W. W. Norton & Company.
MOOC Courses	https://www.udemy.com/course/introduction-to-self-development-apply-a-working-plan/
Videos	Personality Traits - https://www.youtube.com/watch?v=IB1FVbo8TSs

Course Articulation Matrix

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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Addiction Psychiatry
Course Code	BNSG 508

Part A

Year	3rd	Semester	5th	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 the Terminologies , Classification & etiological Factors related to addiction (BL1-Remember) CO2- Identify treatment related adverse effects and emergencies and manage them effectively (BL2-Understand) CO3- Demonstrate skill in managing patients with substance use disorders. (BL3-Apply) CO4- Apply nursing process in caring for patients with substance related disorders. (BL4-Analyze) CO5- Utilize available support to rehabilitate needy individuals. (BL5-Evaluate)							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Substance use disorders, assessment and management [R] Terminologies: Substance related Disorders, addictive behaviour, intoxication, tolerance, withdrawal etc. [R] Classification of Psychoactive Substances [R] Factors associated with substance related disorders [R] Psychosocial problems associated with substance use [R] Treatment Modalities for Substance - Related Disorders – Multi-Disciplinary Team Approach [R] Treatment related adverse effects and emergencies [R] Introduction to technology addiction and its management [R] Nursing Management of patients with substance use disorders [R] Rehabilitation issues [R]	Lecture cum discussion, case study & Group Discussion	6

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Disease model of addiction	PBL	BL3-Apply	5
Unit 1	Treatment Modalities for Substance - Related Disorders – Multi-Disciplinary Team Approach	Industrial Visit	BL4-Analyze	5
Unit 1	Psychosocial problems associated with substance use	Case Study	BL4-Analyze	4

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	Galanter, M., & Kleber, H. D. (Eds.). (2015). The American Psychiatric Publishing textbook of substance abuse treatment (5th ed.). American Psychiatric Publishing.
Articles	Addiction medicine and addiction psychiatry in America: Commonalities in the medical treatment of addiction - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6019277/
References Books	Koob, G. F., Arends, M. A., & Le Moal, M. (2014). Drugs, addiction, and the brain. Academic Press.
MOOC Courses	https://www.coursera.org/learn/addiction-treatment
Videos	Substance Use Disorders and Addiction - https://www.youtube.com/playlist?list=PLV0KZkVDyoOHC206gzIGv0R_8W21yjEXz

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	-	-
CO3	1	-	-	-	-	1	-	-	-	-	-	-	1	1	-
CO4	-	-	-	-	-	1	-	-	-	-	-	-	-	1	-
CO5	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Adolescent Health
Course Code	BSNG 509

Part A

Year	3rd	Semester	5th	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 the developmental needs of adolescents(BL1-Remember) CO2- Identify, and manage common health problems among adolescents including Adjustment & conduct disorders, mental disorders, eating disorders, substance use disorders(BL2-Understand) CO3- Promoting the development of life skills among adolescents(BL3-Apply)							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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	Growth and development of adolescents Review of Principles of Growth and Development Assessment of Growth and Development of Adolescents, including physical, reproductive and sexual changes Promoting Growth and Development of Adolescents Development of life skills among adolescents	Lecture cum discussion, demonstration & Case Study	2
Unit 2	Nutritional needs of adolescents Nutritional requirements of adolescents Food habits and food fads prevalent in the adolescent	Lecture cum discussion, demonstration & Case Study	1
Unit 3	Developmental needs of Adolescents Developmental needs of Adolescents Developmental issues during Adolescence Psychosocial issues during Adolescence Challenges during Adolescence Guiding Parents on meeting the developmental needs of Adolescents and handling their issues and Challenges	Lecture cum discussion, demonstration & Case Study	2
Unit 4	Communication, guidance and counseling Communicating with adolescents Guidance and Counseling Role of Parents	Lecture cum discussion, demonstration , Role Play & Case Study	1
Unit 5	Common health problems including mental health problems Common health problems among adolescents Adjustment & conduct disorders Mental disorders Eating disorders Substance use disorders	Lecture cum discussion, demonstration , Role Play & Case Study	2
Unit 6	Reproductive and sexual health issues Reproductive and sexual health issues during adolescence Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception Sexually transmitted disorders, HIV/AIDS	Lecture cum Discussion & Health Education	2

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Development of life skills among adolescents	Games	BL3-Apply	2
Unit 3	Challenges during Adolescence	Case Study	BL4-Analyze	1
Unit 4	common health problems among adolescents including adjustment & conduct disorders, mental disorders, eating disorders, and substance use disorders	Case Study	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	Spencer, R. A., & Zimet, G. D. (Eds.). (2019). Adolescent health screening: An update in the age of Big Data. Elsevier.
Articles	https://www.researchgate.net/publication/339194563_Adolescent_Problem_in_Psychology_A_Review_of_Adolescent_Mental_Health_Studies
References Books	World Health Organization. (2014). Health for the world's adolescents: A second chance in the second decade. WHO Press.
MOOC Courses	Global Adolescent Health - https://www.coursera.org/learn/youth-health
Videos	Adolescent Health Problems: Issues & Challenges During Adolescence Adolescent Problems - https://www.youtube.com/watch?v=tTGdtcAkR5w

Course Articulation Matrix

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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Educational Technology / Nursing Education
Course Code	EDUC 315

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C	
					2	0	1	3	
Course Type	Theory only								
Course Category	Discipline Core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- know, recognize, recall, state the concepts, principles, philosophies and trends in teaching learning process.(BL1-Remember)</p> <p>CO2- comprehend, distinguish and explain various instructional media and methods in teaching learning process along with the tools and techniques for assessment of knowledge, skill, and attitude.(BL2-Understand)</p> <p>CO3- apply, demonstrate the principles and steps of guidance and counseling.(BL3-Apply)</p> <p>CO4- analyze, identify the importance of communication process, interpersonal relationship and human relations.(BL4-Analyze)</p> <p>CO5- describe, explain the effective use of Information, Education and Communication (IEC) for health.(BL5-Evaluate)</p> <p>CO6- explain, generate, reconstruct new methods and instructional Medias for the teaching learning process.(BL6-Create)</p>								
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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 and Theoretical Foundations: Education and educational technology [R] [R] Definition, aims [R] Approaches and scope of educational technology [R] Latest approaches to education: o Transformational education o Relationship based education o Competency based education Educational philosophy: [R] Definition of philosophy, education and philosophy [R] Comparison of educational philosophies [R] Philosophy of nursing education Teaching learning process: [R] Definitions [R] Teaching learning as a process [R] Nature and characteristics of teaching and learning [R] Principles of teaching and learning [R] Barriers to teaching and learning [R] Learning theories [R] Latest approaches to learning o Experiential learning o Reflective learning o Scenario based learning o Simulation based learning o Blended learning	Lecture cum Discussion, Group discussion & Senerio based study	6
Unit 2	Assessment and Planning Assessment of teacher [R] Essential qualities of a teacher [R] Teaching styles – Formal authority, demonstrator, facilitator, delegator Assessment of learner [R] Types of learners [R] Determinants of learning – learning needs, readiness to learn, learning styles [R] Today’s generation of learners and their skills and attributes [R] Emotional intelligence of the learner [R] Motivational factors – personal factors, environmental factors and support system Curriculum Planning [R] Curriculum – definition, types [R] Curriculum design – components, approaches [R] Curriculum development – factors influencing curriculum development, facilitators and barriers [R] Writing learning outcomes/ behavioral objectives [R] Basic principles 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 Skill lab – Teaching Methods [R] Classroom management-principles and strategies [R] Classroom communication o Facilitators and Barriers to classroom communication technology (ICT) – ICT used in education Teaching methods – Features, advantages and disadvantages [R] Lecture, Group discussion, microteaching [R] Skill lab – simulations, Demonstration & re-demonstration [R] Symposium, panel discussion, seminar, scientific workshop, exhibitions [R] Role play, project [R] Field trips [R] Self-directed learning (SDL) [R] Computer assisted learning [R] One-to-one instruction Active learning strategies [R] Team based learning [R] Problem based learning [R] Peer sharing [R] Case study analysis [R] Journaling [R] Debate [R] Gaming [R] Inter-professional education	Lecture cum Discussion, Group discussion & Senerio based study	8
Unit 4	Teaching in the Clinical Setting – Teaching Methods [R] Clinical learning environment [R] Factors influencing selection of clinical learning	Lecture cum Discussion, Group discussion & Senerio based study	3

	<p>experiences ^[1] Practice model ^[1] Characteristics of effective clinical teacher ^[1] Writing clinical learning outcomes/practice competencies ^[1] Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/ bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording</p>		
Unit 5	<p>Educational/Teaching Media ^[1] Media use – Purpose, components, principles and steps ^[1] Types of media Still visuals o Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer o Projected – film stripes, microscope, power point slides, overhead projector Moving visuals o Video learning resources – videotapes & DVD, blu-ray, USB flash drive o Motion pictures/films Realia and models o Real objects & Models Audio aids/audio media o Audiotapes/Compact discs o Radio & Tape recorder o Public address system o Digital audio Electronic media/ computer learning resources o Computers o Web-based videoconferencing o E-learning, Smart classroom Telecommunication (Distance education) o Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/ telenursing Mobile technology</p>	Lecture cum Discussion, Group discussion & Senerio based study	5
Unit 6	<p>Methods/Strategies ^[1] Purposes, scope and principles in selection of assessment methods and types ^[1] Barriers to evaluation ^[1] Guidelines to develop assessment tests Assessment of knowledge: ^[1] Essay type questions, ^[1] Short answer questions (SAQ) ^[1] Multiple choice questions (MCQ – single response & multiple response) Assessment of skills: ^[1] Clinical evaluation ^[1] Observation (checklist, rating scales, videotapes) ^[1] Written communication – progress notes, nursing care plans, process recording, written assignments ^[1] Verbal communication (oral examination) ^[1] Simulation ^[1] Objective Structured Clinical Examination (OSCE) ^[1] Self-evaluation ^[1] Clinical portfolio, clinical logs Assessment of Attitude: ^[1] Attitude scales Assessment tests for higher learning: ^[1] Interpretive questions, hot spot questions, drag and drop and ordered response questions</p>	Lecture cum Discussion, Group discussion & Senerio based study	5
Unit 7	<p>Guidance/academic advising, counseling and discipline Guidance ^[1] Definition, objectives, scope, purpose and principles ^[1] Roles of academic advisor/ faculty in guidance Counseling ^[1] Difference between guidance and counseling ^[1] Definition, objectives, scope, principles, types, process and steps of counseling ^[1] Counseling skills/techniques – basics ^[1] Roles of counselor ^[1] Organization of counseling services Issues for counseling in nursing students Discipline and grievance in students ^[1] Managing disciplinary/grievance problems – preventive guidance & counseling ^[1]</p>	Lecture cum Discussion, Group discussion & Senerio based study	3

	Role of students' grievance redressal cell/ committee		
Unit 8	Ethics and Evidence Based Teaching (EBT) in Nursing Education Ethics – Review [R] Definition of terms [R] Value based education in nursing [R] Value development strategies [R] Ethical decision making [R] Ethical standards for students [R] Student-faculty relationship Evidence based teaching – Introduction [R] Evidence based education process and its application to nursing education	Lecture cum Discussion, Group discussion & Senerio based study , Case Study	4

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Introduction and Theoretical Foundations: Education and educational technology [R] Definition, aims [R] Approaches and scope of educational technology [R] Latest approaches to education: o Transformational education o Relationship based education o Competency based education Educational philosophy: [R] Definition of philosophy, education and philosophy [R] Comparison of educational philosophies [R] Philosophy of nursing education Teaching learning process: [R] Definitions [R] Teaching learning as a process [R] Nature and characteristics of teaching and learning [R] Principles of teaching and learning [R] Barriers to teaching and learning [R] Learning theories [R] Latest approaches to learning o Experiential learning o Reflective learning o Scenario based learning o Simulation based learning o Blended learning	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/NBK539864/
References Books	Sharma, S. K., & Sharma, R. (2020). Communication & Educational Technology. Elsevier. (2nd ed.).
MOOC Courses	https://www.coursera.org/learn/managing-emotions-uncertainty-stress
Videos	https://www.youtube.com/watch?v=b0pVs-hLaWw

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	*Child Health Nursing I
Course Code	N - CHN (I) 301

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					3	0	0	3
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- recall internationally accepted rights of the child, National policy and National programmes related to child health and welfare.(BL1-Remember)</p> <p>CO2- observe and interpret changing trends in hospital care.(BL2-Understand)</p> <p>CO3- apply principles of growth and developmental milestones from birth to adolescence.(BL3-Apply)</p> <p>CO4- identify and illustrate different defects and systematic diseases of child health.(BL4-Analyze)</p> <p>CO5- able to prepare a design for layout and describe standards for management of pediatric units/hospitals.(BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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	<p>Introduction: Modern concepts of childcare [H] Historical development of child health [H] Philosophy and modern concept of child-care [H] Cultural and religious considerations in child-care [H] National policy and legislations in relation to child health and welfare [H] National programs and agencies related to welfare services to the children [H] Internationally accepted rights of the child [H] Changing trends in hospital care, preventive, promotive and curative aspect of child health [H] Preventive pediatrics: o Concept o Immunization o Immunization programs and cold chain. o Care of under-five and Under-five Clinics/Well-baby clinics o Preventive measures towards accidents [H] Child morbidity and mortality rates [H] Difference between an adult and child which affect response to illness o Physiological o Psychological o Social o Immunological [H] Hospital environment for sick child [H] Impact of hospitalization on the child and family [H] Communication techniques for children [H] Grief and bereavement [H] The role of a child health nurse in caring for a hospitalized child [H] Principles of pre and postoperative care of infants and children. Child Health Nursing procedures: [H] Administration of medication: oral, I/M, & I/V [H] Calculation of fluid requirement [H] Application of restraints [H] Assessment of pain in children. o FACES pain rating scale o FLACC scale o Numerical scale</p>	Lecture cum discussion, Demonstration & Redemonstration	10
Unit 2	<p>The Healthy Child [H] Definition and principles of growth and development [H] Factors affecting growth and development [H] Growth and development from birth to adolescence [H] Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg) [H] The needs of normal children through the stages of developmental and parental guidance Nutritional needs of children and infants - breast feeding - exclusive breast feeding - Supplementary/ artificial feeding and weaning [H] Baby friendly hospital concept [H] Types and value of play and selection of play material</p>	Lecture cum discussion, Demonstration & Redemonstration	12
Unit 3	<p>Nursing care of neonate: [H] Appraisal of Newborn [H] Nursing care of a normal newborn/ essential newborn care [H] Neonatal resuscitation [H] Nursing management of low birth weight baby [H] Kangaroo mother care [H] Nursing management of common neonatal disorder - Hyperbilirubinemia - Hypothermia - Hyperthermia - Metabolic disorder - Neonatal infections - Neonatal seizures - Respiratory distress syndrome - Retinopathy of Prematurity [H] Organization of neonatal care unit [H] Neonatal equipment</p>	Lecture cum discussion, Demonstration & Redemonstration	15
Unit 4	<p>Nursing management in common childhood diseases Respiratory system: [H] Identification and Nursing management of congenital</p>	Lecture cum discussion, Demonstration & Redemonstration	8

	malformations ^[1] Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia Others: Acute naso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma Endocrine system: ^[2] Juvenile Diabetes mellitus, Hypo-thyroidism		
Unit 5	Childhood emergencies ^[3] Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning ^[4] PLS (AHA Guidelines)	Lecture cum discussion, Demonstration & Redemonstration	5
Unit 6	Evidence based care of newborn ^[5] Basic needs of a normal baby at birth ^[6] Immediate care of the normal newborn at the time of birth ^[7] Monitoring the baby in the first hour after birth Care of the baby in special situations ^[8] Postnatal care of normal baby	Lecture cum discussion, Demonstration	1
Unit 7	Temperature regulation in newborn ^[9] Handicaps of newborn in temperature regulation ^[10] Warm chain ^[11] Assessment of temperature and management of hypothermia ^[12] Hyperthermia	Lecture cum discussion, Demonstration & Redemonstration	1
Unit 8	Kangaroo mother care ^[13] KMC - Components and benefits ^[14] Requirements and eligibility ^[15] Procedure	Lecture cum discussion, Demonstration & Redemonstration	1
Unit 9	Feeding the newborn ^[16] Breast feeding ^[17] Feeding of low birth weight and sick newborns	Lecture cum discussion, Demonstration & Redemonstration	1
Unit 10	Care of sick neonates ^[18] Care of at-risk neonates ^[19] Care of sick neonates	Lecture cum discussion, Demonstration	1
Unit 11	Newborn Resuscitation ^[20] Preparation for resuscitation ^[21] Assessing the need for resuscitation ^[22] Steps of resuscitation ^[23] Follow up care after successful resuscitation	Lecture cum discussion, Demonstration	2
Unit 12	Common nursing procedures ^[24] Use and maintenance of neonatal equipments ^[25] Common procedures done in newborn ^[26] Preparation of common medications ^[27] Emergency triage assessment and treatment	Lecture cum discussion, Demonstration	1
Unit 13	Infection prevention and control ^[28] Principles of asepsis and universal precautions ^[29] Handwashing Skin preparation for venipuncture and other procedures ^[30] Surveillance ^[31] Safe disposal of hospital waste	Lecture cum discussion, Demonstration	1
Unit 14	IMNCI - Introduction ^[32] Background and Objectives ^[33] Components and principles ^[34] Rationale for an integrated evidence based syndromic approach to case management	Lecture cum discussion	2
Unit 15	Steps of case management process ^[35] Assess the young infant/child ^[36] Classify the illness ^[37] Identify treatment ^[38] Treat the young infant/ child ^[39] Counsel the mother ^[40] Provide follow up care	Lecture cum discussion	2
Unit 16	Assessment of sick young infants ^[41] History taking ^[42] Checking for possible bacterial infection/ jaundice ^[43] Diarrhea ^[44] Feeding problem/ malnutrition ^[45] Immunization status ^[46] Other problems	Lecture cum discussion	2

Unit 17	Assessment of sick children [H] History taking [H] Checking for general danger signs [H] Checking main symptoms [H] Checking for malnutrition [H] Checking for anaemia [H] Assessment of feeding [H] Checking immunization [H] Assessing other problems	Lecture cum discussion	7
Unit 18	Identification of critical illness in children [H] Early signs of critical illness in children [H] Early signs of cardiopulmonary arrest [H] Assessment of appearance based on AVPU scale	Lecture cum discussion & Demonstration	4
Unit 19	Medications used in cardiopulmonary arrest [H] Indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system	Lecture cum discussion & Demonstration	1
Unit 20	CPR [H] Steps in carrying out Child CPR Post-cardiac arrest management	Lecture cum discussion & Demonstration	1

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Child Health Nursing procedures: [H] Administration of medication: oral, I/M, & I/V [H] Calculation of fluid requirement [H] Application of restraints [H] 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	BL4-Analyze	1
Unit 7	Assessment of temperature and management of hypothermia	Field work	BL4-Analyze	1
Unit 8	Feeding of low birth weight and sick newborns	Field work	BL4-Analyze	1
Unit 9	Newborn Resuscitation	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	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	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	*Child Health Nursing I
Course Code	N - CHN (I) 301[P]

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					0	0	3	3
Course Type	Embedded theory and field work							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- observe and interpret changing trends in hospital care.(BL3-Apply) CO2- identify and illustrate different defects and systematic diseases of child health.(BL4-Analyze) CO3- able to assess treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders(BL5-Evaluate)							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
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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, I/M, & I/V. medicine/ fluids • Calculation of fluid replacement • Preparation of different strengths of I/V fluids • Baby bath/sponge bath • Feeding children by Katori spoon, Paladai cup • Teaching mothers/ parents ¹² Malnutrition ¹² Oral rehydration therapy ¹² Feeding & Weaning ¹² Immunization schedule • Play therapy	Field work	BL3-Apply	96
Unit 2	Calculation, preparation & administration of I/V fluids • Feeding ¹² Naso-gastric ¹² Gastrostomy ¹² Jejunostomy • Care of surgical wounds ¹² Dressing Suture removal	Field work	BL3-Apply	96
Unit 3	Pediatric Assessment of children ¹² Health assessment ¹² Developmental assessment ¹² Anthropometric assessment ¹² Nutritional assessment • Immunization • Health / Nutritional education OPD/ Immunization room	Field work	BL3-Apply	96

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

Books	Datta, P. (2009). Title of the Book (2nd ed., Revised). Jaypee Brothers Medical Publishers Pvt. Limited.
Articles	https://www.healthychildren.org/English/family-life/power-of-play/Pages/the-power-of-play-how-fun-and-games-help-children-thrive.aspx
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/specializations/school-health-for-children-and-adolescents
Videos	https://www.youtube.com/watch?v=rX01wVc2BR0

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Introduction to Forensic Nursing & Indian Laws
Course Code	N - FORN 320

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					1	0	0	1
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- Remember forensic nursing as an emerging specialty in healthcare and nursing practice(BL1-Remember) CO2- Understand the history and scope of forensic nursing practice(BL2-Understand) CO3- Apply for Identification forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence(BL3-Apply) CO4- Analyze basic understanding of the Indian judicial system and legal procedures(BL4-Analyze)							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Forensic Science ^[K] Definition ^[K] History ^[K] Importance in medical science ^[MM] Forensic Science Laboratory Violence ^[R] Definition ^[K] Epidemiology ^[R] Source of data Sexual abuse – child and women	Lecture cum discussion ^[R] Visit to Regional Forensic Science Laboratory	3
Unit 2	Forensic Nursing ^[K] Definition ^[K] History and development ^[K] Scope – setting of practice, areas of practice and subspecialties ^[K] Ethical issues ^[K] Roles and responsibilities of nurse ^[K] INC & SNC Acts	Lecture cum discussion	2
Unit 3	Forensic Team ^[MM] Members and their roles Comprehensive forensic nursing care of victim and family ^[K] Physical aspects ^[R] Psychosocial aspects ^[R] Cultural and spiritual aspects ^[R] Legal aspects ^[R] Assist forensic team in care beyond scope of her practice ^[R] Admission and discharge/referral/death of victim of violence ^[K] Responsibilities of nurse as a witness Evidence preservation – role of nurses ^[K] Observation ^[K] Recognition Collection ^[R] Preservation ^[MM] Documentation of Biological and other evidence related to criminal/traumatic event ^[MM] Forwarding biological samples for forensic examination	Lecture cum discussion & Real Case Discussion	7
Unit 4	Introduction of Indian Constitution Fundamental Rights ^[K] Rights of victim ^[K] Rights of accused Human Rights Commission	Lecture cum discussion & Real Case Discussion	3
Unit 5	Sources of laws and law-making powers Overview of Indian Judicial System ^[R] JMFC (Judicial Magistrate First Class) ^[MM] District ^[R] State ^[K] Apex Civil and Criminal Case Procedures ^[K] IPC (Indian Penal Code) ^[R] ICPC ^[R] IE Act (Indian Evidence Act) Overview of POSCO Act	Lecture cum discussion & Group Discussion	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 2	Ethical issues in forensic nursing	Seminar	BL3-Apply	5
Unit 3	Comprehensive forensic nursing care of victim and family	Role Play	BL4-Analyze	7
Unit 4	Fundamental Rights ^[R] Rights of victim ^[MM] Rights of accused	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
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., Moynihan, 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=N8uwfkHk9xo

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	*Mental Health Nursing I
Course Code	N - MHN (I) 305 [P]

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C	
					0	0	1	1	
Course Type	Embedded theory and field work								
Course Category	Discipline Core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Comprehend information current trends, and theories in historical development in the field of Mental health. (BL1-Remember)</p> <p>CO2- Apply principles of psychiatric nursing in clinical practice. (BL2-Understand)</p> <p>CO3- Ability of assessment, therapeutic communication and various treatment modalities (E.C.T, Behavioral therapies. etc) (BL3-Apply)</p> <p>CO4- 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)</p> <p>CO5- Evaluate, relate and infer the prognosis and treatment modalities in mental ill patients. (BL5-Evaluate)</p>								
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)					

Part B

Modules	Contents	Pedagogy	Hours
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	History taking Perform mental status examination (MSE) Observe/practice Psychometric assessment Perform Neurological examination Observing and assisting in therapies Individual and group psychoeducation Mental hygiene practice education Family psycho-education	Field work	BL3-Apply	60
Unit 2	History & mental status examination Observe/practice psychometric assessment Observe and assist in various therapies Parental teaching for child with mental deficiency	Field work	BL3-Apply	30
Unit 3	History taking Mental status examination (MSE) Neurological examination Assisting in psychometric assessment Recording therapeutic communication Administration of medications Assist Electro-Convulsive Therapy (ECT) Participating in all therapies Preparing patients for Activities of Daily Living (ADL) Conducting admission and discharge counselling Counseling and teaching patients and families	Field work	BL3-Apply	120
Unit 4	Conduct home visit and case work Identifying individuals with mental health problems Assisting in organizations of Mental Health camp Conducting awareness meetings for mental health & mental illness Counseling and Teaching family members, patients and community Observing deaddiction care Case work – 1 Observation report on field visits Visit to deaddiction centre Assess performance with rating scale Evaluation of case work and observation report Completion of activity record	Field work	BL3-Apply	30

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
	0			25	13

Part E

Books	Kapoor, B. (2020). Textbook of Psychiatry Nursing (13th ed.). Lotus Publisher.
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7001356/
References Books	Stuart, G. W., & Laraia, M. T. (2018). Principles and Practice of Psychiatric Nursing. Elsevier Publisher .
MOOC Courses	https://www.coursera.org/learn/mental-health
Videos	https://www.youtube.com/watch?v=LCG3c8P1Xxo

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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	*Mental Health Nursing I
Course Code	N - MHN (I) 305 [T]

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C	
					0	0	3	3	
Course Type	Theory only								
Course Category	Foundation core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Comprehend information current trends, and theories in historical development in the field of Mental health. (BL1-Remember)</p> <p>CO2- Apply principles of psychiatric nursing in clinical practice. (BL2-Understand)</p> <p>CO3- Ability of assessment, therapeutic communication and various treatment modalities (E.C.T, Behavioral therapies. etc) (BL3-Apply)</p> <p>CO4- 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)</p> <p>CO5- Evaluate, relate and infer the prognosis and treatment modalities in mental ill patients. (BL5-Evaluate)</p>								
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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 Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices Mental health team Nature & scope of mental health nursing Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice Concepts of normal and abnormal behaviour	Lecture cum Discussion	6
Unit 2	Principles and Concepts of Mental Health Nursing Definition: mental health nursing and terminology used Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification Review of personality development, defense mechanisms Etiology bio-psycho-social factors Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission Principles of Mental health Nursing Ethics and responsibilities Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) Conceptual models and the role of nurse: <ul style="list-style-type: none"> o Existential model o Psychoanalytical models o Behavioural model o Interpersonal model Preventive psychiatry 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 barriers Therapeutic nurse-patient relationship Interpersonal relationship- Elements of nurse patient contract, Review of technique of IPR- Johari window Therapeutic impasse and its management	Lecture cum Discussion & case studies	6
Unit 5	Treatment modalities and therapies used in mental disorders Physical therapies: Psychopharmacology, Electro Convulsive therapy Psychological Therapies: Psychotherapy, Behaviour therapy, CBT Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy Alternative & Complementary: Yoga, Meditation, Relaxation Consideration for special populations	Lecture cum Discussion & case studies	10
Unit 6	Nursing management of patient with Schizophrenia, and other psychotic disorders Prevalence and incidence Classification Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations Nursing process Nursing Assessment: History, Physical and	Lecture cum Discussion & case studies	8

	mental assessment [1] Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders [2] Geriatric considerations and considerations for special populations [3] Follow up and home care and rehabilitation		
Unit 7	Nursing management of patient with mood disorders [1] Prevalence and incidence [2] Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc. [3] Etiology, psychodynamics, clinical manifestation, diagnosis [4] Nursing Assessment History, Physical and mental assessment [5] Treatment modalities and nursing management of patients with mood disorders [6] Geriatric considerations/ considerations for special populations [7] Follow-up and home care and rehabilitation	Lecture cum Discussion & case studies	6
Unit 8	Nursing management of patient with neurotic, stress related and somatisation disorders [1] Prevalence and incidence [2] classifications [3] Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders [4] Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations [5] Nursing Assessment: History, Physical and mental assessment [6] Treatment modalities and nursing management of patients with neurotic and stress related disorders [7] Geriatric considerations/ considerations for special populations [8] Follow-up and home care and rehabilitation	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 [1] History taking [2] Mental status examination [3] Mini mental status examination [4] Neurological examination [5] Investigations: Related Blood chemistry, EEG, CT & MRI [6] Psychological 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.nih.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=hDroA6eawsE

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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Community Health Nursing I incl Env. Sc. & Epidemiology
Course Code	N- COMH (I) 310 [T]

Part A

Year	3rd	Semester	5th	Credits	L	T	P	C
					5	0	0	5
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- define community and community health nursing also interpreting the scope of community health and community health nursing.(BL1-Remember)</p> <p>CO2- understand the community health problems and holistic care , competent nursing care and extended role of nurses in community health centers.(BL2-Understand)</p> <p>CO3- demonstrate and show in the community about the self-examination, hand hygiene and related to the menstrual hygiene and care of a pregnant mother, new born baby and geriatric(BL3-Apply)</p> <p>CO4- evaluate the problem in the community by questioning and behalf of that students able to analyze the problem regarding health issues.(BL4-Analyze)</p> <p>CO5- 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.(BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✓		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG7(Affordable and clean energy) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Introduction Definition, concept & 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 and problems National health planning in India - Five Year Plans Various committees and commissions on health and family welfare, Central council for health and family welfare (CCH and FW) NRHM, NUHM, 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 health services Planning, budgeting and material management of SCs, PHC and CHC Programme management including supervision and monitoring. Ayushman Bharath Rural: Organization, staffing and functions of rural health services provided by government at: - Village - Sub centre - Primary health centre : Concept of Health and Wellness centre - Community health centre / subdivisional - Hospitals - District, State & Centre. Urban: Organization, staffing and functions of urban health services provided by government at: - Slums - Dispensaries - Maternal and child health centres - Special Clinics - Hospitals - Corporation / Municipality / Board. Components of health services o Environmental sanitation o Health education o Vital statistics o M.C.H - antenatal, natal, postnatal, MTP Act, female feticide act, child adoption act. o Introduction to Rashtriya Bal Sakshya Karyakram (RBSK) o Mother and child tracking system o Safe birth checklist o Postpartum visits by health worker o Family welfare o National health programmes School health services	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 Epidemiological approach o Problem solving approach o Evidence based approach o Empowering people to care for themselves Concepts of Primary Health Care: o Equitable distribution o Community Participation o Focus on prevention o Use of appropriate technology o Multi-sectoral approach Roles and responsibilities of health nursing personnel in o Family health services o Information Education Communication (IEC) o Management information (MIS) o Maintenance of Records & Reports o Training and supervision of various categories of health workers National Health programmes Environmental sanitation Maternal and Child	Lecture cum discussion, Case Study, & Panel discussion	25

	<p>healthand family welfare [11] Organization of labour room [11] Treatment of minor ailments School Health Services [11] Occupational Health [11] Organization of clinics, camps: Types, Preparation, Planning, Concept, conductand evaluation [11] Waste management in the centre , clinics etc., [11] Home visit: Concept, Principles, Process, Techniques: Bag techniquehome visit. [11] Qualities of Community Health Nurse – Behavioral change, Communication & Soft skill [11] Job description of Communityhealth nursing personnel. [11] Middle level health provider- [11] Roles & Responsibilities</p>		
Unit 5	<p>Assisting individuals and groupsto promote and maintain their health. [11] Empowerment for self care of individual, families and groupsin – - Diagnosing & Treatment skills using SOP's A. Assessment of self and familyMonitoring growth and development - Mile stones - Weight measurement - Social development - Temperature and Blood pressuremonitoring Menstrual cycle. - Breast self examination and testicles - Warning signs of variousdiseases - Tests: Urine for sugar andalbumin, blood sugar B. Seek health services for - Routine checkup - Immunization - Counseling - Diagnosis - Treatment - Follow up C. Maintenance of Health Recordsfor self and family D. Continue medical care and follow up in community for various diseases and disabilities E. Carryout therapeutic proceduras prescribed / required for self and family – Drug Waste Management - Collection and disposal of wasteat home and community G. Sensitize and handle social issues affecting health and development for self and family - Social Mobilization - Women Empowerment - Women and child abuse - Abuse of elders - Female feticide - Commercial sex workers - Food adulteration - Substance abuse H. Utilize community resources forself and family - Trauma services - Old age homes - Orphanage - Homes for physically and mentally challenged individuals Homes for destitute.</p>	Lecture cum discussion, Case Study, & Panel discussion	15
Unit 6	<p>National health and family welfareprogrammes and the role of a nurse. [11] National ARI Programme [11] Revised National Tuberculosis(RNTCP) [11] National Anti- Malaria Programme [11] National Filaria control programme [11] National Guinea worm eradication programme [11] National Leprosy eradication programme [11] National AIDS control programme [11] STD control programme [11] National programme for controlof blindness [11] Iodine deficiency disorder programme [11] Expanded programme on immunization [11] National family welfare programme historical development, organization, administration, Research, constraints [11] National water supply and sanitation programme [11] Minimum Need programme [11] National Diabetics controlprogramme [11] Polio Eradication: Pulse Polio Programme [11] National cancer control Programme [11] Yaws Eradication Programme National Nutritional Anemiaphylaxis</p>	Lecture cum discussion, Case Study, & Panel discussion	20

	<p>programme 20 point programme ICDS programme Mid-day meal applied nutritionalprogramme National mental health programme Health schemes - ESI Health insurance, other schemes Recent health programmes.</p>		
Unit 7	<p>Health Agencies International - WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission (EC). Red cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc. National - Indian Red Cross, Indian Council for child welfare, Family Planning Association of India (FPAI), Tuberculosis Association of India, Hindu KushtNivaran Sangh, Central Social Welfare Board, All India Women's conference, Blind Association of India etc. Health Agencies International - WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission (EC). Red cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc. National - Indian Red Cross, Indian Council for child welfare, Family Planning Association of India (FPAI), Tuberculosis Association of India, Hindu KushtNivaran Sangh, Central Social Welfare Board, All India Women's conference, Blind Association of India etc. programme • Screen, manage, refer children Collaborate with health allied agencies Train and supervise health workers Provide family welfare services: insertion of IUD Counsel and teach individual, family and community about: HIV, TB, Diabetes, hypertension, Mental health, adolescents, elderly health, physically, physically and mentally challenged individuals etc. Collect and calculate Vital health statistics Document and maintain. o Individual, family and administrative records. Write reports-center, disease, national health programme / projects.</p>	Lecture cum discussion & Panel discussion	5
Unit 8	<p>Introduction to Epidemiology – Epidemiological Approaches and Processes Epidemiology: Concept and Definition Distribution and frequency of disease Aims & uses of epidemiology Epidemiological models of causation of disease Concepts of disease transmission Modes of transmission: Direct, Indirect and chain of infection Time trends or fluctuations in disease occurrence Epidemiological approaches: Descriptive, analytical and experimental Principles of control measures/levels of prevention of disease Investigation of an epidemic of communicable disease Use of basic epidemiological tools to make community diagnosis for effective planning and intervention</p>	Lecture cum discussion & Panel discussion	10
Unit 9	<p>Communicable Diseases and National Health Programs 1. Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines) Epidemiology of the following vector born diseases Prevention & control measures Screening, and diagnosing the following conditions, primary management, referral and follow up o Malaria o Filaria o Kala-azar o Japanese encephalitis o</p>	Lecture cum discussion & Panel discussion	15

	<p>Dengue o Chickungunya 2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines) [24] Epidemiology of the following infectious diseases [24] Prevention & Control measures [24] Screening, diagnosing the following conditions, primary management, referral and follow up o Leprosy o Tuberculosis o Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis and measles o Enteric fever o Viral hepatitis o HIV/AIDS/RTI infections o HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs) o Diarrhoea o Respiratory tract infections o COVID-19 o Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis 3. Communicable diseases: Zoonotic diseases [24] Epidemiology of Zoonotic diseases [24] Prevention & control measures [24] Screening and diagnosing the following conditions, primary management, referral and follow up o Rabies: Identify, suspect, primary management and referral to a health facility [24] Role of a nurses in control of communicable diseases National Health Programs 1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B) 2. National Leprosy Eradication Program (NLEP) 3. Revised National Tuberculosis Control Program (RNTCP) 4. Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory infections and Scabies 5. National Aids Control Organization (NACO) 6. National Vector Borne Disease Control Program 7. National Air Quality Monitoring Program 8. Any other newly added program</p>		
<p>Unit 10</p>	<p>Non-Communicable Diseases and National Health Program (NCD) [24] National response to NCDs (Every disease will be dealt under the following headlines) [24] Epidemiology of specific diseases [24] Prevention and control measures [24] Screening, diagnosing/ identification and primary management, referral and follow up care NCD-1 o Diabetes Mellitus o Hypertension o Cardiovascular diseases o Stroke & Obesity o Blindness: Categories of visual impairment and national program for control of blindness o Deafness: national program for prevention and control of deafness o Thyroid diseases o Injury and accidents: Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways NCD-2 Cancers o Cervical Cancer o Breast Cancer o Oral cancer o Epidemiology of specific cancers, Risk factors/ Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms, and early management & referral o Palliative care o Role of a nurse in noncommunicable disease control program National Health Programs [24] National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) [24] National program for control of blindness [24] National program for prevention and control of deafness [24] National tobacco control program [24] Standard treatment protocols used in</p>	<p>Lecture cum discussion & Panel discussion</p>	<p>15</p>

	National Health Programs		
Unit 11	School Health Services <input type="checkbox"/> Objectives <input type="checkbox"/> Health problems of school children <input type="checkbox"/> Components of school health services <input type="checkbox"/> Maintenance of school health records <input type="checkbox"/> Initiation and planning of school health services <input type="checkbox"/> Role of a school health nurse	Lecture cum discussion & Panel discussion	3

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 3	elivery of community healthservices ⁱⁱ Planning, budgeting and material management of SCs, PHC and CHC ⁱⁱⁱ Programme management including supervision and monitoring. ^{iv} Ayushman BharathRural: 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 / subdivisional - Hospitals - District, State &Centre. ^v Urban: Organization,staffingand functions of urban health services provided by government at: - Slums -Dispensaries - Maternal and child healthcentres - Special Clinics - Hospitals- Corporation / Municipality /Board. ^{vi} Components of health services o Environmental sanitation o Health education o Vital statistics o M.C.H - antenatal, natal, postnatal, MTP Act, female feticide act, child adoption act. o Introduction to Rashtreeya Balsuraksha Karyakram (RBSK) o Mother and child trackingsystem o Safe birth checklist o Postpartum visits by healthworker o Family welfare o National health programmes ^{vi} School health services	Field work	BL3-Apply	5
Unit 5	Assisting individuals and groupsto promote and maintain their health. ^{vii} Empowerment for self care of individual, families and groupsin -- Diagnosing & Treatment skills using SOP's A. Assessment of self and familyMonitoring growth and development - Mile stones - Weight measurement - Social development - Temperature and Blood pressuremonitoring Menstrual cycle. - Breast self examination and testicles - Warning signs of variousdiseases - Tests: Urine for sugar andalbumin, blood sugar B. Seek health services for - Routine checkup - Immunization - Counseling - Diagnosis - Treatment - Follow up C. Maintenance of Health Recordsfor self and family D. Continue medical care and follow up in community for various diseases and disabilities E. Carryout therapeutic proceduressas prescribed / required for self and family – Drug Waste Management - Collection and disposal of wasteat home and community G. Sensitize and handle social issues affecting health and development for self and family - Social Mobilization - Women Empowerment - Women and child abuse - Abuse of elders - Female feticide - Commercial sex workers - Food adulteration - Substance abuse H. Utilize community resources forself and family - Trauma services - Old age homes - Orphanage - Homes for physically and mentally challenged individuals Homes for destitute.	Field work	BL3-Apply	3
Unit 6	National health and family welfareprogrammes and the role of a nurse. ^{viii} National ARI	Field work	BL3-Apply	5

<p>Programme [R] Revised National Tuberculosis(RNTCP) [R] National Anti- Malaria Programme [R] National Filaria control programme [R] National Guinea worm eradication programme [R] National Leprosy eradication programme [R] National AIDS control programme [R] STD control programme [R] National programme for controlof blindness [R] Iodine deficiency disorder programme [R] Expanded programme on immunization [R] National family welfare programme historical development, organization, administration, Research, constraints [R] National water supply and sanitation programme [R] Minimum Need programme [R] National Diabetics controlprogramme [R] Polio Eradication: Pulse Polio Programme [R] National cancer control Programme [R] Yaws Eradication Programme National Nutritional Anemiaprophylaxis programme [R] 20 point programme [R] ICDS programme [R] Mid-day meal applied nutritionalprogramme [R] National mental health programme [R] Health schemes - ESI Health insurance, other schemes Recent health programmes.</p>			
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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/epidemiology
Videos	https://www.youtube.com/watch?v=XIphrXI_byU

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Sports Health
Course Code	BNSG 605

Part A

Year	3rd	Semester	6th	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- to assess the severity of injury, recognize life threatening condition provide emergency care and initiate emergency procedures if any to avoid delay in care. (BL1-Remember) CO2- Understanding the importance of conditioning and sports injuries Rehabilitation. (BL2-Understand) CO3- Demonstrate understanding of sports health. (BL3-Apply) CO4- Participate effectively as a member of sports health team (BL4-Analyze)								
Courses Elements	Skill Development ✕ Entrepreneurship ✕ Employability ✕ Professional Ethics ✕ Gender ✕ Human Values ✕ Environment ✕		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	Definition and scope of Sports Health and Physical Fitness 2. Pre-Participation exam for sports 3. On-field & Off-field evaluation of athlete 4. The Emergency Medical services System 5. Physiological Principle of strength Training/ Conditioning, Deconditioning 6. Exercises and Environmental concern (Heat/Temperature Regulation, Acclimatization) 7. Common sports injuries & musculoskeletal assessment. 8. Therapeutic/Rehabilitation modalities overview. 9. On field management of sports injuries: Cryotherapy, sports taping etc. 10. Protective Equipment: protective wrapping, protective eye wear, Helmets, face mask. 11. Energy demands of Sports. 12. Nutritional supplements, 13. Ergogenic aids (Performance enhancing agents) and Doping.	Lecture cum discussion , Group discussion & Seminars	15

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Therapeutic/Rehabilitation modalities overview	Field work	BL3-Apply	3
Unit 1	The Emergency Medical services System	Simulation	BL4-Analyze	2

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	Brukner, P., & Khan, K. (2017). Brukner & Khan's clinical sports medicine (5th ed.). McGraw-Hill Education.
Articles	https://www.researchgate.net/publication/376900883_The_Importance_of_Sports_for_Public_Health
References Books	Herring, S. A., & Kibler, W. B. (Eds.). (2017). Acute and overuse injuries in running sports. Springer.
MOOC Courses	https://www.shiksha.com/online-courses/courses-certification-training-v3335
Videos	Importance & Benefits of Sports on your Health - https://www.youtube.com/watch?v=Z-W0we-sFhs

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	-	-	-	-	-	-	-	-	-	-	-	1	-	-
CO4	1	-	-	-	-	1	-	-	-	-	-	-	-	-	1
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Accreditation & Practice Standards
Course Code	BNSG 606

Part A

Year	3rd	Semester	6th	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 the accreditation standards for nursing institutions & Quality assurance mechanism in nursing(BL1-Remember) CO2- Explain the process of accreditation(BL2-Understand)							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Quality assurance in Nursing ^[1] Review the current trends and practices of quality assurance in nursing ^[2] Definition and significance of quality assurance ^[3] Process of quality assurance ^[4] Components of quality assurance model ^[5] Methods of quality assurance evaluation ^[6] Quality assurance models of nursing in India ^[7] Roles and responsibilities of National and state nursing professional and regulatory bodies in quality assurance	Lecture cum discussion	5
Unit 2	Accreditation ^[8] Definition of accreditation ^[9] The concepts of accreditation ^[10] Objectives of accreditation ^[11] Significance of accreditation ^[12] Types of accreditation ^[13] Accreditation process ^[14] Criteria for accreditations/Principal areas to be assessed ^[15] National and International accreditation agencies (education and health care organizations) ISO, UGC, NAAC, QCI, IEEA, JCI, NABH etc.	Lecture cum discussion & group discussion	5
Unit 3	Accreditation Standards for nursing institutions ^[16] Definition of standards ^[17] Indian Nursing Council (INC) Standards - college/school and hospital/health facility ^[18] Standards for Quality Improvement in nursing: Standards Based Management and Recognition (SBM-R) approach ^[19] INC's Performance standards for various nursing institutions ^[20] International Council of Nurses (ICN) global standards for education and accreditation ^[21] International Confederation of Midwives (ICM) standards for professional Midwifery Education ^[22] WHO standards for educators	Lecture cum discussion & group discussion	5
Unit 4	Nursing Practice standards ^[23] Code of ethics and professional conduct for nurses in India ^[24] ICN - Code of ethics ^[25] Definition of practice standards ^[26] National and international standards for nursing practice o INC standards for practice o National Nursing Commission Bill (Indian Nursing and Midwifery Council ACT (proposed) o ICM standards for professional Midwifery Practice o ICN global standards for practice ^[27] International nursing excellence - Magnet Recognition program, JCI standards ^[28] India - NABH nursing excellence standards	Lecture cum discussion & group discussion	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 4	Visit to NAAC or NABH accredited nursing institutions and health care facility	Industrial Visit	BL4-Analyze	2

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	Kavanagh, K. T. (2017). Achieving hospital accreditation: The Standard Preparation System. Springer Publishing Company.
Articles	Accreditation of nursing clinical services: Development of an appraisal tool - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7424456/
References Books	Joint Commission Resources. (2019). Accreditation process guide for hospitals: Navigating compliance with accreditation standards. Joint Commission Resources.
MOOC Courses	https://www.classcentral.com/course/infection-prevention-5062
Videos	Accreditation Process Overview - https://www.youtube.com/watch?v=KuL6aeFFriU

Course Articulation Matrix

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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Developmental psychology
Course Code	BNSG 607

Part A

Year	3rd	Semester	6th	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 child development and special concerns related to the child development (BL1-Remember) CO2- Discuss the characteristics, dimensions of development and special concerns related to child development (BL2-Understand)							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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 ^[R] Definition - Growth and development ^[M] Definition - Developmental psychology ^[I] Difference between growth and development ^[I] Dimensions of growth and development ^[R] Stages of development ^[R] Principles of development ^[M] Characteristics of development ^[R] Factors influencing the growth and development ^[M] Scope of developmental psychology	Lecture cum discussion & Group discussion	2
Unit 2	Theories related to development ^[I] Sigmund Freud Psychosexual development ^[I] Erik Erikson Psychosocial development ^[I] Piaget theory of cognitive development ^[R] Kohlberg's theory of moral development	Lecture cum discussion & Group discussion	2
Unit 3	Prenatal development ^[R] Term: Prenatal development ^[R] Stages of prenatal development ^[I] Principles of hereditary and twins mechanism Factors affecting the prenatal development ^[R] Process of labour ^[R] Complications during labour that affects the transition period ^[I] Postnatal period ^[I] Complications in postnatal period that affects the transition period ^[M] Measures to reduce the risk during prenatal development, process of labour and postnatal period ^[R] Genetic counselling ^[R] Rooming in or KMC	Lecture cum discussion & Group discussion	3
Unit 4	Infancy ^[I] Definition - Newborn and infancy ^[I] Normal characteristics of infancy ^[I] Dimensions of growth and development in infancy: o Physical, physiological and motor development o Cognitive development or intellectual development o Emotional development o Social development o Moral or character development o Language development ^[M] Special concerns in infancy ^[M] Remedial measures: Prevention and management ^[R] Newborn care and its significance ^[I] Breastfeeding and weaning and its significance ^[R] Parenthood ^[I] Low birth weight and its developmental consequences ^[M] Early infant stimulating programme	Lecture cum discussion & Symposium	2
Unit 5	Early childhood ^[R] Definition - Toddler and preschooler ^[R] Normal characteristics of toddler and preschooler ^[M] Dimensions of growth and development in toddler and preschooler: o Physical and motor development o Cognitive development or intellectual development o Emotional development o Social development o Moral or character development o Language development ^[M] Special concerns in toddler and preschooler ^[R] Remedial measure: Prevention and management ^[R] Lower order basic needs according to Maslow and its significance ^[R] Parent child bonding and its significance ^[M] Toilet training and its significance	Lecture cum discussion & Panel discussion	2
Unit 6	Middle and late childhood ^[M] Definition - School going children ^[I] Normal characteristics of School going children ^[I] Dimensions of growth and development in middle and late childhood: o Physical and motor development o Cognitive development or intellectual development o Emotional development o Social development o Language development o Moral or character development ^[M] Special concerns in school going children ^[M] Remedial measure: Prevention and	Lecture cum discussion , Role Play & Panel discussion	2

	<p>management ^[R] Role of discipline in moral development ^[R] Role of play in the process of development ^[R] Effect of parental employment in the process of development ^[R] Effect of mass media in the process of development ^[R] Role of peer group in the process of development ^[R] Role of behavioural technique in the process of development ^[R] Parenting style and its signifi nance ^[R] School based mental health programme and services ^[R] Teacher student relationship and its signifi nance</p>		
Unit 7	<p>Adolescence ^[R] Definition - Adolescence and puberty ^[R] Review: o Physiological and hormonal changes o Sexual maturation: primary and secondary characteristics o Psychological impact of puberty ^[R] Need for understanding the adolescence ^[R] Normal characteristics of adolescence ^[R] Misunderstanding about adolescence ^[R] Adjustment and adolescence ^[R] Dimensions of development in adolescence: o Cognitive development or intellectual and mental development o Personality development o Emotional development o Social development o Moral development ^[R] Special concerns in adolescence ^[R] Remedial measure: Prevention and management ^[R] Role of peer group or gang in the process of development ^[R] Role of parent, family and its relationship in the process of development</p>	Lecture cum discussion , Role Play & Panel discussion	3
Unit 8	<p>Adulthood ^[R] Definition - Early adulthood and middle adulthood ^[R] Physical changes in adulthood ^[R] Cognitive changes in adulthood ^[R] Personality development in adulthood ^[R] Emotional development in adulthood ^[R] Social development in adulthood ^[R] Unique issues in adulthood: career, marriage, parenthood ^[R] Special concerns in adulthood ^[R] Remedial measure: Prevention and management</p>	Lecture cum discussion , Role Play & Panel discussion	2
Unit 9	<p>Elderly ^[R] Definition - Geriatric, Elderly ^[R] Theories of elderly ^[R] Physiological changes in elderly ^[R] Psychosocial changes in elderly ^[R] Special concerns in elderly ^[R] Remedial measure: Prevention and management ^[R] Terminal illness and elderly ^[R] Death and dying: Grief, palliative and hospice care</p>	Lecture cum discussion , Case Study & Panel discussion	2

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 6	Role of peer group in the process of development	Role Play	BL3-Apply	1
Unit 8	Social development in adulthood	Role Play	BL4-Analyze	1
Unit 9	Psychosocial changes in elderly	Case Study	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	Santrock, J. W. (2020). A topical approach to life-span development (10th ed.). McGraw-Hill Education.
Articles	Gopnik, A., & Wellman, H. M. (2012). Reconstructing constructivism: Causal models, Bayesian learning mechanisms, and the theory theory. <i>Psychological Bulletin</i> , 138(6), 1085-1108. https://doi.org/10.1037/a0028044
References Books	Siegler, R. S., Saffran, J. R., Eisenberg, N., DeLoache, J., Gershoff, E., & Leaper, C. (2017). <i>How children develop</i> (5th ed.). Worth Publishers.
MOOC Courses	https://www.mooc-list.com/course/developmental-psychology-journey-growth-within-relationships-edx
Videos	PSYCHOLOGY of ADOLESCENTS - https://www.youtube.com/watch?v=ZKQXIBS4hKM

Course Articulation Matrix

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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Menopausal Health
Course Code	BNSG 608

Part A

Year	3rd	Semester	6th	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- Understand the concept of menopausal health in women. (BL1-Remember) CO2- Discuss the importance of hormone replacement therapy. (BL2-Understand) CO3- Develop competencies in providing quality care to these women. (BL3-Apply) CO4- Educate women and families about the problems faced by them (BL4-Analyze)							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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 [H] Definition - menopausal health [H] Concept and types of menopause	Lecture cum discussion	1
Unit 2	Role of hormones in menopause [H] Effect of hormones such as estrogen, androgen [H] Progesterone and gonadotrophin	Lecture cum discussion	2
Unit 3	Organ changes during menopause [R] Changes in the organs [H] Ovaries fallopian tubes, uterus, vagina, breast, bladder and urethra [H] Loss of muscle tone	Lecture cum discussion & Case study	2
Unit 4	Assessment of menopausal women [H] History and physical examination [H] Diagnostic tests [H] Documentation	Lecture cum discussion & Case study	2
Unit 5	Management of menopause [R] Identification of menopause [H] Management of the symptoms [H] Education and counseling of women and families [H] Hormone replacement therapy	Lecture cum discussion & Case Presentation	3

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 4	Assessment of menopausal women	Case Study	BL3-Apply	1
Unit 5	Education and counseling of women and families	Case Study	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	Northrup, C. (2010). The Wisdom of Menopause: Creating Physical and Emotional Health During the Change. Bantam.
Articles	The Impact of Menopausal Symptoms on Quality of Life, Productivity, and Economic Outcomes - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3820128/
References Books	Gunter, J. (2021). The Menopause Manifesto: Own Your Health with Facts and Feminism. Kensington Publishing Corp.
MOOC Courses	https://www.mooc-list.com/tags/menopause
Videos	Everything you need to know about menopause - https://www.youtube.com/watch?v=Sg_rU6b8fe0

Course Articulation Matrix

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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Health Economics
Course Code	BNSG 609

Part A

Year	3rd	Semester	6th	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- Explain the meaning of economics and health economics. (BL1-Remember) CO2- Discuss financing system of health care services in India. (BL2-Understand) CO3- Describe the structure of health care industry and characteristics of market for health care services. (BL3-Apply) CO4- Analyze the concept of cost in health care. (BL4-Analyze)							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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 to Economics [P] Definition and meaning [R] Dimensions of economics Micro and Macro-economics [H] Positive and Normative economics	Lecture cum discussion	2
Unit 2	Introduction to Health Economics [R] Concept of health economics [R] Scope of Health economics [R] Focus of health economics [R] Areas of health economics [H] The economics of health and health care service, health and economic development. [H] Implications of economic development to the health care services [R] Mechanism and sources of health financing in the country. [R] Causes of health problems in India. [R] Solutions to health problems	Lecture cum discussion & Case Study	4
Unit 3	Cost of Health Care [R] Concept of cost, types of costs [R] Opportunity cost, total fixed and variable cost, average marginal and sunk cost [R] cost benefit analysis and cost effectiveness analysis	Lecture cum discussion & Case Study	4
Unit 4	Demand and Supply in Health Care [R] Concept of demand, need, supply, input, output, production function, industry and market [R] Structure of health care industry [R] Characteristics of health care services market [R] Demand side and supply side [R] Factors affecting demand [R] Factors influencing demand for medical care [R] Factors affecting supply	Lecture cum discussion & Case Study	4
Unit 5	Financing of Health Care in India [R] Financing system and allocation [R] Sources of financing of health care services [R] Health plans and outlays, the relative role of state and central government on financing of health care services [R] Factors influencing the state's ability to finance health care services [R] Role of voluntary organizations in health care [R] Public Private Partnership in providing services in health care	Lecture cum discussion & Case Study	6

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 2	The economics of health and health care service, health and economic development.	Case Study	BL4-Analyze	2
Unit 3	cost benefit analysis and cost effectiveness analysis	Case Study	BL4-Analyze	2
Unit 5	Health plans and outlays, the relative role of state and central government on financing of health care services	Case Study	BL4-Analyze	2

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	Folland, S., Goodman, A. C., & Stano, M. (2016). The Economics of Health and Health Care (8th ed.). Routledge.
Articles	Health Economics at the Crossroads of Centuries – From the Past to the Future - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4899886/
References Books	Morris, S., Devlin, N., Parkin, D., & Spencer, A. (2012). Economic Analysis in Health Care (2nd ed.). Wiley-Blackwell.
MOOC Courses	https://www.coursera.org/courses?query=health%20economics
Videos	Introduction to health economics - https://www.youtube.com/watch?v=jZxrVGhhO00

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	-	-	-	-	-	-	-	-	-
CO3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	1	-	-	-	-	1	-	-	-	-	-	-	-	-	1
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Child Health Nursing I&II
Course Code	N - CHN (II) 301 [P]

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C
					0	0	1	1
Course Type	Embedded theory and field work							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- observe and interpret changing trends in hospital care.(BL1-Remember) CO2- apply principles of growth and developmental milestones from birth to adolescence.(BL2-Understand) CO3- identify and illustrate different defects and systematic diseases of child health.(BL3-Apply)							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Taking pediatric history ⁱⁱ Physical examination & assessment of children ⁱⁱ Administration of oral, I/M, & I/V medicine/fluids ⁱⁱ Calculation of fluid replacement ⁱⁱ Preparation of different strengths of I/V fluids ⁱⁱ Application of restraints ⁱⁱ Administration of O2 inhalation by different methods ⁱⁱ Baby bath/sponge bath ⁱⁱ Feeding children by Katori spoon, Paladai cup ⁱⁱ Collection of specimens for common investigations ⁱⁱ Assisting with common diagnostic procedures ⁱⁱ Teaching mothers/ parents o Malnutrition o Oral rehydration therapy o Feeding & Weaning o Immunization schedule ⁱⁱ Play therapy	Field work	BL3-Apply	32
Unit 2	Administration of I/V fluids ⁱⁱ Bowel wash, insertion of suppositories ⁱⁱ Care for ostomies: o Colostomy Irrigation o Ureterostomy o Gastrostomy o Enterostomy ⁱⁱ Urinary catheterization & drainage ⁱⁱ Feeding o Naso-gastric o Gastrostomy Jejunostomy ⁱⁱ Care of surgical wounds o Dressing o Suture removal	Field work	BL4-Analyze	20
Unit 3	Care of a baby in incubator/warmer ⁱⁱ Care of a child on ventilator, CPAP ⁱⁱ Endotracheal Suction ⁱⁱ Chest Physiotherapy ⁱⁱ Administration of fluids with infusion pumps ⁱⁱ Total Parenteral Nutrition ⁱⁱ Phototherapy ⁱⁱ Monitoring of babies ⁱⁱ Recording & reporting ⁱⁱ Cardiopulmonary Resuscitation (PLS)	Field work	BL3-Apply	28

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 St. 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.mooc.org/#:~:text=Massive%20Open%20Online%20Courses%20(MOOCs,quality%20educational%20experiences%20at%20scale.
Videos	https://www.youtube.com/watch?v=JiP-JFZqGGI

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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Child Health Nursing I&II
Course Code	N - CHN (II) 301 [T]

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C	
					2	0	0	2	
Course Type	Theory only								
Course Category	Foundation core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- will be able to identify the role of pediatric nurse in various settings(BL1-Remember)</p> <p>CO2- will interpret & relate disorders in Common Communicable diseases. (BL2-Understand)</p> <p>CO3- are able to categorize the nursing process in the care of ill infants to pre adolescents in hospital and community. (BL3-Apply)</p> <p>CO4- are able to assess treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders(BL4-Analyze)</p> <p>CO5- able to prepare a design for layout and describe standards for management of pediatric units/ hospitals. (BL5-Evaluate)</p>								
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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	<p>Cardiovascular system: [R] Identification and Nursing management of congenital malformations [R] Congenital heart diseases: Cyanotic and Acyanotic (ASD,VSD, PDA,TOF) [R] Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure [R] Hematological conditions: a) Congenital: Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and nonhodgkins lymphoma Gastro-intestinal system: [R] Identification and Nursing management of congenital malformations. [R] Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia [R] Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites Genitourinary urinary system: [R] Identification and Nursing management of congenital malformations. [R] Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy [R] Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure Nervous system: [R] Identification and Nursing management of congenital malformations a) Congenital: Spina bifida, Hydrocephalous. b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury</p>	Lecture cum discussion, case study & Demonstration	20
Unit 2	<p>Orthopedic disorders: [R] Club foot [R] Hip dislocation and [R] Fracture Disorder of eye, ear and skin: [R] Refractory errors [R] Otitis media and [R] Atopic dermatitis Communicable diseases in children, their identification/ diagnosis, nursing management in hospital, in home, control & prevention: [R] Tuberculosis [R] Diphtheria [R] Tetanus [R] Pertussis [R] Poliomyelitis [R] Measles [R] Mumps, and [R] Chickenpox [R] HIV/AIDS [R] Dengue fever [R] COVID-19</p>	Lecture cum discussion, case study & Demonstration	10
Unit 3	<p>Management of behavior and social problems in children • Child Guidance clinic • Common behavior disorders in children and management o Enuresis and Encopresis o Nervousness o Nail biting o Thumb sucking o Temper tantrum o Stealing o Aggressiveness o Juvenile delinquency o School phobia o Learning disability [R] Psychiatric disorders in children and management o Childhood schizophrenia o Childhood depression o Conversion reaction o Posttraumatic stress disorder o Autistic spectrum disorders Eating disorder in children and management o Obesity o Anorexia nervosa o Bulimia [R] Management of challenged children. o Mentally o Physically o Socially o Child abuse, o Substance abuse [R] Welfare services for challenged children in India</p>	Lecture cum discussion, case study & Demonstration	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Cardiovascular system:	Case Study	BL4-Analyze	3
Unit 2	Orthopedics System	Field work	BL4-Analyze	2
Unit 3	Child Guidance clinic	Industrial Visit	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	Susan Carman and Theresa Kyle. (2019). Essentials of Pediatrics.12th edition.
Articles	Transforming pediatric health services for children and young people who are ill: a quasi-experimental evaluation
References Books	American Academy of Pediatrics. Handbook of pediatric environmental health. Etzel RA, Balk SJ, editors. Elk Grove Village, IL: Author; 1999. American Academy of Pediatrics. Handbook of pediatric environmental health. Elk Grove Village, IL: Author; 2003. Committee on Environmental Health.
MOOC Courses	https://www.coursera.org/courses?query=pediatrics
Videos	https://www.youtube.com/watch?v=craemPo3iYo

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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Mental Health Nursing (I&II)
Course Code	N - MHN (II) 305 [P]

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C	
					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	<p>CO1- comprehend information current trends, and theories in historical development in the field of Mental health. (BL2-Understand)</p> <p>CO2- apply principles of psychiatric nursing in clinical practice. (BL3-Apply)</p> <p>CO3- ability of assessment, therapeutic communication and various treatment modalities(E.C.T, Behavioral therapies. etc)(BL4-Analyze)</p> <p>CO4- evaluate, relate and infer the prognosis and treatment modalities in mental ill patients. (BL5-Evaluate)</p> <p>CO5- 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(BL6-Create)</p>								
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)					

Part B

Modules	Contents	Pedagogy	Hours
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	History taking [H] Mental status examination (MSE) [H] Neurological examination [H] Assisting in psychometric assessment [H] Recording therapeutic communication [H] Administration of medications [H] Assist Electro-Convulsive Therapy (ECT) [H] Participating in all therapies [H] Preparing patients for Activities of Daily Living (ADL) [H] Conducting admission and discharge counselling [H] Counseling and teaching patients and families	Field work	BL4-Analyze	128
Unit 2	Conduct home visit and case work [H] Identifying individuals with mental health problems [H] Assisting in organizations of Mental Health camp [H] Conducting awareness meetings for mental health & mental illness [H] Counseling and Teaching family members, patients and community [H] Observing deaddiction 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/PMC6464748/
References Books	Stuart, G.W. and Laraia, M.T.(2008.)Principles and Practice of Psychiatric Nursing.8 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?v=K94_xuqw9GE

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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Mental Health Nursing (I&II)
Course Code	N - MHN (II) 305 [T]

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C	
					1	0	0	1	
Course Type	Theory only								
Course Category	Foundation core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- Comprehend information current trends, and theories in historical development in the field of Mental health. (BL1-Remember)</p> <p>CO2- Apply principles of psychiatric nursing in clinical practice. (BL2-Understand)</p> <p>CO3- Ability of assessment, therapeutic communication and various treatment modalities (E.C.T, Behavioral therapies. etc) (BL3-Apply)</p> <p>CO4- 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)</p> <p>CO5- Evaluate, relate and infer the prognosis and treatment modalities in mental ill patients. (BL5-Evaluate)</p>								
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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	Nursing Management of Patients with Substance Use Disorders [R] Prevalence and incidence [R] Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal [R] Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal) [R] Diagnostic criteria/formulations [R] Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay [R] Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders [R] Special considerations for vulnerable population [R] Follow-up and home care and rehabilitation	Lecture cum discussion& Case discussion	6
Unit 2	Nursing Management of Patient with Personality and Sexual Disorders [R] Prevalence and incidence [R] Classification of disorders [R] Etiology, psychopathology, characteristics, diagnosis [R] Nursing Assessment: History, Physical and mental health assessment [R] Treatment modalities and nursing management of patients with personality, and sexual disorders [R] Geriatric considerations [R] Follow-up and home care and rehabilitation	Lecture cum discussion& Case discussion	6
Unit 3	Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder) [R] Prevalence and incidence [R] Classifications [R] Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations [R] Nursing Assessment: History, Physical, mental status examination and IQ assessment [R] Treatment modalities and nursing management of childhood disorders including intellectual disability [R] Follow-up and home care and rehabilitation	Lecture cum discussion& Case discussion	8
Unit 4	Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnesic disorders) [R] Prevalence and incidence [R] Classification [R] Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis [R] Nursing Assessment: History, Physical, mental and neurological assessment [R] Treatment modalities and nursing management of organic brain disorders [R] Follow-up and home care and rehabilitation	Lecture cum discussion& Case discussion	5
Unit 5	Psychiatric Emergencies and Crisis Intervention [R] Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements [R] Maladaptive behaviour of individual and groups, stress, crisis and disaster(s) [R] Types of crisis [R] Crisis intervention: Principles, Techniques and Process - Stress reduction interventions as per stress adaptation model - Coping enhancement - Techniques of counseling	Lecture cum discussion& Case discussion	6
Unit 6	Legal Issues in Mental Health Nursing [R] Overview of Indian Lunacy Act and The Mental Health Act 1987 [R] (Protection of Children from Sexual Offence) POSCO Act [R] Mental Health Care Act	Lecture cum discussion& Case discussion	4

	(MHCA) 2017 ^{ix} Rights of mentally ill clients ^{ix} Forensic psychiatry and nursing ^{ix} Acts related to narcotic and psychotropic substances and illegal drug trafficking ^{ix} Admission and discharge procedures as per MHCA 2017 ^{ix} Role and responsibilities of nurses in implementing MHCA 2017		
Unit 7	Community Mental Health Nursing ^{ix} Development of Community Mental Health Services: ^{ix} National mental health policy viz. National Health Policy ^{ix} National Mental Health Program ^{ix} Institutionalization versus Deinstitutionalization ^{ix} Model of Preventive psychiatry ^{ix} Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities ^{ix} Mental Health Agencies: Government and voluntary, National and International ^{ix} Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.	Lecture cum discussion & Case discussion	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
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=UaxsmJ2aYnl

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	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Midwifery & Gynecology I
Course Code	N - MIDW (I) OBGN 335 [P]

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C
					0	0	4	4
Course Type	Embedded theory and field work							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- recognize, state the concept and principles of Midwifery and Obstetric Nursing. (BL1-Remember)</p> <p>CO2- comprehend, distinguish and explain knowledge and skills in implementing nursing care to normal and high-risk pregnant women in hospital and community setting. (BL2-Understand)</p> <p>CO3- demonstrate the skills in assessing normal and high-risk obstetrics and providing basic emergency obstetric and neonatal care (BL3-Apply)</p> <p>CO4- impart maternal, neonatal, family planning and other reproductive health services in the hospital and community. (BL4-Analyze)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	History collection ⁱⁱ Physical examination ⁱⁱ Obstetric examination ⁱⁱ Pregnancy confirmation test ⁱⁱ Urine testing ⁱⁱ Blood testing for Hemoglobin, grouping & typing ⁱⁱ Blood test for malaria ⁱⁱ KICK chart ⁱⁱ USG/NST ⁱⁱ Antenatal counseling ⁱⁱ Preparation for childbirth ⁱⁱ Birth preparedness and complication readiness	Field work	BL3-Apply	48
Unit 2	Assessment of woman in labour ⁱⁱ Partograph ⁱⁱ Per vaginal examination when indicated ⁱⁱ Care during first stage of labour ⁱⁱ Pain management techniques ⁱⁱ Upright and alternative positions in labour ⁱⁱ Preparation for labour – articles, physical, psychological ⁱⁱ Conduction of normal childbirth ⁱⁱ Essential newborn care ⁱⁱ Newborn resuscitation ⁱⁱ Active management of third stage of labour ⁱⁱ Monitoring and care during fourth stage of labour	Field work	BL3-Apply	144
Unit 3	Postnatal assessment ⁱⁱ Care of postnatal mothers – normal ⁱⁱ Care of normal newborn ⁱⁱ Lactation management Postnatal counseling ⁱⁱ Health teaching on postnatal and newborn care ⁱⁱ Family welfare counseling	Field work	BL3-Apply	88

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
				25	13

Part E

Books	Dutta (DC). (2018).Textbook of Obstetrics 13th Edition. Jaypee publishers
Articles	https://my.clevelandclinic.org/health/articles/9677-fetal-positions-for-birth
References Books	Bobak.(2019). Maternity Child Health Nursing Care for the childbearing family 2nd Edition,Philadelphia:J.B. Lippincott,
MOOC Courses	https://www.educations.com/midwifery/europe
Videos	https://www.youtube.com/watch?v=zTXmaVgobNw

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Midwifery & Gynecology I
Course Code	N - MIDW (II) OBGN 335 [T]

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C	
					3	0	0	3	
Course Type	Theory only								
Course Category	Foundation core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- recognize, state the concept and principles of Midwifery and Obstetric Nursing. (BL1-Remember)</p> <p>CO2- comprehend, distinguish and explain knowledge and skills in implementing nursing care to normal and high-risk pregnant women in hospital and community setting. (BL2-Understand)</p> <p>CO3- apply, demonstrate the skills in assessing normal and high-risk obstetrics and providing basic emergency obstetric and neonatal care (BL3-Apply)</p> <p>CO4- identify, analyze the health needs and impart maternal, neonatal, family planning and other reproductive health services in the hospital and community. (BL4-Analyze)</p> <p>CO5- describe, explain and evaluate professional competency in handling normal and high-risk conditions of women in pregnancy and use of various equipment's in Obstetrics.</p> <p>CO6- explain the evidence-based nursing practice in the field of Obstetrical Nursing and function as independent Midwifery Nurse Practitioner.</p>								
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)					

Part B

Modules	Contents	Pedagogy	Hours
Unit1	<p>Explain the history and current scenario of midwifery in India Review vital health Introduction to midwifery</p> <ul style="list-style-type: none"> ▣ History of midwifery in India ▣ Current scenario: o Trends of maternity care in India o Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India ▣ Vital health indicators – Maternal mortality ratio, Infant Mortality Rate, ▣ Discussion ▣ Demonstration ▣ Role play ▣ Directed reading and assignment: ICM competencies ▣ Scenario based learning ▣ Short answer ▣ Objective type ▣ Essay ▣ Quiz [भाग III—खण्ड 4] भारत का राजपत्र : असाधारण 383 Unit Time (Hrs) Learning Outcomes Content Teaching/Learning Activities Assessment Methods indicators Describe the various national health programs related to RMNCH+A Identify the trends and issues in midwifery Discuss the legal and ethical issues relevant to midwifery practice Neonatal Mortality Rate, perinatal mortality rate, fertility rates o Maternal death audit ▣ National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health) Current trends in midwifery and OBG nursing: o Respectful maternity and newborn care (RMNC) o Midwifery-led care units (MLCU) o Women centered care, physiologic birthing and demedicalization of birth o Birthing centers, water birth, lotus birth o Essential competencies for midwifery practice (ICM) o Universal rights of child-bearing women o Sexual and reproductive health and rights o Women’s expectations & choices about care Legal provisions in midwifery practice in India: ▣ INC/MOH&FW regulations ▣ ICM code of ethics ▣ Ethical issues in maternal and neonatal care ▣ Adoption laws, MTP act, Pre- Natal Diagnostic Test (PNDT) Act, Surrogate mothers ▣ Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community) ▣ Scope of practice for midwives II 6 (T) 3 (L) Review the anatomy and physiology of human reproductive system Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology) Review: ▣ Female organs of reproduction ▣ Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations ▣ Foetal skull – bones, sutures, ▣ Lecture ▣ Discussion ▣ Self-directed learning ▣ Models ▣ Videos & films ▣ Quiz ▣ Short answer ▣ Essay 384 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC.4] Unit Time (Hrs) Learning Outcomes Content Teaching/ Learning Activities Assessment Methods fontanelles, diameters, moulding ▣ Fetopelvic relationship ▣ Physiology of menstrual cycle, menstrual hygiene ▣ Fertilization, conception and implantation ▣ Embryological development ▣ Placental development and function, placental barrier ▣ Fetal growth and development ▣ Fetal circulation & nutrition 	Lecture cum discussion, Role Play, Demonstration	8
Unit 2	<p>Review the anatomy and physiology of human reproductive system Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology) Review: ▣ Female organs of reproduction ▣ Female pelvis –</p>	Lecture cum discussion & Demonstration	6

	<p>bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations [R] Foetal skull – bones, sutures, [R] Lecture [R] Discussion [R] Self-directed learning [R] Models [R] Videos & films [R] Quiz [R] Short answer [R] Essay 384 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC.4] Unit Time (Hrs) Learning Outcomes Content Teaching/Learning Activities Assessment Methods fontanelles, diameters, moulding [R] Fetopelvic relationship [R] Physiology of menstrual cycle, menstrual hygiene [R] Fertilization, conception and implantation [R] Embryological development [R] Placental development and function, placental barrier [R] Fetal growth and development [R] Fetal circulation & nutrition</p>		
<p>Unit 3</p>	<p>Provide preconception care to eligible couples Describe the physiology, assessment and management of normal pregnancy Demonstrate knowledge, attitude and skills of midwifery practice throughout 1st,2nd and 3rd Assessment and management of normal pregnancy (ante-natal): Pre-pregnancy Care [R] Review of sexual development (Self Learning) [R] Socio-cultural aspects of human sexuality (Self Learning) [R] Preconception care [R] Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (Self Learning) [R] Planned parenthood Pregnancy assessment and antenatal care (I, II & III Trimesters) Normal pregnancy [R] Physiological changes during pregnancy [R] Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests [R] Review of maternal nutrition & malnutrition [R] Building partnership with women following RMC protocol [R] Fathers' engagement in maternity care Ante-natal care: 1st Trimesters [R] Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation [R] Identification and management of minor discomforts of pregnancy [R] Lecture [R] Discussion [R] Demonstration [R] Self-Learning [R] Health talk [R] Role play [R] Counseling session [R] Case discussion/ presentation [R] Simulation [R] Supervised clinical practice [R] Refer SBA module & Safe motherhood [R] Short answer [R] Objective type [R] Assessment of skills with check list [R] Case study evaluation [R] OSCE [भाग III—खण्ड 4] भारत का राजपत्र : असाधारण 385 Unit Time (Hrs) Learning Outcomes Content Teaching/Learning Activities Assessment Methods trimesters [R] Antenatal care : as per Gol guidelines [R] Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) [R] Danger signs during pregnancy [R] Respectful care and compassionate communication [R] Recording and reporting: as per the Gol guidelines [R] Role of Doula/ASHAs II Trimester [R] Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope [R] Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests. [R] Antenatal care [R] Women centered care [R] Respectful care and compassionate communication [R] Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc. [R] Education and management of physiological changes and discomforts of 2nd trimester [R] Rh negative and</p>	<p>Lecture cum discussion, Role Play, Demonstration</p>	<p>12</p>

	<p>prophylactic anti D [R] Referral and collaboration, empowerment [P] Ongoing risk assessment [P] Maternal Mental Health III Trimester [M] Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard’s stethoscope [R] Education and management of physiological changes and discomforts of 3rd trimester [M] Third trimester tests and screening [M] Fetal engagement in late pregnancy [P] Childbirth preparation classes booklet [H] Lab tests – performance and interpretation [P] Demonstration [P] Roleplay [R] Demonstration of antenatal assessment 386 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC.4] Unit Time (Hrs) Learning Outcomes Content Teaching/Learning Activities Assessment Methods [P] Birth preparedness and complication readiness including micro birth planning [M] Danger signs of pregnancy – recognition of ruptured membranes [R] Education on alternative birthing positions – women’s preferred choices, birth companion [M] Ongoing risk assessment [R] Cultural needs [M] Women centered care [P] Respectful and compassionate communication [M] Health education on exclusive breastfeeding [P] Role of Doula/ASHA’s [P] Scenario based learning [M] Lecture [R] Simulation [P] Role play [R] Refer Gol Guidelines [P] Health talk [M] Counseling session [P] Demonstration of birthing positions [M] Workshop on alternative birthing positions</p>		
<p>Unit 4</p>	<p>Apply the physiology of labour in promoting normal childbirth Describe the management and care during labour Discuss how to maintain a safe environment for labour Work effectively for pain management during labour Physiology, management and care during labour [P] Normal labour and birth [H] Onset of birth/labour [R] Per vaginal examination (if necessary) [R] Stages of labour [P] Organization of labour room – Triage, preparation for birth [M] Positive birth environment [M] Respectful care and communication [R] Drugs used in labour as per Gol guidelines First Stage [M] Physiology of normal labour [P] Monitoring progress of labour using Partograph/ labour care guide [P] Assessing and monitoring fetal well being [M] Evidence based care during 1st stage of labour [P] Pain management in labour (nonpharmacological) [P] Psychological support – Managing fear [R] Activity and ambulation during first stage of labour [M] Lecture [M] Discussion [M] Demonstration [M] Bedside clinics [M] Case discussion/ presentation [R] Simulated practice [M] Supervised Clinical practice – Per vaginal examination, Conduction of normal childbirth [P] Refer SBA module [M] LaQshya guidelines [M] Dakshata guidelines [M] Essay type [M] Short answer [P] Objective type [R] Case study evaluation [R] Assessment of skills with check list [R] OSCE [भाग III —खण्ड 4] भारत का राजपत्र : असाधारण 387 Unit Time (Hrs) Learning Outcomes Content Teaching/ Learning Activities Assessment Methods Discuss how the midwife provides care and support for the women during birth to enhance physiological birthing and promote normal birth Assess and provide care of the newborn immediately following birth Discuss the impact of labour and birth as a transitional event in the woman’s life [M] Nutrition during labour [P] Promote positive childbirth experience for women [R] Birth companion [M] Role of Doula/ASHA’s Second stage [M] Physiology (Mechanism of labour) [M] Signs of imminent labour</p>	<p>Lecture cum discussion, Role Play, Demonstration</p>	<p>12</p>

	<p> [K] Intrapartum monitoring [V] Birth position of choice [P] Vaginal examination [P] Psychological support [P] Non-directive coaching [S] Evidence based management of physiological birth/Conduction of normal childbirth [R] Essential newborn care (ENBC) [K] Immediate assessment and care of the newborn [P] Role of Doula/ASHA's Third Stage [P] Physiology – placental separation and expulsion, hemostasis [S] Physiological management of third stage of labour [R] Active management of third stage of labour (recommended) [K] Examination of placenta, membranes and vessels [S] Assess perineal, vaginal tear/ injuries and suture if required [K] Insertion of postpartum IUCD [V] Immediate perineal care [R] Initiation of breast feeding [R] Skin to skin contact [V] Newborn resuscitation Fourth Stage Observation, Critical Analysis and Management of mother and newborn [K] Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss [R] Documentation and Record of birth [R] Refer ENBC, NSSK module [R] Demonstration [K] Group work [P] Scenario based learning [P] Simulation [S] Role play [S] Demonstration [S] Videos 388 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC.4] Unit Time (Hrs) Learning Outcomes Content Teaching/Learning Activities Assessment Methods Ensure initiation of breast feeding and adequate latching [K] Breastfeeding and latching [P] Managing uterine cramp [R] Alternative/ complementary therapies [R] Role of Doula/ASHA's [K] Various childbirth practices [R] Safe environment for mother and newborn to promote bonding [P] Maintaining records and reports </p>		
<p>Unit 5</p>	<p> Describe the physiology, management and care of normal puerperium Postpartum care/Ongoing care of women [R] Normal puerperium – Physiology, duration [R] Post-natal assessment and care – facility and home-based care [R] Perineal hygiene and care [K] Bladder and bowel function [S] Minor disorders of puerperium and its management [P] Physiology of lactation and lactation management [P] Postnatal counseling and psychological support [V] Normal postnatal baby blues and recognition of post-natal depression [P] Transition to parenthood [S] Care for the woman up to 6 weeks after childbirth [K] Cultural competence (Taboos related to postnatal diet and practices) [R] Diet during lactation-review [K] Post- partum family planning [R] Follow-up of postnatal mothers [S] Drugs used in the postnatal period [S] Records and reports </p>	<p>Lecture cum discussion, Role Play, Demonstration</p>	<p>7</p>
<p>Unit 6</p>	<p> Discuss the need for and provision of compassionate, family centered midwifery care of the newborn Describe the assessment and care of normal neonate Assessment and ongoing care of normal neonates [R] Family centered care [R] Respectful newborn care and communication [R] Normal Neonate – Physiological adaptation [R] Newborn assessment – Screening for congenital anomalies [R] Care of newborn up to 6 weeks after [R] Lecture [R] Discussion [K] Demonstration [K] Simulated practice session [R] Supervised clinical practice [P] Refer safe deliver app module – newborn [R] Essay type [K] Short answer [S] Objective type [K] Assessment of skills with checklist [R] OSCE [भाग III —खण्ड 4] भारत का राजपत्र : असाधारण 389 Unit Time (Hrs) Learning Outcomes Content Teaching/ Learning Activities Assessment Methods the childbirth (Routine care of newborn) [K] Skin to skin </p>	<p>Lecture cum discussion, Role Play, Demonstration</p>	<p>7</p>

	contact and thermoregulation [®] Infection prevention [®] Immunization [®] Minor disorders of newborn and its management		
Unit 7	Explain various methods of family planning and role of nurse/midwife in providing family planning services Describe youth friendly services and role of nurses/ midwives Recognize the role of nurses/ midwives in gender based violence	Lecture cum discussion, Role Play, Demonstration	8

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 2	Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology)	Simulation	BL2-Understand	2
Unit 3	Evidence based management of physiological birth/ Conduction of normal childbirth	Field work	BL3-Apply	3
Unit 7	Explain various methods of family planning and role of nurse/midwife in providing family planning services Describe youth friendly services and role of nurses/ midwives Recognize the role of nurses/ midwives in gender based violence	PBL	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	Dutta, D.C. (2015) DC Dutta's Textbook of Obstetrics Including Perinatology and Contraception. 8th Edition, Jaypee Brothers Medical Publisher's Ltd., New Delhi, .
Articles	https://emedicine.medscape.com/article/260036-overview
References Books	Lowdermilk MaternityNursing, Mosby 7thEdition.NewDelhi:Jaypee Brothers
MOOC Courses	https://www.mooc-list.com/tags/midwifery
Videos	https://www.youtube.com/watch?v=GWx3P9ZA-c

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	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	1	1	2	1	1	1	1	1	1	1	1	2	2	1
CO6	2	1	2	2	1	2	2	2	1	2	1	2	2	1	1



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Nursing Management & Leadership
Course Code	NMLE 330

Part A

Year	3rd	Semester	6th	Credits	L	T	P	C
					3	0	1	4
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- Remember the definition, concepts and various theories, trends of Nursing Management. (BL1-Remember)</p> <p>CO2- Understand the staffing patterns, human resources, budgeting and its relation to patient care and elaborate the functions of the nurse in the Hospital settings. (BL2-Understand)</p> <p>CO3- Apply the importance of patient classification system, disaster management and its applications in the hospital settings. (BL3-Apply)</p> <p>CO4- Analyze evidence based practice, channel of communication and to enable students to analyze the methods of ward management. (BL4-Analyze)</p> <p>CO5- Evaluate the applications of evidence based practice such as case study, research based clinical practices. (BL5-Evaluate)</p>							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Health Care and Development of Nursing Services in India [1] Current health care delivery system of India – review [1] Planning and development of nursing services and education at global and national scenario [1] Recent trends and issues of nursing service and management	Lecture cum discussion	1
Unit 2	Management Basics Applied to Nursing [1] Definitions, concepts and theories of management [1] Importance, features and levels of management [1] Management and administration [1] Functions of management [1] Principles of management [1] Role of a nurse as a manager Introduction to Management Process [1] Planning [1] Organizing [1] Staffing [1] Directing/Leading [1] Controlling	Lecture cum discussion	2
Unit 3	Planning Nursing Services [1] Vision, Mission, philosophy, objectives [1] Nursing service policies, procedures and manuals [1] Functional and operational planning [1] Strategic planning [1] Program planning – Gantt chart & milestone chart [1] Budgeting – concepts, principles, types, [1] Budget proposal, cost benefit analysis [1] Planning hospital and patient care unit (Ward) [1] Planning for emergency and disaster	Lecture cum discussion	4
Unit 4	Organizing [1] Organizing as a process – assignment, delegation and coordination [1] Hospital – types, functions & organization [1] Organizational development [1] Organizational structure [1] Organizational charts [1] Organizational effectiveness [1] Hospital administration, Control & line of authority [1] Hospital statistics including hospital utilization indices [1] Nursing care delivery systems and trends [1] Role of nurse in maintenance of effective organizational climate	Lecture and discussion & Symposium	4
Unit 5	Staffing (Human resource management) [1] Definition, objectives, components and functions Staffing & Scheduling [1] Staffing – Philosophy, staffing activities [1] Recruiting, selecting, deployment [1] Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation [1] Staffing units – Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system [1] Categories of nursing personnel including job description of all levels [1] Assignment and nursing care responsibilities Turnover and absenteeism [1] Staff welfare [1] Discipline and grievances In-Service Education [1] Nature and scope of in-service education program [1] Principles of adult learning – review [1] Planning and organizing in-service educational program [1] Methods, techniques and evaluation [1] Preparation of report Material Resource Management [1] Procurement, purchasing process, inventory control & role of nurse [1] Auditing and maintenance in hospital and patient care unit	Lecture and discussion & Group Discussion	6
Unit 6	Directing and Leading [1] Definition, principles, elements of directing [1] Supervision and guidance [1] Participatory management [1] Inter-professional collaboration [1] Management by objectives [1] Team management [1] Assignments, rotations [1]	Lecture cum discussion , Role Play, Group Discussion & Symposium	5

	Maintenance of discipline ⁱⁱ Leadership in management		
Unit 7	Leadership ⁱⁱⁱ Definition, concepts, and theories ⁱⁱⁱ Leadership principles and competencies ⁱⁱⁱ Leadership styles: Situational leadership, Transformational leadership ⁱⁱⁱ Methods of leadership development ⁱⁱⁱ Mentorship/ preceptorship in nursing ⁱⁱⁱ Delegation, power & politics, empowerment, mentoring and coaching ⁱⁱⁱ Decision making and problem solving ⁱⁱⁱ Conflict management and negotiation ⁱⁱⁱ Implementing planned change	Lecture and discussion	4
Unit 8	Controlling ⁱⁱⁱ Implementing standards, policies, procedures, protocols and practices ⁱⁱⁱ Nursing performance audit, patient satisfaction ⁱⁱⁱ Nursing rounds, Documentation – records and reports ⁱⁱⁱ Total quality management – Quality assurance, Quality and safety ⁱⁱⁱ Performance appraisal ⁱⁱⁱ Program evaluation review technique (PERT) ⁱⁱⁱ Bench marking, Activity plan (Gantt chart) ⁱⁱⁱ Critical path analysis	Lecture and discussion	4
Unit 9	Organizational Behavior and Human Relations ⁱⁱⁱ Concepts and theories of organizational behavior ⁱⁱⁱ Group dynamics ⁱⁱⁱ Review – Interpersonal relationship ⁱⁱⁱ Human relations ⁱⁱⁱ Public relations in the context of nursing ⁱⁱⁱ Relations with professional associations and employee unions ⁱⁱⁱ Collective bargaining ⁱⁱⁱ Review – Motivation and morale building ⁱⁱⁱ Communication in the workplace – assertive communication ⁱⁱⁱ Committees – importance in the organization, functioning	Lecture and discussion , Role play & Group Discussions	4
Unit 10	Financial Management ⁱⁱⁱ Definition, objectives, elements, functions, principles & scope of financial management ⁱⁱⁱ Financial planning (budgeting for nursing department) ⁱⁱⁱ 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 ⁱⁱⁱ Patient records ⁱⁱⁱ Nursing records ⁱⁱⁱ Use of computers in hospital, college and community ⁱⁱⁱ Telemedicine & Tele nursing ⁱⁱⁱ Electronic Medical Records (EMR), EHR	Lecture cum discussion	1
Unit 12	Personal Management – Review ⁱⁱⁱ Emotional intelligence ⁱⁱⁱ Resilience building ⁱⁱⁱ Stress and time management – destressing ⁱⁱⁱ Career planning	Lecture cum discussion & Case study	1
Unit 13	Establishment of Nursing Educational Institutions ⁱⁱⁱ Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/ examination guidelines ⁱⁱⁱ Coordination with regulatory bodies – INC and State Nursing Council ⁱⁱⁱ Accreditation – Inspections ⁱⁱⁱ Affiliation with university/State council/board of examinations	Lecture cum discussion	4
Unit 14	Planning and Organizing ⁱⁱⁱ Philosophy, objectives and mission of the college ⁱⁱⁱ Organization structure of school/college ⁱⁱⁱ Review – Curriculum planning ⁱⁱⁱ Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation ⁱⁱⁱ Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance ⁱⁱⁱ Infrastructure facilities – college, classrooms,	Lecture cum discussion	4

	hostel, library, labs, ^[R] Directed reading – INC Curriculum ^[P] Preparation of organizational structure of the college ^[W] Written assignment – writing philosophy of a teaching department ^[W] Preparation of master plan, time table and clinical rotation ^[W] Short answer ^[E] Essay ^[E] Assessment of computer lab, transport facilities ^[R] Records & reports for students, staff, faculty and administrative ^[M] Committees and functioning ^[E] Clinical experiences		
Unit 15	Staffing and Student Selection ^[R] Faculty/staff selection, recruitment and placement, job description ^[E] Performance appraisal ^[E] Faculty development ^[E] Faculty/staff welfare ^[R] Student recruitment, admission, clinical placement	Lecture cum discussion	4
Unit 16	Directing and Controlling ^[E] Review – Curriculum implementation and evaluation ^[R] Leadership and motivation, supervision – review ^[P] Guidance and counseling ^[W] Quality management – educational audit ^[E] Program evaluation, evaluation of performance ^[E] Maintaining discipline ^[E] Institutional records and reports – administrative, faculty, staff and students	Lecture cum discussion	4
Unit 17	PROFESSIONAL CONSIDERATIONS Review – Legal and Ethical Issues ^[W] Nursing as a profession – Characteristics of a professional nurse ^[E] Nursing practice – philosophy, aim and objectives ^[W] Regulatory bodies – INC and SNC constitution and functions Review – Professional ethics ^[E] Code of ethics and professional conduct – INC & ICN ^[E] Practice standards for nursing – INC ^[E] International Council for Nurses (ICN) Legal aspects in nursing: ^[R] Consumer protection act, patient rights ^[R] Legal terms related to practice, legal system – types of law, tort law & liabilities ^[E] Laws related to nursing practice – negligence, malpractice, breach, penalties ^[E] Invasion of privacy, defamation of character ^[R] Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/ specialist nursing practice	Lecture cum discussion & Group Discussion	4
Unit 18	Professional Advancement ^[E] Continuing Nursing Education ^[E] Career opportunities ^[E] Membership with professional organizations – national and international ^[R] Participation in research activities ^[E] 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)

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	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	Gillbret. 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	PO5	PO6	PO7	PO8	PO9	PO10	PO11	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Midwifery & Gynecology (OBG) Nursing (I&II)
Course Code	N- MIDW (II) OBGN 410 [T]

Part A

Year	4th	Semester	7th	Credits	L	T	P	C	
					3	0	0	3	
Course Type	Theory only								
Course Category	Foundation core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	<p>CO1- recognize, state the concept and principles of Midwifery and Obstetric Nursing. (BL1-Remember)</p> <p>CO2- comprehend, distinguish and explain knowledge and skills in implementing nursing care to normal and high-risk pregnant women in hospital and community setting. (BL2-Understand)</p> <p>CO3- apply, demonstrate the skills in assessing normal and high-risk obstetrics and providing basic emergency obstetric and neonatal care (BL3-Apply)</p> <p>CO4- identify, analyze the health needs and impart maternal, neonatal, family planning and other reproductive health services in the hospital and community. (BL4-Analyze)</p> <p>CO5- describe, explain and evaluate professional competency in handling normal and high-risk conditions of women in pregnancy and use of various equipment's in Obstetrics. (BL5-Evaluate)</p> <p>CO6- explain the evidence-based nursing practice in the field of Obstetrical Nursing and functional independent Midwifery Nurse Practitioner. (BL6-Create)</p>								
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✓ Gender ✗ Human Values ✗ Environment ✗		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 to midwifery ☑ History of midwifery in India ☑ Current scenario: o Trends of maternity care in India o Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India ☑ Vital health indicators – Maternal mortality ratio, Infant Mortality Rate, Neonatal Mortality Rate, perinatal mortality rate, fertility rates o Maternal death audit ☑ National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health) Current trends in midwifery and OBG nursing: o Respectful maternity and newborn care (RMNC) o Midwifery-led care units (MLCU) o Women centered care, physiologic birthing and demedicalization of birth o Birthing centers, water birth, lotus birth o Essential competencies for midwifery practice (ICM) o Universal rights of child-bearing women o Sexual and reproductive health and rights o Women's expectations & choices about care Legal provisions in midwifery practice in India: ☑ INC/MOH&FW regulations ☑ ICM code of ethics ☑ Ethical issues in maternal and neonatal care ☑ Adoption laws, MTP act, Pre- Natal Diagnostic Test (PNDT) Act, Surrogate mothers ☑ Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community) ☑ Scope of practice for midwives	lecturer cum discussion	8
unit -2	Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology) Review: ☑ Female organs of reproduction ☑ Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations ☑ Foetal skull – bones, sutures, fontanelles, diameters, moulding ☑ Fetopelvic relationship ☑ Physiology of menstrual cycle, menstrual hygiene ☑ Fertilization, conception and implantation ☑ Embryological development ☑ Placental development and function, placental barrier ☑ Fetal growth and development ☑ Fetal circulation & nutrition	lecture cum discussion ,case study	6
unit -3	Assessment and management of normal pregnancy (ante-natal): Pre-pregnancy Care ☑ Review of sexual development (Self Learning) ☑ Socio-cultural aspects of human sexuality (Self Learning) ☑ Preconception care ☑ Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (Self Learning) ☑ Planned parenthood Pregnancy assessment and antenatal care (I, II & III Trimesters) Normal pregnancy ☑ Physiological changes during pregnancy ☑ Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests ☑ Review of maternal nutrition & malnutrition ☑ Building partnership with women following RMC protocol ☑ Fathers' engagement in maternity care Ante-natal care: 1st Trimesters ☑ Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation ☑ Identification and management of minor discomforts of pregnancy Antenatal care : as per Gol guidelines ☑ Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) ☑ Danger signs during pregnancy ☑ Respectful care and compassionate communication ☑ Recording and reporting: as per the Gol guidelines ☑ Role of Doula/ASHAs II Trimester ☑ Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope ☑ Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests. ☑ Antenatal care ☑ Women centered care ☑ Respectful care and compassionate communication ☑ Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc. ☑ Education and management of physiological changes and discomforts of 2nd trimester ☑ Rh negative and prophylactic anti D ☑ Referral and collaboration, empowerment ☑ Ongoing risk assessment ☑ Maternal Mental Health III Trimester ☑ Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope ☑ Education and management of physiological changes and discomforts of 3rd trimester ☑ Third trimester tests and screening ☑ Fetal engagement in late pregnancy ☑ Childbirth preparation classes Birth preparedness and complication readiness including micro birth planning ☑ Danger signs of pregnancy – recognition of ruptured membranes ☑ Education on alternative birthing positions – women's preferred choices, birth companion ☑ Ongoing risk assessment ☑ Cultural needs ☑ Women centered care ☑ Respectful and compassionate communication ☑ Health education on exclusive breastfeeding ☑ Role of Doula/ASHA's	lecture cum discussion, demonstration	12
unit - 4	Physiology, management and care during labour ☑ Normal labour and birth ☑ Onset of birth/labour ☑ Per vaginal examination (if necessary) ☑ Stages of labour ☑ Organization of labour room – Triage, preparation for birth ☑ Positive birth environment ☑ Respectful care and communication ☑ Drugs used in labour as per Gol guidelines First Stage ☑ Physiology of normal labour ☑ Monitoring progress of labour using Partograph/labour care guide ☑ Assessing and monitoring fetal well being ☑ Evidence based care during 1st stage of labour ☑ Pain management in labour (nonpharmacological) ☑ Psychological support	lecture cum discussion ,other	12

– Managing fear Activity and ambulation during first stage of labour Nutrition during labour Promote positive childbirth experience for women Birth companion Role of Doula/ASHA's Second stage Physiology (Mechanism of labour) Signs of imminent labour Intrapartum monitoring Birth position of choice Vaginal examination Psychological support Non-directive coaching Evidence based management of physiological birth/Conduction of normal childbirth Essential newborn care (ENBC) Immediate assessment and care of the newborn Role of Doula/ASHA's Third Stage Physiology – placental separation and expulsion, hemostasis Physiological management of third stage of labour Active management of third stage of labour (recommended) Examination of placenta, membranes and vessels Assess perineal, vaginal tear/ injuries and suture if required Insertion of postpartum IUCD Immediate perineal care Initiation of breast feeding Skin to skin contact Newborn resuscitation Fourth Stage Observation, Critical Analysis and Management of mother and newborn Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss Documentation and Record of birth Nutrition during labour Promote positive childbirth experience for women Birth companion Role of Doula/ASHA's Second stage Physiology (Mechanism of labour) Signs of imminent labour Intrapartum monitoring Birth position of choice Vaginal examination Psychological support Non-directive coaching Evidence based management of physiological birth/Conduction of normal childbirth Essential newborn care (ENBC) Immediate assessment and care of the newborn Role of Doula/ASHA's Third Stage Physiology – placental separation and expulsion, hemostasis Physiological management of third stage of labour Active management of third stage of labour (recommended) Examination of placenta, membranes and vessels Assess perineal, vaginal tear/ injuries and suture if required Insertion of postpartum IUCD Immediate perineal care Initiation of breast feeding Skin to skin contact Newborn resuscitation Fourth Stage Observation, Critical Analysis and Management of mother and newborn Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss Documentation and Record of birth Nutrition during labour Promote positive childbirth experience for women Birth companion Role of Doula/ASHA's Second stage Physiology (Mechanism of labour) Signs of imminent labour Intrapartum monitoring Birth position of choice Vaginal examination Psychological support Non-directive coaching Evidence based management of physiological birth/Conduction of normal childbirth Essential newborn care (ENBC) Immediate assessment and care of the newborn Role of Doula/ASHA's Third Stage Physiology – placental separation and expulsion, hemostasis Physiological management of third stage of labour Active management of third stage of labour (recommended) Examination of placenta, membranes and vessels Assess perineal, vaginal tear/ injuries and suture if required Insertion of postpartum IUCD Immediate perineal care Initiation of breast feeding Skin to skin contact Newborn resuscitation Fourth Stage Observation, Critical Analysis and Management of mother and newborn Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss Documentation and Record of birth Nutrition during labour Promote positive childbirth experience for women Birth companion Role of Doula/ASHA's Second stage Physiology (Mechanism of labour) Signs of imminent labour Intrapartum monitoring Birth position of choice Vaginal examination Psychological support Non-directive coaching Evidence based management of physiological birth/Conduction of normal childbirth Essential newborn care (ENBC) Immediate assessment and care of the newborn Role of Doula/ASHA's Third Stage Physiology – placental separation and expulsion, hemostasis Physiological management of third stage of labour Active management of third stage of labour (recommended) Examination of placenta, membranes and vessels Assess perineal, vaginal tear/ injuries and suture if required Insertion of postpartum IUCD Immediate perineal care Initiation of breast feeding Skin to skin contact Newborn resuscitation Fourth Stage Observation, Critical Analysis and Management of mother and newborn Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss Documentation and Record of birth Breastfeeding and latching Managing uterine cramp Alternative/complementary therapies Role of Doula/ASHA's Various childbirth practices Safe environment for mother and newborn to promote bonding

	Maintaining records and reports		
unit -5	Postpartum care/Ongoing care of women ☑ Normal puerperium – Physiology, duration ☑ Post-natal assessment and care – facility and home-based care ☐ Perineal hygiene and care ☑ Bladder and bowel function ☑ Minor disorders of puerperium and its management ☑ Physiology of lactation and lactation management ☑ Postnatal counseling and psychological support ☑ Normal postnatal baby blues and recognition of post-natal depression ☑ Transition to parenthood ☑ Care for the woman up to 6 weeks after childbirth ☐ Cultural competence (Taboos related to postnatal diet and practices) ☐ Diet during lactation-review ☑ Post-partum family planning ☐ Follow-up of postnatal mothers ☑ Drugs used in the postnatal period ☑ Records and reports	lecture cum discussion, seminar	7
unit -6	Assessment and ongoing care of normal neonates ☑ Family centered care ☑ Respectful newborn care and communication ☑ Normal Neonate – Physiological adaptation ☑ Newborn assessment – Screening for congenital anomalies ☑ Care of newborn up to 6 weeks after the childbirth (Routine care of newborn) ☐ Skin to skin contact and thermoregulation ☐ Infection prevention ☑ Immunization ☑ Minor disorders of newborn and its management	lecture cum discussion, field visit	7
unit -7	Family welfare services ☑ Impact of early/frequent childbearing ☑ Comprehensive range of family planning methods o Temporary methods – Hormonal, non-hormonal and barrier methods o Permanent methods – Male sterilization and female sterilization ☑ Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods ☑ Emergency contraceptives ☑ Recent trends and research in contraception ☑ Family planning counseling using Balanced Counseling Strategy (BCS) ☑ Legal and rights aspects of FP ☑ Human rights aspects of FP adolescents ☑ Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review) ☑ Importance of follow up and recommended timing Gender related issues in SRH ☑ Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife ☑ Special courts for abused people ☑ Gender sensitive health services including family planning	lecture cum 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)

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) Textbook of Obstetrics 13th Edition. Jaypee Publishers
Articles	Maternal and Child Health Nursing education before and during COVID-19: An exploratory descriptive study
References Books	Lowdermilk Maternity Nursing (2018). Mosby 7th Edition. New Delhi: Jaypee Brothers
MOOC Courses	https://www-mooc-list-com.webpkgcache.com/doc/-/s/www.mooc-list.com/tags/midwife
Videos	Female Pelvis Practical Explanation

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Scientific writing skills
Course Code	BNSG 704

Part A

Year	4th	Semester	7th	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- Understand the process and basics of scientific writing and publishing. (BL2-Understand) CO2- Apply the principles in grant writing. (BL3-Apply) CO3- Write scientific manuscript for publication in indexed national/international journals. (BL6-Create)							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Basics of good writing ☑ What makes good writing -choice of words, components of sentences and sentence structure, using tenses ☑ Clarity, brevity and fitness - punctuation, paragraphs, logic and organization ☑ Motivation for writing	Lecture cum discussion , Quiz & writing reports	2
Unit 2	Basics of writing a scientific manuscript ☑ Definition and types ☑ Characteristics - clear, simple and impartial ☑ Reading scientific literature ☑ General Principles: o Ask right questions o Avoid jargon where possible o Focus on your reader o Don't show off o Create a compelling opening paragraph o Be confident o Learn how to KISS (Keep it short and simple) o Get active - Use the active voice rather than the passive one. o Check for errors o Use a style guide - writing style, referencing style o Tools for reference management	Lecture cum discussion , Quiz & writing reports	2
Unit 3	Writing for conferences and publications ☑ Conferences - Developing conference materials: abstracts, posters and oral presentation. o Conference presentation skills ☑ Publications: o Phases for writing- planning, writing and publishing phase o Reporting guidelines - CONSORT, STROBE etc o Journals - choosing the right type of journal o Publication ethics o Author's responsibility o Editorial process o Plagiarism check tools	Lecture cum discussion , Quiz & writing reports	2
Unit 4	Writing a research paper ☑ General principles ☑ Writing an Abstract ☑ IMRAD format - o Introduction o Methods o Results o And o Discussion	Lecture cum discussion , Quiz & writing reports	4
Unit 5	Overview of grant writing ☐ Purposes ☑ Funding opportunities ☑ Principles ☑ Writing a grant proposal	Lecture cum discussion , Quiz & writing reports	2

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 2	Writing for conferences and publications	Research Paper Presentation	BL6-Create	10

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	Hofmann, A. H. (2019). Scientific Writing and Communication: Papers, Proposals, and Presentations (3rd ed.). Oxford University Press.
Articles	HOW TO WRITE A SCIENTIFIC ARTICLE - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3474301/
References Books	Heard, S. B. (2016). The Scientist's Guide to Writing: How to Write More Easily and Effectively Throughout Your Scientific Career. Princeton University Press.
MOOC Courses	https://www.my-mooc.com/en/mooc/how-to-write-and-publish-a-scientific-paper/
Videos	What is Scientific Writing - https://www.youtube.com/watch?v=Twc2S88zuGo

Course Articulation Matrix

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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Lactation management
Course Code	BNSG 705

Part A

Year	4th	Semester	7th	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- Understand the concept of lactation and anatomy of breast in postpartum women. (BL2-Understand) CO2- Discuss the physiology of lactation and composition of breast milk (BL3-Apply) CO3- Develop competencies in providing quality nursing care to these women based on nursing process (BL4-Analyze) CO4- Educate women and families about the lactation problems faced by them and improve in breast feeding. (BL5-Evaluate)							
Courses Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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	Anatomy of breast-Review <input type="checkbox"/> Concept and anatomy of breast	Lecture cum discussion & Anatomical torso	2
Unit 2	Physiology of lactation <input type="checkbox"/> Physiology of lactation <input type="checkbox"/> Benefits of breast feeding	Lecture cum discussion & Group discussion	2
Unit 3	<input type="checkbox"/> Quality nursing care to patient for lactating women <input type="checkbox"/> Well balanced diet <input type="checkbox"/> Technique of breast feeding <input type="checkbox"/> Prevention of breast engorgement	Lecture cum discussion & Group discussion	4
Unit 4	Health education on <input type="checkbox"/> Diet during lactation <input type="checkbox"/> Breast care <input type="checkbox"/> Clothing <input type="checkbox"/> Personal hygiene etc.	Lecture cum discussion, Case Study & Group discussion	2

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 3	Quality nursing care to patient for lactating women	Case Study	BL4-Analyze	2
Unit 4	Health education on <input type="checkbox"/> Diet during lactation <input type="checkbox"/> Breast care <input type="checkbox"/> Clothing <input type="checkbox"/> Personal hygiene	Case Study	BL4-Analyze	2

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	Lawrence, R. A., & Lawrence, R. M. (2021). Breastfeeding: A Guide for the Medical Profession (9th ed.). Elsevier.
Articles	Effect of Lactation Management Model on Breastfeeding Process After Cesarean: A Prospective Randomized Controlled Study - https://link.springer.com/article/10.1007/s43032-023-01409-3
References Books	Wambach, K., & Spencer, B. (2020). Breastfeeding and Human Lactation Study Guide (6th ed.). Jones & Bartlett Learning.
MOOC Courses	https://www.mooc-list.com/tags/breastfeeding
Videos	Lactation Management Workshop - https://www.youtube.com/watch?v=3vJULelFpk

Course Articulation Matrix

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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Sexuality & Health
Course Code	BNSG 706

Part A

Year	4th	Semester	7th	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 the changes that occur during puberty and secondary sexual characteristics. (BL1-Remember) CO2- Explain the role of trust and ways to establish trust in a relationship. (BL2-Understand) CO3- Provide health education on safer sex practices and prevent the sexually transmitted diseases/blood borne diseases. (BL3-Apply) CO4- Develop strategies to reduce sexual risk. (BL4-Analyze) CO5- Examine and evaluate the risk factors associated with exposure to blood-borne diseases. (BL5-Evaluate)							
Courses Elements	Skill Development ✕ Entrepreneurship ✕ Employability ✕ Professional Ethics ✕ Gender ✕ Human Values ✕ Environment ✕		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 to Sexuality - <input type="checkbox"/> Anatomy of the human reproductive system and the basic functions; fertilization, conception. <input type="checkbox"/> Changes during puberty (physical, emotional and social) <input type="checkbox"/> Secondary sexual characteristics	Lecture cum discussion	3
Unit 2	Risk factors associated with exposure to blood-borne diseases - HIV, AIDS, Hepatitis <input type="checkbox"/> Sharing needles <input type="checkbox"/> Body piercing <input type="checkbox"/> Tattooing <input type="checkbox"/> Helping someone who is bleeding etc.	Lecture cum discussion, role play & Group discussion	3
Unit 3	'Safer' sex practices: <input type="checkbox"/> Communicate with partner <input type="checkbox"/> Maintain abstinence <input type="checkbox"/> Limit partners <input type="checkbox"/> Access/use condoms/ contraceptives properly Strategies to reduce sexual risk: <input type="checkbox"/> Abstain from drugs and alcohol, date in groups, use assertive behavior <input type="checkbox"/> Expectations & commitments in a relationship <input type="checkbox"/> Role of trust and ways to establish trust in a relationship	Lecture cum discussion, role play & Group discussion	3
Unit 4	Sexual assault/abuse Implications and consequences of sexual assault on a victim <input type="checkbox"/> Child sexual abuse <input type="checkbox"/> Sexual assault of boys <input type="checkbox"/> Incest <input type="checkbox"/> Intimate partner sexual abuse <input type="checkbox"/> Rapes Legislation related to sexual assault in India <input type="checkbox"/> Criminal Law amendment Act -2013 <input type="checkbox"/> Sexual Harassment at workplace <input type="checkbox"/> Protection of children against sexual offenses	Lecture cum discussion, role play & Group discussion	5
Unit 5	Sexual Health Education <input type="checkbox"/> Health education - principles and application <input type="checkbox"/> Health education on safer sex practices <input type="checkbox"/> Counseling the sexually assaulted/abused child/ adolescent/adults	Lecture cum discussion, role play & Group discussion	2
Unit 6	<input type="checkbox"/> Sexual health education -adolescents and young adults <input type="checkbox"/> Assessment of sexually abused victim - child/adolescent/adu	Lecture cum discussion & Group discussion	4

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 2	Risk factors associated with exposure to blood-borne diseases - HIV, AIDS, Hepatitis	Role Play	BL3-Apply	2
Unit 3	Abstain from drugs and alcohol, date in groups, use assertive behavior	Role Play	BL4-Analyze	1
Unit 4	Child sexual abuse	Case Study	BL4-Analyze	2
Unit 5	Counselling the sexually assaulted/abused child/ adolescent/adults	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
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	Laumann, E. O., Gagnon, J. H., Michael, R. T., & Michaels, S. (2000). The social organization of sexuality: Sexual practices in the United States. University of Chicago Press.
Articles	Understanding Sexual Health and Its Role in More Effective Prevention Programs - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3562741/
References Books	Tolman, D. L., & Diamond, L. M. (Eds.). (2014). APA handbook of sexuality and psychology (Vols. 1-2). American Psychological Association.
MOOC Courses	https://www.mooc-list.com/tags/sexual-health
Videos	What Is Sexual Health? - https://www.youtube.com/watch?v=9l44hyeEy1Y

Course Articulation Matrix

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



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Stress management
Course Code	BNSG 707

Part A

Year	4th	Semester	7th	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)							
Coures Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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 ☐ 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 o Challenging stressful thinking/resilience and stress o Problem solving and time management o Physical methods of stress reduction o Preparing for occupational stress o Care of self: Nutrition & other lifestyle issues o 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

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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023
(SONS)(BSc_Nursing)

Title of the Course	Job readiness & employability in health care setting
Course Code	BNSG 708

Part A

Year	4th	Semester	7th	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)					

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 o Communication skill o Technological skill o Teamwork skill o Interpersonal skill o Critical thinking and Problem-solving skill o Planning and organizing skill o Conceptual and analytical skill o Self confidence o Inter profession practice o Work psychology-positivity workplace attitude o 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

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://bmcmmeduc.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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Midwifery & Gynecology (OBG) Nursing (I&II)
Course Code	N - MIDW (II) OBGN 335 [P]

Part A

Year	4th	Semester	7th	Credits	L	T	P	C
					1	3	4	8
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 marks (40% marks for SC, ST, for MBC, OBC candidates in part – III subjects of Physics, Chemistry & Biology / Botany & Zoology) and should have English as one of the subject.			Co-Requisite/s	Candidate shall be medically fit.			
Course Outcomes & Bloom's Level	CO1- recognize, state the concept and principles of Midwifery and Obstetric Nursing. (BL1-Remember) CO2- comprehend, distinguish and explain knowledge and skills in implementing nursing care to normal and high-risk pregnant women in hospital and community setting. (BL2-Understand) CO3- apply, demonstrate the skills in assessing normal and high-risk obstetrics and providing basic emergency obstetric and neonatal care (BL3-Apply) CO4- identify, analyze the health needs and impart maternal, neonatal, family planning and other reproductive health services in the hospital and community. (BL4-Analyze) CO5- describe, explain and evaluate professional competency in handling normal and high-risk conditions of women in pregnancy and use of various equipments in obstetrics. (BL5-Evaluate)							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG10(Reduced inequalities) SDG17(Partnerships for the goals)				

Part B

Modules	Contents	Pedagogy	Hours
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	History collection <input type="checkbox"/> Physical examination <input checked="" type="checkbox"/> Obstetric examination <input checked="" type="checkbox"/> Pregnancy confirmation test <input checked="" type="checkbox"/> Urine testing <input checked="" type="checkbox"/> Blood testing for Hemoglobin, grouping & typing <input checked="" type="checkbox"/> Blood test for malaria <input checked="" type="checkbox"/> KICK chart <input checked="" type="checkbox"/> USG/NST <input checked="" type="checkbox"/> Antenatal counseling <input checked="" type="checkbox"/> Preparation for childbirth <input checked="" type="checkbox"/> Birth preparedness and complication readiness	Field work	BL3-Apply	48
Unit 2	Assessment of woman in labour <input checked="" type="checkbox"/> Partograph <input checked="" type="checkbox"/> Per vaginal examination when indicated <input checked="" type="checkbox"/> Care during first stage of labour <input checked="" type="checkbox"/> Pain management techniques <input checked="" type="checkbox"/> Upright and alternative positions in labour <input checked="" type="checkbox"/> Preparation for labour – articles, physical, psychological <input checked="" type="checkbox"/> Conduction of normal childbirth <input checked="" type="checkbox"/> Essential newborn care <input checked="" type="checkbox"/> Newborn resuscitation <input checked="" type="checkbox"/> Active management of third stage of labour <input checked="" type="checkbox"/> Monitoring and care during fourth stage of labour	Field work	BL3-Apply	144
Unit 3	Postnatal assessment <input checked="" type="checkbox"/> Care of postnatal mothers – normal <input checked="" type="checkbox"/> Care of normal newborn <input checked="" type="checkbox"/> Lactation management	Field work	BL3-Apply	128

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	Dutta, D.C. (2015) DC Dutta's Textbook of Obstetrics Including Perinatology and Contraception. 8th Edition, Jaypee Brothers Medical Publisher's Ltd., New Delhi, .
Articles	Maternal and Child Health Nursing education before and during COVID-19: An exploratory descriptive study
References Books	Bobak Maternity (2018) ;Child Health Nursing Care for the childbearing family 2nd Edition,Philadelphia:J.B. Lippincott,
MOOC Courses	https://www.futurelearn.com/subjects/healthcare-medicine-courses/midwifery
Videos	https://www.youtube.com/watch?v=ZU468IM_oeg

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	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	1	1	2	1	1	1	1	1	1	1	1	2	2	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Community Health Nursing II
Course Code	N -COMH (II) 401 [P]

Part A

Year	4th	Semester	7th	Credits	L 0	T 0	P 2	C 2	
Course Type	Embedded theory and field work								
Course Category	Foundation core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	CO1- understand the community health problems and holistic care , competent nursing 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)								
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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	Basics of good writing [a] What makes good writing -choice of words, components of sentences and sentence structure, using tenses [a] Clarity, brevity and fitness - punctuation, paragraphs, logic and organization [a] Motivation for writing	Lecture cum disscussion , 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 conditions/ emergencies [a] Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn [a] Conduction of normal delivery at health center [a] Newborn care [a] Counsel adolescents [a] Family planning counselling [a] 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 conditions/ emergencies [a] Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn [a] Conduction of normal delivery at health center [a] Newborn care [a] Counsel adolescents [a] Family planning counselling [a] 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

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 shwarnkar (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	PO5	PO6	PO7	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2022-2023
(SONS)(BSc_Nursing)

Title of the Course	Community Health Nursing II
Course Code	N -COMH (II) 401 [T]

Part A

Year	4th	Semester	7th	Credits	L	T	P	C
					5	0	0	5
Course Type	Theory only							
Course Category	Foundation core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	<p>CO1- define community and community health nursing also interpreting the scope of community health and community health nursing. (BL1-Remember)</p> <p>CO2- understand the community health problems and holistic care , competent nursing care and extended role of nurses in community health centers. (BL2-Understand)</p> <p>CO3- demonstrate and show in the community about the self-examination, hand hygiene and related to the menstrual hygiene and care of a pregnant mother, new born baby and geriatric. (BL3-Apply)</p> <p>CO4- evaluate the problem in the community by questioning and behalf of that students able to analyze the problem regarding health issues. (BL4-Analyze)</p> <p>CO5- 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. (BL5-Evaluate)</p>							
Courses Elements	Skill Development ✓ Entrepreneurship ✓ Employability ✓ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)				

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	<p>Management of common conditions and emergencies including first aid</p> <ul style="list-style-type: none"> ▣ Standing orders: Definition, uses ▣ Screening, diagnosing/identification, primary care and referral of Gastrointestinal System ▣ Abdominal pain ▣ Nausea and vomiting ▣ Diarrhea ▣ Constipation ▣ Jaundice ▣ GI bleeding ▣ Abdominal distension ▣ Dysphagia and dyspepsia ▣ Aphthous ulcers <p>Respiratory System</p> <ul style="list-style-type: none"> ▣ Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis ▣ Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma ▣ Hemoptysis, Acute chest pain <p>Heart & Blood</p> <ul style="list-style-type: none"> ▣ Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia ▣ Blood anemia, blood cancers, bleeding disorders <p>Eye & ENT conditions</p> <ul style="list-style-type: none"> ▣ Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors ▣ ENT – Epistaxis, ASOM, sore throat, deafness <p>Urinary System</p> <ul style="list-style-type: none"> ▣ Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children <p>First aid in common emergency conditions – Review</p> <ul style="list-style-type: none"> ▣ High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies 	Lecture cum Discussion, Demonstration, role play & Field Visit	10
Unit 2	<p>Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)</p> <ul style="list-style-type: none"> ▣ Present situation of reproductive, maternal and child health in India ▣ Antenatal care ▣ Objectives, antenatal visits and examination, nutrition during pregnancy, counseling ▣ Calcium and iron supplementation in pregnancy ▣ Antenatal care at health centre level ▣ Birth preparedness ▣ High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis ▣ Referral, follow up and maintenance of records and reports ▣ Intra natal care ▣ Normal labour – process, onset, stages of labour ▣ Monitoring and active management of different stages of labour ▣ Care of women after labour ▣ Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perineal tears, ruptured uterus ▣ Care of newborn immediately after birth ▣ Maintenance of records and reports ▣ Use of Safe child birth check list ▣ SBA module – Review ▣ Organization of labour room ▣ Postpartum care ▣ Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling ▣ Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression ▣ Postpartum visit by health care provider ▣ Newborn and child care ▣ Review: Essential newborn care ▣ Management of common neonatal problems ▣ Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral ▣ Review: IMNCI Module ▣ Under five clinics ▣ Adolescent Health ▣ Common health problems and risk factors in adolescent girls and boys ▣ Common Gynecological conditions – dysmenorrhoea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse ▣ Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents ▣ National Menstrual Hygiene scheme ▣ Youth friendly services: <ul style="list-style-type: none"> ▣ SRH Service needs ▣ Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication ▣ Counseling for parents and teenagers (BCS – balanced counseling strategy) ▣ National Programs ▣ RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems ▣ Universal Immunization Program (UIP) as per Government of India guidelines – Review ▣ Rashtriya Bal Swasthya Karyakaram (RSBK) -children ▣ Rashtriya Kishor Swasthya Karyakram (RKSK) – adolscents ▣ Any other new programs 	Lecture cum Discussion, Demonstration, role play & Field Visit	20
Unit 3	<p>Demography, Surveillance and Interpretation of Data</p> <ul style="list-style-type: none"> ▣ Demography and vital statistics – demographic cycle, world population trends, vital statistics ▣ Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications ▣ Sources of vital statistics – Census, registration of vital events, sample registration system ▣ Morbidity and mortality indicators – Definition, calculation and interpretation ▣ Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India ▣ Collection, analysis, interpretation, use of data ▣ Review: Common sampling techniques – random and nonrandom techniques ▣ Disaggregation of data 	Lecture cum Discussion, Demonstration, role play & Field Visit	5
Unit 4	<p>Population and its Control</p> <ul style="list-style-type: none"> ▣ 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.), Terminal Methods (Tubectomy, Vasectomy) ▣ Emergency Contraception ▣ Counseling in reproductive, sexual health including problems of adolescents ▣ Medical Termination of pregnancy and MTP Act ▣ National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) ▣ Family planning 2020 ▣ National Family Welfare Program ▣ Role of a nurse in Family 	Lecture cum Discussion, Demonstration, role play & Field Visit	6

	Welfare Program		
Unit 5	Occupational Health [E] Occupational health hazards [E] Occupational diseases [E] ESI Act National/ State Occupational Health Programs [E] 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	Geriatric Health Care [E] Health problems of older adults [E] Management of common geriatric ailments: counseling, supportive treatment of older adults [E] Organization of geriatric health services [E] National program for health care of elderly (NPHCE) [E] State level programs/Schemes for older adults [E] Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems	Lecture cum Discussion, Demonstration, role play , case study & Field Visit	6
Unit 7	Mental Health Disorders [E] Screening, management, prevention and referral for mental health disorders [E] Review: o Depression, anxiety, acute psychosis, Schizophrenia o Dementia o Suicide o Alcohol and substance abuse o Drug deaddiction program o National Mental Health Program o National Mental Health Policy o National Mental Health Act [E] Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients	Lecture cum Discussion, Demonstration, role play & Field Visit	6
Unit 8	Health Management Information System (HMIS) [E] Introduction to health management system: data elements, recording and reporting formats, data quality issues [E] Review: o Basic Demography and vital statistics o Sources of vital statistics o Common sampling techniques, frequency distribution o Collection, analysis, interpretation of data [E] Analysis of data for community needs assessment and preparation of health action plan	Lecture cum Discussion, Demonstration, role play & Field Visit	4
Unit 9	Management of delivery of community health services: [E] Planning, budgeting and material management of CHC, PHC, SC/HWC [E] Manpower planning as per IPHS standards [E] Rural: Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central [E] Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals [E] Defense services [E] Institutional services [E] Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services	Lecture cum Discussion	12
Unit 10	Leadership, Supervision and Monitoring [E] Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHW (Female), Multipurpose health Worker (Male), AWWs and ASHA [E] Roles and responsibilities of Mid-Level Health Care Providers (MLHPs) [E] Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities [E] Health team management [E] Review: Leadership & supervision – concepts, principles & methods [E] Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics [E] Training, Supportive supervision and monitoring – concepts, principles and process e.g. performance of frontline health workers Financial Management and Accounting & Computing at Health Centers (SC) o Activities for which funds are received Accounting and book keeping requirements – accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting o Preparing a budget o Audit Records & Reports: [E] Concepts of records and reports – importance, legal implications, purposes, use of records, principles of record writing, filing of records [E] Types of records – community related records, registers, guidelines for maintaining [E] Report writing – purposes, documentation of activities, types of reports [E] Medical Records Department – functions, filing and retention of medical records [E] Electronic Medical Records (EMR) – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER [E] Nurses' responsibility in record keeping and reporting	Lecture cum Discussion, role play & Field Visit	15
Unit 11	Disaster Management [E] Disaster types and magnitude [E] Disaster preparedness [E] Emergency preparedness [E] Common problems during disasters and methods to overcome [E] Basic disaster supplies kit [E] Disaster response including emergency relief measures and Life saving techniques Use disaster management module	Lecture cum Discussion, Mock Drill , Role Play	6
Unit 12	Bio-Medical Waste Management [E] Waste collection, segregation, transportation and management in the community [E] Waste management in health center/clinics [E] 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, ILO, CAR, CIDA, JHPIEGO, any other [E] National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other [E] Voluntary Health Association of India (VHA)	Lecture cum discussion & Field Visit	3

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	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 Pilot 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%20(CCH)%20for%20primary%20health%20care,Eligibility%3A%208th%20or%2010th%20pass.
Videos	Community health bag technique procedure

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	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-2022-2023

(SONS)(BSc_Nursing)

Title of the Course	Nursing Research Project
Course Code	NRST 405

Part A

Year	4th	Semester	7th	Credits	L	T	P	C	
					0	0	2	2	
Course Type	Project								
Course Category	Discipline Core								
Pre-Requisite/s				Co-Requisite/s					
Course Outcomes & Bloom's Level	CO1- To enhance their scientific writing skills (BL3-Apply) CO2- To comprehend, distinguish, understand and explain appropriate design and sampling technique in nursing research. (BL4-Analyze) CO3- To explain, generate, reconstruct Design a plan and create/prepare the research project by evidence based practice by utilization of nursing research. (BL5-Evaluate)								
Coures Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth)					

Part B

Modules	Contents	Pedagogy	Hours
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit 1	Research Project Work	Research Paper Presentation	BL6-Create	40

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
50	25	0	0	50	25

Part E

Books	Denise F. Polit and Cheryl Tatano Beck.(2018)."Nursing Research: Generating and Assessing Evidence for Nursing Practice"3rd Edition. Elsevier Publisher
Articles	https://paperpile.com/g/types-of-research-papers/
References Books	Susan K. Grove and Jennifer R. Gray,(2020). "Understanding Nursing Research: Building an Evidence-Based Practice" 2nd Edition. Elsevier Publishers
MOOC Courses	https://www.mooc.org/#:~:text=Massive%20Open%20Online%20Courses%20(MOOCs,quality%20educational%20experiences%20at%20sca
Videos	https://www.youtube.com/watch?v=VUCicpiNdMI

Course Articulation Matrix

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



Syllabus-2022-2023
(SONS)(BSc_Nursing)

Title of the Course	Nursing Research & Statistics
Course Code	NRST 405

Part A

Year	4th	Semester	7th	Credits	L	T	P	C
					2	0	0	2
Course Type	Theory only							
Course Category	Discipline Core							
Pre-Requisite/s				Co-Requisite/s				
Course Outcomes & Bloom's Level	CO1- know, recognize, recall, state the concepts, terms, approaches, and methods of data collection in nursing research. (BL1-Remember) CO2- comprehend, distinguish, Understand and explain appropriate design and sampling technique in nursing research. (BL2-Understand) CO3- discover, apply, use and relate the nursing research problems and carrying out the nursing research. (BL3-Apply) CO4- identify, select, outline, compare, differentiate & analyze, research data, interpreting and utilizing the findings from health related research. (BL4-Analyze) CO5- compare, explain, interpret & evaluate the various methods of data collection and tools. (BL5-Evaluate) CO6- explain, generate, reconstruct Design a plan and create/prepare the research project by evidence based practice by utilization of nursing research. (BL6-Create)							
Courses Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✓ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗		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	Research and Research Process <input type="checkbox"/> Introduction and need for nursing research <input type="checkbox"/> Definition of Research & nursing research <input type="checkbox"/> Steps of scientific method <input type="checkbox"/> Characteristics of good research <input type="checkbox"/> Steps of Research process – overview <input type="checkbox"/> Evidence Based Practice – Concept, Meaning, Purposes, Steps of EBP Process and Barriers	lecture cum discussion	6
Unit-2	Research Problem/Question <input type="checkbox"/> Identification of problem area <input type="checkbox"/> Problem statement <input type="checkbox"/> Criteria of a good research problem <input type="checkbox"/> Writing objectives and hypotheses	lecture cum discussion	2
Unit-3	Review of Literature <input type="checkbox"/> Location <input type="checkbox"/> Sources <input type="checkbox"/> On line search; CINHAL, COCHRANE etc. <input type="checkbox"/> Purposes <input type="checkbox"/> Method of review	lecture cum discussion	2
Unit-4	Research Approaches and Designs <input type="checkbox"/> Historical, survey and experimental <input type="checkbox"/> Qualitative and Quantitative designs	lecture cum discussion	4
Unit-5	Sampling and data Collection <input type="checkbox"/> Definition of Population, Sample <input type="checkbox"/> Sampling criteria, factors influencing sampling process, types of sampling techniques <input type="checkbox"/> Data – why, what, from whom, when and where to collect <input type="checkbox"/> Data collection methods and instruments <input type="checkbox"/> Methods of data collection <input type="checkbox"/> Questioning, interviewing <input type="checkbox"/> Observations, record analysis and measurement <input type="checkbox"/> Types of instruments, Validity & Reliability of the Instrument <input type="checkbox"/> Research ethics <input type="checkbox"/> Pilot study <input type="checkbox"/> Data collection procedure	Lecture cum discussion & Group project	6
Unit-6	Analysis of data <input type="checkbox"/> Compilation, Tabulation, classification, summarization, presentation, interpretation of data	lecture cum discussion	4
Unit-7	Introduction to Statistics <input type="checkbox"/> Definition, use of statistics, scales of measurement. Frequency distribution and graphical presentation of data <input type="checkbox"/> Mean, Median, Mode, Standard deviation <input type="checkbox"/> Normal Probability and tests of significance <input type="checkbox"/> Co-efficient of correlation <input type="checkbox"/> Statistical packages and its application	seminar	12
Unit-8	Communication and utilization of Research <input type="checkbox"/> Communication of research findings <input type="checkbox"/> Verbal report <input type="checkbox"/> Writing research report <input type="checkbox"/> Writing scientific article/paper <input type="checkbox"/> Critical review of published research including publication ethics <input type="checkbox"/> Utilization of research findings <input type="checkbox"/> Conducting group research project	lecture cum discussion	4

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit -5	Sampling and data Collection	Research Paper Presentation	BL4-Analyze	40

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	Polit, D.F. & Beck CT, (2003). Nursing Research, Principles and Methods, 7th ed. Lippincott Williams & Wilkins, Philadelphia,
Articles	Nurses with a strong professional self-concept tend to exhibit a positive mindset and strong work engagement, delivering high-quality patient care. Although numerous quantitative studies have examined the factors impacting professional self-concept, there remains a limited exploration of these factors from the perspective of nurses themselves.
References Books	Laura A. Talbot, (2014). Principles and practice of nursing research, 2nd edition . Mosby St. Louis.
MOOC Courses	https://www.mooc-list.com/tags/nurse#google_vignette
Videos	Research Design in Research Methodology

Course Articulation Matrix

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

